

Diversity & Inclusion Teaching Assistants (DITA) Report

INCLUSIVE TEACHING

AS EXPERIENCED BY STUDENTS



Preface

The Center for Inclusive Leadership (CIL) aims to promote inclusive leadership in research, education, and practice. It has introduced the Diversity and Inclusion Teaching Assistants (DITA), a new support system to assist faculty in practicing and promoting inclusive teaching (pedagogy that aims to create a learning environment where all students feel welcomed and valued) in classrooms. DITAs also provide more TA opportunities that help develop inclusive leadership mindsets among students. This new system will also contribute to CIL's research efforts in the field of inclusive teaching.

DITA Goals

- ① Promote inclusive teaching
- ② Identify effective practices for inclusive teaching at APU
- ③ Understand the inclusive climate of APU
- ④ Foster inclusive leadership mindsets and practices among students at APU

Accomplishments

Year	Semester	Number of			
		Courses	Faculty	DITAs	Course Students
2020	Fall	14	11	11	1866
2021	Spring	4	3	4	264
	Fall	17	11	11	793
2022	Spring	24	16	21	1327
	Fall	19	14	18	1465
2023	Spring	22	15	21	1470
	Fall	20	13	16	1722
		120	83	102	8907

The Inclusive Teaching Notes—Inclusive Teaching as Practiced by Instructors is a collection of inclusive teaching practices and insights from instructors who worked with DITAs in their classes.

The Inclusive Teaching Report—Inclusive Teaching as Experienced by Students is based on 584 students' responses to a survey conducted by CIL in classes with DITA's support to understand how students experience inclusive teaching and identify effective practices for inclusive teaching.

How did your **teammates** make you feel included, welcomed or valued?

Acceptance

"They all welcomed shared ideas and opinions, without judging."

"I felt grateful that they accepted me who I am."

"My teammates were interested in my culture and background and I felt welcomed to share my knowledge."

Body Language

"They make eye contact with me during the group discussion to make sure that I understand them."

"They used visible body signs showing they actually listened (like nods, eye contact, etc.)"

"Even when I made mistakes, they taught me with a smile."

Communication

"We always talked to each other before the group work started to make our connection within the group closer."

"They made an effort to understand me, even when I couldn't express my opinions well."

"There were lots of situations we had different opinions, but we listened to each other and discussed to find the best solution."

Understanding

"They understood my schedule and time situation and improvised in situations where things got tough."

"We tried to understand each culture and adapt to the environment."

"They always made sure that everyone got a chance to speak and work on their own part with their specialty."

Care

"When I didn't understand something, my teammates didn't leave me behind and taught me thoroughly."

"My teammates always make sure that all members are included in the discussion, and that all ideas are fully considered and respected."

"They were warm and helped me out when I needed it."



How or in what instances did your **instructor** make you feel included, welcomed or valued?

Clarity

"When they provided specific feedback and suggested ways to improve."

"Always provide clear instructions on the flow and the materials."

"She was very consistent in making lectures in a way that is easily understandable for people with diverse backgrounds."

Approachability

"She always starts the class with a warm smile."

"The instructor really welcomes questions and is very approachable."

"They are always open to answering questions and will always make time to talk to you when you reach out to them."

Engagement

"When the professor walked around and spoke with each group, and sincerely engaged with each student."

"I liked that he showed interest in what we were doing and gave nice insights and interesting group talks at the right times."

"After a student shared their opinion, he repeated the main point, signaling that he was truly listening and understanding what the students were saying."

Motivation

"When we had presentations she inspired us to ask hard questions to groups. And that felt like she tried to bring the best out of us."

"The professor encouraged the students to actively participate in class and have different students state their opinions."

"By asking us questions, by responding to our answers when participating in class with kind comments that made us feel like our contribution mattered."

Support

"When I was reading and practicing my presentation over and over, the professor gave me a pat on the shoulder and encouraged me by saying, 'Keep going!'"

"The professor told me that even if I wasn't confident in my English, I should present with confidence."

"She will always tell us that we can do it and we will do it well."



How or in what instances did the **course contents** make you feel included, welcomed or valued?

Relevance

"The course content is highly relevant to our day-to-day lives, so I felt included and any discussion or opinion felt welcome."

"This course is community-related, and it made us more understanding of individuals and the community around us."

"The content is closely related to our life, our task is to solve the problems of the enterprises around us, which makes me feel that what we learn is meaningful to society."

Collaboration

"The group discussion because it gives a sense of unity in solving problems."

"The lecture was group-based, and there were so many chances to talk to the group members who had diverse ways of thinking."

"There were a lot of group assignments which made us feel included as we needed to cooperate with each other to get through the class."

Equity

"It was a mixed Japanese-English class, and having both languages made both groups feel welcomed."

"The classes were conducted in English, but the professor provided slides in both English and Japanese for each session. As a Japanese student, having Japanese materials prepared was extremely helpful in gaining a deeper understanding of the course content."

"The slides and lectures were easy to understand. The sentences were clear, and the vocabulary was simple."

Diversity

"The cases provided were from various industries, and I could understand different business perspectives from various countries."

"The cases were from many different backgrounds. That helped students with many different backgrounds in business understand and participate, and everyone had something to contribute."

"The class content was very diverse and touched upon a lot of stuff. That made me feel like he tried to include a lot of people to relate."

Recognition

"When the comment I submitted in my assignment was brought up in class, I felt happy knowing that it was being carefully reviewed."

"I felt included when I saw the live, detailed feedback given to each of the groups."

"The group work results weren't the only thing evaluated, and the reports were also looked at carefully. Also, the feedback was explained in detail via email."

Involvement

"When we were encouraged to actively participate in the lecture by sharing our opinions through the chat box."

"It was great when the professor actively tried to bring in everyone's opinions through quizzes and discussions."

"Instead of just a one-sided lecture, the instructor always asked questions, which led to a lot of interactive conversations between the students and the teacher."

Are there other **instances** or **class traits** that made you feel included, welcomed or valued in class?

Safety

“Not me personally but I appreciated a lot how the professor supported the Japanese group during their presentation. Makes it feel like a safe space for everyone.”

Openness

“The openness of the class where the Professor is very encouraging in having the students contribute. It makes the class more lively and fun to follow.”

Camaraderie

“Everything was wonderful, especially the spirit of friendship and team spirit between the students, as well as between the students, the professor, and the TA. Everything was positive.”

Reassurance

“In a Japanese-taught class, when international students were speaking, I felt reassured by the professor's attitude of trying to understand, even though the students were struggling with Japanese.”

Freedom

“I like the fact that the class was very active, in a way students are given freedom of speech during class discussion or Q&A.”

Confidence

“The ability to express what we feel without being shy or for the fear that we might be wrong when talking in class.”

Inclusivity

“Opportunities for collaboration, a sense of belonging and community, and a supportive and encouraging learning environment made students feel included, welcomed, and valued in class. These elements can create a positive learning environment where students feel supported and empowered to succeed.”

Assistance

“The TA walked around during group work and checked on each group's progress. If any group seemed stuck, they offered help. There were things I found hard to ask the professor, but I could easily talk to the TA about them. I think the TA's role is really important in the class.”

