The following Hidden Messages for Inclusive Workshops activity was adapted by Dr. Darcy G. Gordon specifically for the Communication Fellows from the workshop,
Inclusive Teaching: How to Leverage Identity to Improve Your Teaching Practice
developed by Drs. Darcy G. Gordon and David Bergsman at MIT.

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Hidden Messages for Inclusive Workshops

Part of being an effective facilitator is being able to critically examine the practices we employ, and determine how participants might react to those practices. This reflective examination can help us identify areas of strength and opportunities for growth as we become more experienced in facilitation.

For each of the common practices assigned to your small group, discuss the following:

- Why might a facilitator use this practice?

- What is implied about the facilitator's values and the expectations for the participants?

- Which participant behaviors are encouraged and which are discouraged by using this practice?

- Is this practice more or less inclusive? What could be done to modify this practice to ensure inclusivity?

- What is the virtual equivalent of this practice? Or how does a virtual environment change this general practice or its outcomes?

Common facilitation practices:

1. Checking in regularly and leaving 10-15 minutes at the end of the workshop for questions and discussion.

2. Using lots of color to convey information.

3. Using think-pair-share (participants have time to think about a question, then discuss it with a partner, and finally report out on their discussion) and other active learning strategies.

4. Presenting material in written and verbal forms (e.g., presentation w/ handout).

5. Using directive language (e.g., you need to do X, everyone must participate, etc.).

6. Clearly outlining your goals and objectives for the workshop before getting started.

7. Including questions on how to ensure full participation during registration (e.g., do you have any mobility concerns, will you need to take a break during the workshop to pray, pump, etc.).

8. Assuming that participant backgrounds (educational experiences, languages spoken, etc.) are similar since they are all in the same workshop.

9. Ignoring your own missteps in order to preserve your authority as the facilitator.

10. Using examples and case studies that highlight a diverse group of people and ideas.

11. Addressing the participants as a group with "ladies and gentlemen" or "you guys."

12. Praising individual participants for their correct contributions during discussions (e.g.,"Wow! Yes, you really know what you're talking about!").

<u>**Hidden Messages Key and Resources for Inclusive Workshops**</u>

The Hidden Messages Activity was designed to help facilitators become familiar with a reflective examination of common practices in workshops. In this activity, the process of reflection is more important than getting the "right" answers. However, it may be useful to check your reasoning against the recommendations given here.

1. Checking in regularly and leaving 10-15 minutes at the end of the workshop for questions and discussion.
    ○ **More** inclusive. By encouraging discussions, questions, and dialogue during class, participants are able to actively participate and personalize their learning experience. Dialogue during class signals to your participants that their perspectives and ideas are valued.

2. Using lots of color to convey information.
    ○ **Less** inclusive. Be mindful of physical constraints and accessibility concerns of your participants. Information should be conveyed in multiple modalities whenever possible, and color should not be the only way to convey a particular point. When using color, select colors that contrast in brightness as well as hue. You can also search the Internet for ready-made "colorblind-friendly palettes."

3. Using think-pair-share (participants have time to think about a question, then discuss it with a partner, and finally report out on their discussion) and other active learning strategies.
    ○ **More** inclusive. Think-pair share is an active learning technique to get all participants engaging in the material. It combines cognitive strategies such as wait time and self-explanation to encourage all participants to critically examine a question and learn from their peers.

4. Presenting material in written and verbal forms (e.g., presentation w/ handout).
   ○ **More** inclusive. Ensuring that your participants can access and reference workshop material in multiple representations can help make sure the messages you want to send are accurately perceived and understood. For virtual presentations, handouts can be emailed in advance to those who RSVP'd.

5. Using directive language (e.g., "you need to do X," "everyone must participate," etc.).
   ○ **Less** inclusive. Choose inviting language over cold commands to promote participants' sense of self-efficacy. Consider replacing commands with statements like, "I invite you to," and "I encourage." However, this does not mean you should obscure your expectations! Striking a balance to find a direct and inviting way to address participants will take practice.

6. Clearly outlining your goals and objectives for the workshop before getting started.
   ○ **More** inclusive. Beyond being a helpful exercise in developing workshop curricula, presenting your goals and objectives maintains transparency and outlines expectations for your participants. This helps keep everyone focused and engaged.

7. Including questions on how to ensure full participation during registration (e.g., do you have mobility concerns, will you need to pray, etc.).
   ○ **More** inclusive. At its core, an inclusive workshop promotes engagement in the material from all participants. Addressing barriers to participation before the workshop begins allows time for adjustments and helps guarantee a smoother workshop experience where everyone's voice can be heard.

