

Developing More Effective Strategies and Approaches to Promote Equity and Inclusion in Large Class

Dr. Ahmed Hashash

Texas A&M University, the United States

Abstract

Equitable teaching approaches and strategies can support instructors in striving for classroom equity and in teaching all students in class, not just those who are already engaged, already participating. This can eventually lead to improving student learning skill, performance, and output. Developing new strategies and approaches to cultivate equitable classroom environments can, therefore, promote student engagement and participation in learning. This is particularly important in large classes in which student engagement that is problematic.

The main objective of our research study is to meet the needs of diverse learners represented in biology courses. Addressing this objective is in line with a larger goal to both identify and design innovative teaching/learning methods to break down obstacles for diverse groups in biological science courses and large class. We have developed certain learning and teaching approaches and strategies that have led to increased success of diverse learners in biology courses through implementing several evidence-based pedagogies related to student collaboration by using heterogeneously mixed student work groups. These effective approaches and strategies enable to overcome the above-described major obstacle for diverse groups in biological science courses and large class and promote equity for all the students in our biology classrooms.

Keywords: Diversity, inclusion, student learning, engagement