

Inclusive Teaching and Scholarly Practice

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Course Description

This course builds on Foundations of Teaching and Learning (FTL). Through the process of inquiry and critical reflection, the practices and assumptions on which decisions about teaching are based will be discussed. Grounded in the scholarship of teaching and learning and the principles of Universal Design for Learning, a variety of strategies to create a learning environment that is inclusive by design and engages students from diverse backgrounds will be examined. The role of applied research in the college classroom will also be explored.

Learning Outcomes

Upon completion of this course participants will be able to:

- Incorporate a variety of teaching, learning and assessment strategies, grounded in universal design for learning, to foster an inclusive learning environment
- Reflect on a diverse range of formative and summative assessment strategies that ensure that learning outcomes are taught and evaluated at the appropriate levels and are an integrated feature of learning
- Engage in reflective and evidence-based practice to continually explore, evaluate and integrate “active” teaching strategies and practices
- Discuss the criteria for conducting research in the classroom that adhere to Tri Council guidelines
- Model Seneca’s core literacies in the design of experiential cross-disciplinary learning experiences

Prerequisite:

Foundations of Teaching and Learning (FTL) is the prerequisite for ITSP.

Course Format and Approach

The ITSP course is experientially based, with a focus on curriculum, course design, current research about learning and adult learning theory. A highly interactive seminar format in

which we participate actively in class discussions, case studies and debate, augmented by lectures and resources is followed. Group work will be modeled on the principles of collaborative (cooperative) learning. A variety of teaching-learning methods will be used. Participants will have an opportunity to engage in reflective practice as we discuss teaching-learning experiences, as well as apply new learning directly to the college classrooms.

Classes will be held once a week for 12 weeks, with additional out-of-class readings and activities as needed.

ITSP Deliverables

To be awarded a certificate of completion, participants must participate in class activities and not miss more than one classroom session. In addition, you are required to prepare the following:

- A review and revision of the course outline and resources based on the Accessibility for Ontarians with Disabilities Act (AODA) guidelines
- Plan for incorporating the principles of Universal Instructional Design following the guidelines in the Faculty Workbook
- A short educational video (or other multimedia resource)
- Completion of the TCPS2 Tutorial Course on Research Ethics (CORE)
- An annotated bibliography and short reflection on “What informs your practice?”
- Review of the formative and summative assessments in one course that details how they are aligned with the learning outcomes
- Student Success Checklist
- Integrated Learning Plan

The above deliverables will contribute to the participant’s Faculty Portfolio.

Modes of Evaluation

All deliverables and activities are evaluated as **complete / incomplete**.

tags : courses, faculty-development-program, fdp, foundations-of-teaching-and-learning, ftl, inclusive-teaching-and-scholarly-practice, itsp, professional-development, teaching-and-learning, teaching-and-learning-centre, technology-enhanced-learning, tel