

# 10 TIPS FOR AN INCLUSIVE ENVIRONMENT IN THE CLASSROOM

## START THE SEMESTER INCLUSIVELY

### 1. SHARE THE FACILITIES AND DETAILS OF THE CONTACT PERSONS THAT ARE IMPORTANT FOR STUDENTS TO KNOW ABOUT

(Hotlines, confidential advisors, support systems for students with disabilities)



### 2. SHARE YOUR PRONOUNS WITH THE CLASS AND ALLOW YOUR STUDENTS TO SHARE THEIRS AS WELL

(She/her, their/theirs, he/him, they/them)



### 3. CHECKING IN: ASK YOUR STUDENTS, "HOW IS EVERYONE FEELING TODAY?"



### 4. ASK YOUR STUDENTS, "WHAT WOULD YOU NEED TO FEEL SAFE AND COMFORTABLE IN THIS CLASSROOM?"

### 5. BE AWARE OF TRIGGER WARNINGS

Such as the use of bright lights, the use of insulting language and the use of offensive imagery)



### 6. SCHEDULE CONSULTATION HOURS AT FIXED TIME SLOTS FOR STUDENTS WHO WANT TO ASK 1-ON-1 QUESTIONS

### 7. CHECK THE PHYSICAL ACCESSIBILITY OF YOUR CLASSROOM BEFORE THE CLASS STARTS



### 8. CHOOSE YOUR WORDS WITH CARE

"Hello everyone", instead of "ladies and gentlemen", "People from Ghana/Morocco", instead of "Ghanaians/Moroccans".

### 9. BE AWARE OF EVERYONE'S (VISIBLE AND INVISIBLE) DIVERSITY



### 10. MAKE SURE THE STUDY MATERIAL YOU PROVIDE DOES NOT MERELY INCLUDE THE EUROCENTRIC PERSPECTIVE AND ACTIVELY ENCOURAGE INCLUDING OTHER PERSPECTIVES AS WELL



Diversity & Inclusion is not a quick fix, but deserves continuous attention. These are ten tips to help start the semester inclusively and to develop sensitivity for (in)visible diversity. These tips are broadly applicable, but not all-encompassing. Feel free to add your tips..

# BIBLIOGRAPHY

## **2. SHARE YOUR PRONOUNS WITH THE CLASS AND ALLOW YOUR STUDENTS TO SHARE THEIRS AS WELL**

- A PERSON'S PRONOUNS CONVEY THEIR GENDER IDENTITY. TRANSGENDER, GENDER NONCONFORMING, GENDER-FLUID, NON-BINARY, AND OTHER LGBTQI+ PEOPLE USE A VARIETY OF PRONOUNS THAT AFFIRM WHO THEY ARE. USING SOMEONE'S SELF-DEFINED PRONOUNS RESPECTS ALL GENDER IDENTITIES ON THE SPECTRUM.

## **3. CHECKING IN: ASK YOUR STUDENTS, "HOW IS EVERYONE FEELING TODAY?"**

- RAMDAS, S., SLOOTMAN, M., & VAN OUDENHOVEN-VAN DER ZEE, K. (2019). THE VU MIXED CLASSROOM EDUCATIONAL MODEL. VRIJE UNIVERSITEIT AMSTERDAM.
- PROCEE, H. (1991). OVER DE GRENZEN VAN CULTUREN: VOORBIJ UNIVERSALISME EN RELATIVISME. BOOM.

## **4. ASK YOUR STUDENTS, "WHAT WOULD YOU NEED TO FEEL SAFE AND COMFORTABLE IN THIS CLASSROOM?"**

- TO ENABLE LEARNING, A SAFE LEARNING CLIMATE IS REQUIRED (PROCEE, 1991; RAMDAS, SLOOTMAN & VAN OUDENHOVEN-VAN DER ZEE, 2019). GIVE EACH OTHER THE SPACE TO DECIDE FOR YOURSELF WHAT YOU WANT TO SHARE AND AGREE ON RULES IN ADVANCE TO MONITOR GROUP SAFETY.

## **5. BE AWARE OF TRIGGER WARNINGS**

- A TRIGGER WARNING IS A STATEMENT MADE PRIOR TO SHARING POTENTIALLY DISTURBING CONTENT. SUCH A WARNING CAN HELP THOSE WHO HAVE EXPERIENCED TRAUMA TO AVOID FIGHT-OR-FLIGHT MODES THAT OCCUR WHEN THEY ARE EXPOSED TO WORDS OR IMAGERY THAT REMIND THEM OF TRAUMA.

## **6. SCHEDULE CONSULTATION HOURS AT FIXED TIME SLOTS FOR STUDENTS WHO WANT TO ASK 1-ON-1 QUESTIONS**

- NOT ALL STUDENTS FEEL CONFIDENT OR COMFORTABLE TO ASK QUESTIONS OR SHARE (PERSONAL) EXPERIENCES IN A CLASSROOM SETTING. 1-ON-1 CONSULTATIONS ENABLE RESERVED STUDENTS TO ASK QUESTIONS OR TO SHARE SENSITIVE OR PERSONAL INFORMATION WITH THEIR TEACHER.

## **8. CHOOSE YOUR WORDS WITH CARE**

- LANGUAGE REFLECTS HOW YOU SEE THINGS AND THUS CREATES A REALITY (THEORY ABOUT THE LOOPING EFFECT) (HACKING, 2006). TO SEE PEOPLE AS FULL-FLEDGED AND TO MAKE THEM FEEL SEEN, IT HELPS TO AVOID SPEAKING IN CATEGORIZING TERMS. MOREOVER, PEOPLE WANT TO BE PART (BEING PART OF A GROUP) AND WHOLE (YOU ARE AN AUTONOMOUS PERSON) AND ALSO WANT TO BE ACKNOWLEDGED IN BOTH.

## **9. BE AWARE OF EVERYONE'S (VISIBLE AND INVISIBLE) DIVERSITY**

- LOOK BEYOND THE MOST EXPLICIT DIVERSITY CHARACTERISTICS, SUCH AS GENDER, AGE, LGTBIQ+, DISABILITY AND CULTURAL, ETHNIC, OR RELIGIOUS BACKGROUNDS. YOU CAN LEARN TO LOOK AT A GROUP OF PEOPLE FROM THE PERSPECTIVE THAT IT IS BY DEFINITION DIVERSE (MELLA, 2009).

## **10. MAKE SURE THE STUDY MATERIAL YOU PROVIDE DOES NOT MERELY INCLUDE THE EUROCENTRIC PERSPECTIVE AND ACTIVELY ENCOURAGE INCLUDING OTHER PERSPECTIVES AS WELL**

- INCLUSIVE EDUCATION IS MORE FRUITFUL WHEN MULTIPLE PERSPECTIVES ARE INCLUDED (BIESTA, 2015).