8. Assuming that participant backgrounds are similar since they are all in the same workshop.
   - **Less** inclusive. Remember you do not fully know who is in your workshop and what identities they hold. You may have participants that are gender-nonconforming, who have learning disabilities, visual or auditory impairments, or primarily speak and read other languages. The way you structure and deliver your workshops can affect participants differently. Your aim is to invite everyone to learn.

9. Ignoring your own missteps to preserve your authority as the facilitator.
   - **Less** inclusive. Be humble and expect to make mistakes. Making your workshops more inclusive is going to be a learning experience for you. One of the best ways to promote an inclusive environment is to be accountable for your own missteps. Model humility and a growth mindset by taking responsibility for your actions. Do not be afraid to apologize if you do not know the best way to handle a specific situation.

10. Using examples and case studies that highlight a diverse group of people and ideas.
    - **More** inclusive. Think critically about who you choose to talk about and figure out why. Take time to familiarize yourself with little-known details of prominent figures, as well as less-prominent figures. Reflect on the social, political, and historical contexts in which your examples are embedded. Examples that are culturally relevant and counter stereotypes of people that participate in your discipline can help with motivation and retention in participants that see versions of their "possible selves" reflected back to them.

11. Addressing the participants as a group with "ladies and gentlemen" or "you guys."
    ○ **Less** inclusive. Verbal inclusion is signaled by the words you choose to use when developing and delivering your workshop. Consider gender-neutral language, such as "humankind" instead of "mankind," "chair" instead of "chairman," and address students collectively as "folks," or "everyone," instead of "ladies and gentleman," or "guys."

12. Praising individual participants for their correct contributions during discussions (e.g.,"Wow! Yes, you really know what you're talking about.").
    ○ **Less** inclusive. It is important to give appropriate feedback when responding to participants. A general rule is to keep your response focused on the content of the contribution, not the contributor. You may want to thank participants for sharing whenever a verbal contribution is made, and then pick something out of their answer to tie back into the content or expand. For inaccurate remarks, you may also find it appropriate to validate why a certain misconception exists before redirecting, asking a follow-up question, or correcting the statement yourself.

References and Resources for Fellows:
Although the following references are often geared towards classroom teaching of undergraduate students, similar principles can be translated to workshops with graduate students and post-docs.

Ambrose, Susan A., Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, and Marie K. Norman. How Learning Works: Seven Research-Based Principles for Smart Teaching. San Francisco: John Wiley & Sons, 2010.

Brookfield, Stephen D. Becoming a Critically Reflective Teacher, 2nd Edition. Jossey-Bass, 2017.

Hockings, Christine. Inclusive Learning and Teaching in Higher Education: A Synthesis of Research. York: Higher Education Academy, 2010.

Eddy, S. L., & Hogan, K. A. (2014). Getting under the hood: How and for whom does increasing course structure work?. CBE—Life Sciences Education, 13(3), 453-468.

Lawrie, G., Marquis, E., Fuller, E., Newman, T., Qiu, M., Nomikoudis, M., Roelofs, F. and Van Dam, L., 2017. Moving towards inclusive learning and teaching: A synthesis of recent literature. Teaching & Learning Inquiry, 5(1), 1-13.

Lyman, F. T. (1981). The Responsive Classroom Discussion: The Inclusion of All Students. In A. Anderson (Ed.), Mainstreaming Digest (pp. 109-113). College Park: University of Maryland Press.

Yeager, D.S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., Master, A., Hessert, W.T., Williams, M.E. and Cohen, G.L., 2014. Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. Journal of Experimental Psychology: General, 143(2), p.804.

Schinske, J. N., Perkins, H., Snyder, A., & Wyer, M. (2016). Scientist spotlight homework assignments shift students' stereotypes of scientists and enhance science identity in a diverse introductory science class. CBE—Life Sciences Education, 15(3), ar47.

Chamany, K., Allen, D., & Tanner, K. (2008). Making biology learning relevant to students: integrating people, history, and context into college biology teaching. CBE—Life Sciences Education, 7(3), 267-278.

A graphic organizer summarizing Universal Design for Learning Guidelines are made available by CAST: http://udlguidelines.cast.org/

The Teaching Center at Washington University at St. Louis has a series of resources and references for setting ground rules, reducing stereotype threat, having difficult conversations, and more: https://teachingcenter.wustl.edu/resources/inclusive-teaching-learning/strategies-for-inclusive-teaching/

The University of Pittsburgh has helpful guidelines for gender-inclusive language:
 http://www.gsws.pitt.edu/node/1432

Life Sciences Education (LSE) has a wonderfully thorough guide to improving inclusive teaching, linking to supporting educational research: https://lse.ascb.org/evidence-based-teaching-guides/inclusive-teaching/