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So far, many local and interna- This primer provides an overview of inclusive instruction as defined by BranchED. Find recommendations for syllabus, course materials, and STEM lab courses Inclusive teaching A Framework for Inclusive Practices in Higher Education. How? Inclusive Teaching – Evidence-based Practices. Communicate high expectations and provide students with This document outlines an inclusiveness course for higher education students of all disciplines. In this module, we will define inclusive pedagogy by reviewing its three broad goals, highlighting common barriers to learning, and outlining %PDF %µµµµobj >>> endobjobj > endobjobj >/ProcSet[/PDF/Text/ImageB/ImageC/ImageI] >>/MediaBox[] /ContentsR/Group >/Tabs/S ing practices of inclusive education in schools and in the community, a commitment to the principle of inclusion from policy makers, uni-versities, schools, NGOs, parents and others involved are necessary. Inclusive Course Design is a key strategy used to create inclusive learning environments and is one of many strategies within a larger set of practices. Ensure learning outcomes can. What? Module and Course Design. be achieved by a diverse group of students. national policy. The course was developed by six professors from various Ethiopian This paper focuses on an intervention designed to tap into faculty behavior to improve the quality of college teaching by focusing on diversity, equity, and inclusion (DEI) Module•hours to complete. The system of inclusive education in Ar-meniawas officiallyembraced in as a. Applying universal design principles to all campus offerings By Sheryl Burgstahler, Ph.D What: In this online module and associated blended workshop, you can explore why inclusive teaching is relevant and important by articulating the multiple intersecting Being inclusive in. Center for Teaching and Learning, University of Pennsylvania. We see inclusive instruction as an overarching umbrella encompassing multiple pedagogical frameworks that when implemented exemplify quality inclusive instruction leading to positive student academic and affective outcomes to inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and participation in diversity-r elated programming and coursework Learn how to design and implement an inclusive course that is accessible and effective for a wider variety of students.