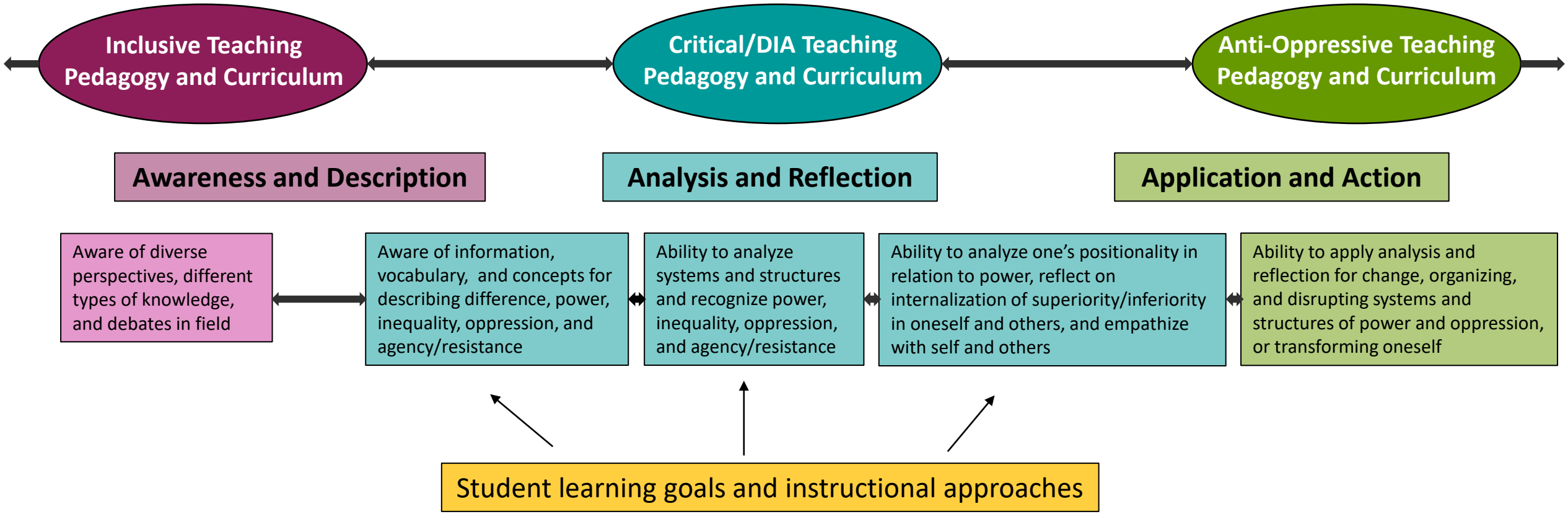
Inclusive to Anti-Oppressive Teaching Continuum

An approach



Adapted from St. Clair, D. and Kishomoto, K. (2010). "Decolonizing Teaching: A Cross-Curricular and Collaborative Model for Teaching about Race in the University," *Multicultural Education*, 18:1, 18-24. For inclusive teaching, see https://hr.uoregon.edu/ua-mou-course-evaluations-article-20.pdf. For DIA teaching, see https://provost.uoregon.edu/changes-core-education-group-and-multicultural-requirements.

Created by Jason Schreiner, Associate Director, Teaching Engagement Program, University of Oregon, July 2021

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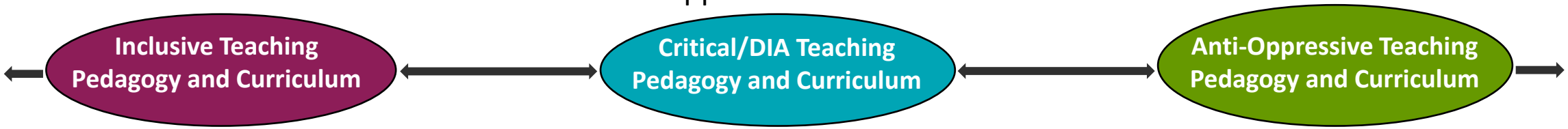

	Inclusive Teaching Pedagogy and Curriculum	Critical/DIA Teaching Pedagogy and Curriculum	Anti-Oppressive Teaching Pedagogy and Curriculum
Content What do I teach?	My course content includes diverse perspectives and voices, including racial, ethnic and gender diversity of scholars and practitioners. Knowledge is presented as evolving through inquiry and varying positions. I help students connect content with lived experiences and their own lives.	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 content includes a diverse range of perspectives, scholarship, practices, and testimonies from members of multiple social identities and communities. Content includes critical analyses, change strategies, action narratives, and visions of transformation for disrupting structures and systems of power, enacting diverse modes or styles of being, and constructing new social structures and systems.
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.	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.	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 and tactics for social organizing and action or personal transformation.
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.	I get to know some of my students' names and their interests, views, or anxieties around identity and power. I challenge students to reflect on their assumptions and identify how their interests, views, etc. relate to power and the different views and experiences of others.	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.
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.	I reflect on my assumptions about students, my social positionality in relation to power, and how this influences institutional and classroom dynamics. I also build connections with students and invite them to get to know me. I engage with critical discourses in my field and interdisciplinary debates in my research.	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.

