Deep Teaching
A conceptual model of truly inclusive pedagogy

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Undergraduate Programs

The need for inclusive teaching practices has emerged in the national pedagogical conversation as critical to student success, especially for students from underrepresented minority groups. What exactly do we mean by “inclusive”? In this conceptual model, I argue that full inclusion does not occur until there is space for full self-reflection and space created for the voices of students to be amplified. We will discuss the evidence for this and the ways in which this concept can be operationalized in the classroom.

About Bryan Dewsbury
Bryan Dewsbury is the director of the SEAS program (Science Education and Society Research) at URI, which focuses on questions relating to identity constructs, bias, relationships, and the effects of those variables on learning in students (K-PhD). More specifically, he is interested in how students, especially those in underrepresented groups, develop perceptions of the world and how these perceptions might in turn affect their engagement with science content, career choices, and ultimately their academic performance. Central to the formation of these constructs is the presence of hidden biases, stereotype threat, and mindset.

Bryan Dewsbury
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Date: Thurs., Aug. 23, 2018
Time: 2-3 p.m.
Location: LSC 202

Refreshments will be served.