**Inclusive Pedagogy**

**Inclusive Pedagogy for Life Science Education Tagging Ontology:**

**Developing Self-awareness:** Explore one’s own professional and social identity in order to best engage with how it intersects with your class design and student interactions.

**Developing Empathy:** Create opportunities to get to know and understand students. Give students a voice in creating their narrative.

**Classroom Climate:** Encourage respectful and supportive peer interactions, providing students’ opportunities to collaborate in building understanding, identify shared interests in course content, develop a supportive classroom network.

**Fostering a Sense of Belonging:** Use diverse scientist narratives, use inclusive language, use student names, helping students understand adversity as shared, transient experiences to increase social belonging.

**Promoting Engagement and Self-Efficacy:** Enhance students’ opportunities to contribute and benefit from the intellectual community of the classroom, use course structures to promote engagement in and out of class, enhance cooperation and reduce competition, emphasize the relevance of coursework to real life, support students’ sense of autonomy to increase interest and enjoyment and possibly decrease anxiety measures.

**Leveraging Networks:** Explicitly connect other aspects of campus life designed for student success to classroom content, such as living learning communities and curricular communities, invite staff and faculty from around campus into your classroom, connect first-year courses to other first-year curricular and co-curricular requirements.

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Inclusive Teaching Checklist, CBE-LSE (2019) [https://lse.ascb.org/wp-content/uploads/sites/10/2019/05/Instructor-Checklist%E2%80%94Inclusive-Teaching.pdf](https://lse.ascb.org/wp-content/uploads/sites/10/2019/05/Instructor-Checklist%25E2%2580%2594Inclusive-Teaching.pdf)