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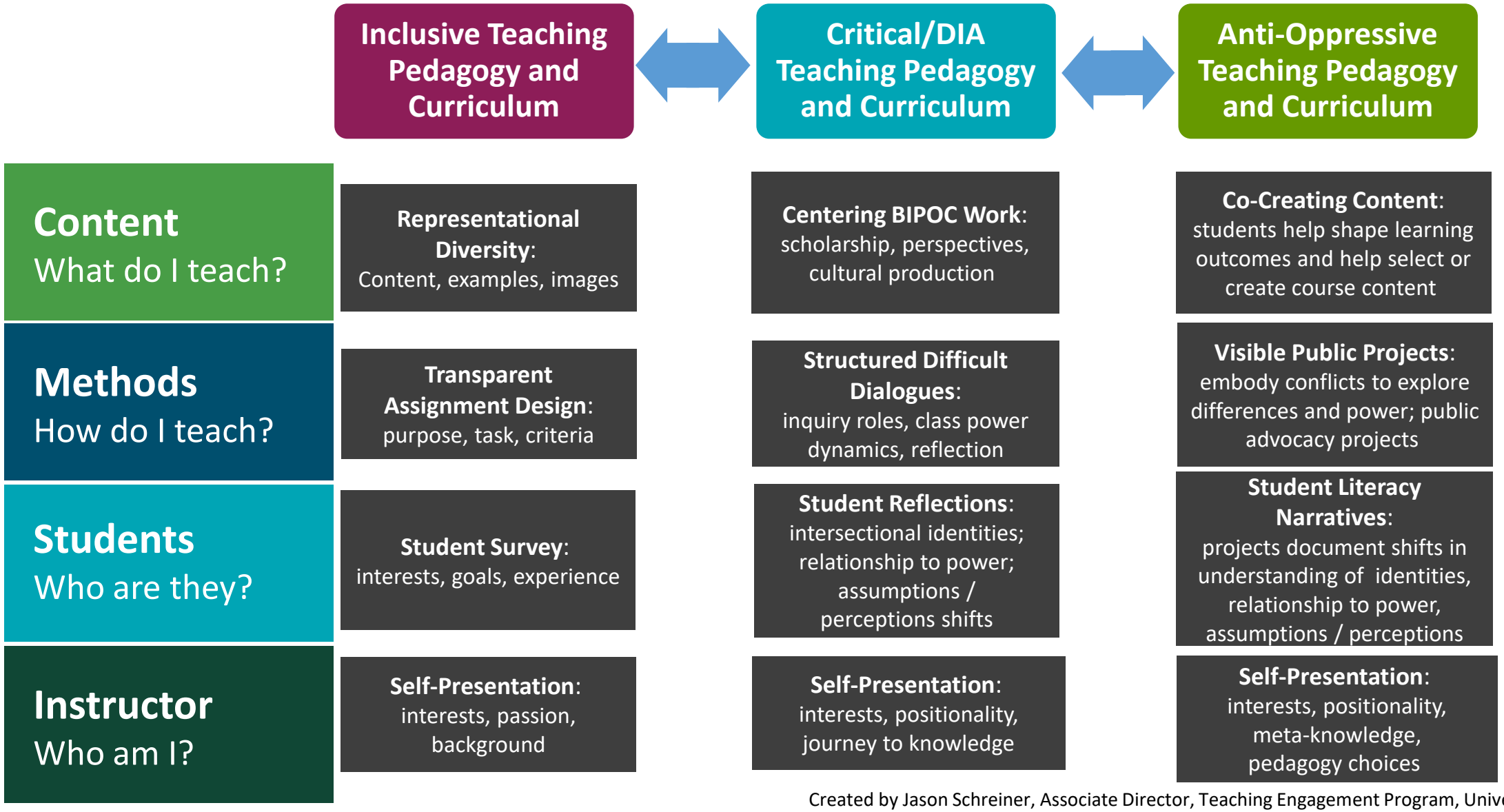
A few specific examples



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