Good Teaching is Inclusive Teaching
Blended Learning is only POTENTIALLY more inclusive and better
Targeted Universalism  

**MOTIVATION & EFFORT**

- Salience  
  - Relevant & Worthwhile
- Attention Control
  - Competency & Mastery
  - Optimal Challenge = Pleasantly Frustrating
- Variety
- Autonomy
  - Choice, &Self-Determination
  - Feedback & Supportive Communication

**Engagement**  
I CARE

**Optimism**  
I CAN

**Agency**  
I MATTER

**Shorter & Better Assignments**

Why? (goal & how it connects to learning outcomes)
Clarity: around expectations (how long & how should this time be divided?)
Checklists: what are the parts? (do I think, research, write, draft, edit?)
Rubrics: share in advance (what matters and is most valuable)
Spacing and Interleaving: (can I do this all in one sitting?)
Relevance: (can I enhance motivation by choosing better examples?)
Where? Should I do this alone, at home and perfectly?

**BOTH** High Standards + High Care

**TRANSPARENCY**

Make visible your own assumptions, biases and expectations
Find templates at teachingnaked.com (under “Borrow”)

**BELONGING**

Demonstrate Caring

- Introduction Video  
  Pre-Class Survey
- Learn names and pronouns  
  Arrive Early and Stay Late
- Articulate difficulty  
  Personal Messages
- Encourage Persistence  
  Ask for early feedback

What’s on your mind today?
Who are you?
eCommunication Policy – A Clear Invitation
The best way to contact me is: ________________ (email/FB/LinkedIn/text)
I will respond to (email/FB chat/text messages etc.) within _____ hours,
   except on ___ or between ________ (9pm and 9am etc.)
I am available online (email/FB/Zoom/LinkedIn) on ___ days and also available for ___
If you want an individual (physical/Zoom/Skype/chat) appointment _____ (how?)

TONE: I look forward to helping and supporting you outside of class too!
TITLE: Student office hours, student success hours, hangout time
WHY: Examples of why students might visit your office hours.
LOCATION: Virtual or perhaps in an open space (with coffee)
EXPECTATIONS: regarding email or other contact by students

SCAFFOLDING
Structure + Flexibility
When?
Feedback, Failure & Support
   Early and Often
   Smaller Chunks
Sequence

Study Scaffolding
   Find template at https://teachingnaked.com/study-smarter/ (under “Borrow”)
   Customize study habits and time on task framework
Study Smarter: Part 1
   Reflect: How much time did you need to get the grade you want?
   Choose Strategies: Which resources and activities will be most useful
   Plan & Implementation: What will you do when and where?
Study Smarter: Part 2
   Reflect: What did you actually do?
   Adjust: What worked the best?
   Revise Your Plan: What will you do differently?

Cognitive Coach
Curate the Journey and not just the content.

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