"That's so gay" - Addressing excluding behavior and bigotry: replace inaction with inclusive and effective approaches

Program text
Disruptive behavior can occur in face to face or online teaching and learning spaces leaving teachers poorly equipped to manage. This workshop offers a safe space to explore cases and strategies.

Abstract
This workshop's rationale is to help teachers achieve inclusive, unbiased learning environments, through an interconnected treatment of:

1. Creating inclusive and effective learning environments not derailed by incivility or excluding behavior

2. Ensuring student well-being by a prompt handling of hateful, or otherwise problematic, utterances whether they occur online or in person

3. Helping teachers to not experience paralysis of inaction or delayed response in dealing with incivility

4. Recognizing the importance to tackle prejudiced language and behaviors

Prerequisites of the participants - None

Content and Structure
By discussing a selection of online and in person teaching and learning scenarios, participants start identifying factors which may contribute to inclusive behaviour, incivility, excluding behaviour and/or bigotry.

Followed by a short review of international studies, identifying factors contributing to inclusive learning environments (Hockings, 2010) and a suite of reflective practice approaches (Schön, 1983) designed to pre-empt and mitigate incivility and excluding behavior (Toker et al., 2021; Clark et al., 2012; Galbraith and Jones, 2010).

Pre-emptive and mitigative actions
Drawing on their own experiences and the original scenarios, participant groups evaluate and develop in-action and on-action approaches designed to pre-empt and mitigate incivility, excluding behavior and bigotry.

Ways forward
Participants are invited to share their take-aways from the workshop and their recommendations for further development of pre-emptive and mitigative actions.

Expected Los
Participants will have opportunities to reflect on:

• Ways to promote inclusive teaching and learning environments
• Our roles and responsibilities when confronted with incivility and excluding behaviors
• Actions for pre-empting and mitigating incivility and excluding behaviors

Didactic relevance
Enable teachers to achieve inclusive, unbiased learning environments.

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Literature

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