Inclusive to Anti-Oppressive Teaching Continuum

An approach

Inclusive Teaching Pedagogy and Curriculum

Critical/DIA Teaching Pedagogy and Curriculum

Anti-Oppressive Teaching Pedagogy and Curriculum

Aware of information, vocabulary, and concepts for describing difference, power, inequality, oppression, and agency/resistance

Ability to analyze systems and structures and recognize power, inequality, oppression, and agency/resistance

Ability to analyze one’s positionality in relation to power, reflect on internalization of superiority/inferiority in oneself and others, and empathize with self and others

Ability to apply analysis and reflection for change, organizing, and disrupting systems and structures of power and oppression, or transforming oneself

Aware of diverse perspectives, different types of knowledge, and debates in field

Awareness and Description

Analysis and Reflection

Application and Action

Student learning goals and instructional approaches

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An approach

Content
What do I teach?

My course content includes diverse perspectives and voices, including racial, ethnic and gender diversity of scholars and practitioners. Knowledge is presented as evolving through inquiry and varying positions. I help students connect content with lived experiences and their own lives.

Methods
How do I teach?

My course uses a range of strategies and modes of student engagement, including opportunities for students to draw on their talents, experiences, and prior knowledge. I include low-stakes chances to practice, receive feedback and reflect, and I adjust my approaches to trends in their learning.

Students
Who are they?

I get to know some of my students’ names and their interests, goals, strengths, or anxieties around learning. I also try to include their feedback about learning to adjust my approaches or clarify them better.

Instructor
Who am I?

I reflect on my assumptions about who my students are, how they learn, and what they need to learn effectively. I also work to build connections with my students and invite them to get to know me. I engage in learning about diverse views in my field and how scholars’ experiences or social identities might inform their research or perspectives.

My course content includes a diverse range of views, including scholarship, cultural production, perspectives, and voices from members of communities historically marginalized. Content focuses on analysis of intersecting aspects of identity; uses of power to classify, rank, and marginalize on the basis of these aspects; the agency of marginalized groups; and examination of structures, forms of knowledge, cultural practices or ideologies that perpetuate or change distribution of power in society.

My course uses a range of strategies and modes of student engagement, including opportunities for students to draw on their talents, experiences, and prior knowledge. Specifically, I provide students with tools for respectful listening and ethical dialogue or moments for student reflection on their own multiple social identifications and how they are formed and located in relation to power.

I get to know some of my students’ names and their interests, views, or anxieties around identity, power, resistance and transformation. I challenge students to reflect on their assumptions, identify how their interests, goals, etc. relate to power and the different views and experiences of others, and to engage in actions that disrupt “normal” or routine social norms or personal ways of being and acting.

I reflect on my assumptions about students, my social positionality in relation to power, and how this influences institutional and classroom dynamics. I deliberately disrupt typical classroom power dynamics and design my course to disrupt typical pedagogical modes and experiment with diverse alternative modes — and I invite students into such work. I also engage with critical discourses in my field and interdisciplinary debates in my research.

Created by Jason Schreiner, Associate Director, Teaching Engagement Program, University of Oregon, July 2021
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A few specific examples

**Inclusive Teaching Pedagogy and Curriculum**

**Content**
What do I teach?

- Representative Diversity:
  - Content, examples, images

**Methods**
How do I teach?

- Transparent Assignment Design:
  - Purpose, task, criteria

**Students**
Who are they?

- Student Survey:
  - Interests, goals, experience

**Instructor**
Who am I?

- Self-Presentation:
  - Interests, passion, background

**Critical/DIA Teaching Pedagogy and Curriculum**

**Content**
What do I teach?

- Centering BIPOC Work:
  - Scholarship, perspectives, cultural production

**Methods**
How do I teach?

- Structured Difficult Dialogues:
  - Inquiry roles, class power dynamics, reflection

**Students**
Who are they?

- Student Reflections:
  - Intersectional identities; relationship to power; assumptions / perceptions shifts

**Instructor**
Who am I?

- Self-Presentation:
  - Interests, positionality, journey to knowledge

**Anti-Oppressive Teaching Pedagogy and Curriculum**

**Content**
What do I teach?

- Co-Creating Content:
  - Students help shape learning outcomes and help select or create course content

**Methods**
How do I teach?

- Visible Public Projects:
  - Embodys conflicts to explore differences and power; public advocacy projects

**Students**
Who are they?

- Student Literacy Narratives:
  - Projects document shifts in understanding of identities, relationship to power, assumptions / perceptions

**Instructor**
Who am I?

- Self-Presentation:
  - Interests, positionality, meta-knowledge, pedagogy choices

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