



Inclusive Teaching Practices in Larger Courses

Larger courses can present challenges for instructors aiming to provide personalized and inclusive learning experiences for students. Inclusive teaching refers to an intentional practice of recognizing and mitigating biases that may lead to the marginalization of some students ([Dewsbury & Brame, 2019](#)) and supporting all students to reach their full potential ([Addy et al., 2021](#)). This resource provides suggestions for inclusive teaching practices for larger courses.

Communicate with your Students

It is important that students feel heard and welcome. Below are suggestions for maintaining regular communication with your students.

1. The instructor introduces themselves in a paragraph on the syllabus and might also add a picture. This could also be a video.
2. Use surveys to learn about who your students are. Include questions such as: Their preferred pronouns, why they enrolled in the course, what they are curious about, what they want to achieve through the course, and if there are any topics/concerns that they would like to discuss further with the instructor.
3. Set up a system for students to communicate with the instructor and peers asynchronously (e.g., Q&A forum, Canvas discussion page).
4. Remind students through emails, and Canvas announcements about upcoming assignments, quizzes, and activities.

Encourage student engagement

Implementing learning activities where students can engage actively might lead to better learning outcomes ([Hartikainen et al., 2019](#)). Compared to traditional lectures, active learning is more student-centered, giving students more chances to connect with the topic and each other. Research suggests that helping students build meaningful relationships with peers, professors, and staff supports positive learning experiences ([Felton et al., 2023](#)).

1. Connect students with peers, professors, and staff to build relationships that allow day-to-day interactions, conversations, and connections ([Felton et al., 2023](#))
 - a. Provide time for students to get to know each other (e.g., group work, first day of class activities, etc.)
 - b. Provide resources for students to connect with people around the university (Student mentorship programs, department social media pages that share upcoming events, college website, etc.)
2. Design in-class activities to encourage active learning. Include activities such as think pair share and group activities to allow students to interact with one another.
 - a. Be mindful to provide some time for students to brainstorm ideas for their discussion with their peers



- b. Communicate clear expectations for group activities regarding how they will contribute to achieving learning objectives.
3. Pause every 15-20 minutes to check in with students about questions or comments (e.g., verbally ask them, QR code for question poll)
4. Implement social annotation tools such as [Perusall](#) and [Hypothesis](#) which allow students to interact with each other's responses to texts. They also allow students to understand common areas of interest or difficulties within the texts, providing opportunities to engage in further conversations.

Assignments and Grading

Recognize that grading assignments for larger courses may be time consuming, prompting the need for efficient and effective, yet inclusive assessment strategies. Consider strategies to actively involve students in their learning experiences and empower them to navigate their academic progress effectively.

1. Review the assignments and assessments and evaluate if the assessment process seems complex, consider alternative assessments while still achieving the learning objectives ([Classroom Assessment Techniques](#), [50 Classroom Assessment Techniques by Angelo and Cross](#))
2. Consider group assignments
3. Consider peer feedback in some stage of the assignments
4. Provide clear, specific, and written grading policy to students
5. Use detailed rubric that allows students to understand the expectations and to be transparent about the grading process. Discuss the rubric with students to ensure they understand its purpose.

References and Additional Resources

- Addy, T. M. (2021). *What inclusive instructors do: Principles and practices for excellence in college teaching* (First ed.). Stylus Publishing, LLC. <https://doi.org/10.4324/9781003448655>
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