



Session I, July 11-13, 2018

7. Intercultural and Inclusive Pedagogy in Higher Education

Culture provides the underpinnings of both student and teacher classroom behaviors and expectations, and cultural values and assumptions permeate pedagogical choices in often-unexamined ways. To unpack our implicit mental models, we need to reflect on our beliefs about learning, students, academic rigor and institutional/disciplinary expectations. We will use the research on adult learning to guide our reframing and to empower us to choose teaching strategies that create equitable and inclusive learning environments.

Designed for: Anyone who teaches in higher education or corporate settings, trainers, training managers, instructional designers, department chairs or deans who want to teach with, promote, enhance, or train others with inclusive practices that lead to learning.

Workshop Objectives

You will have the opportunity to:

- Evaluate, select, and implement research-tested pedagogical strategies that create equitable learning environments and opportunities
- Explain and apply backwards design to any learning context
- Explain how a student motivation framework can be used to build a supportive classroom environment
- Explain how metacognitive reflection can 'level the playing field' for all learners and incorporate it into your classes
- Assess and evaluate learning while supporting students as learners
- Create a learner-centered syllabus

Learning Activities

Engage in activities that model an inclusive and intercultural classroom environment:

- Co-creating our class/group ground rules
- Co-designing the learning: How to write learning objectives using Bloom's taxonomy
- Circle of voices, pair and share, jigsaw and other active learning techniques
- How to design an inclusive, learner-centered syllabus
- Backwards design mini-projects
- Video cases for discussion
- Deep listening and self-reflection
- Peer review and feedback



Dr. Catherine Ross has been working in higher education for 28 years, teaching Russian, ESL, and linguistics and administering programs to support graduate teaching assistants and faculty in their teaching development. She received her Ph.D. in Russian and Foreign Language Teaching from the University of Texas at Austin, and has taught at universities across the U.S. She has also taught at universities in Japan and the Ukraine, and worked with faculty at two universities in Saudi Arabia. Catherine joined Wake Forest University in 2010 as the director of the Teaching and Learning Center.

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