

Inclusive Pedagogies Reading List

Inclusive pedagogies refer to teaching practices and approaches that prioritise creating principled and accessible learning spaces for all students. Inclusive pedagogies recognise that students come to the classroom with a wide range of experiences, abilities and identities and aims to value all of them.

Inclusive pedagogies may involve a range of practices, such as using diverse teaching materials and resources, providing multiple means of representation and expression, and creating opportunities for collaboration and dialogue among students.

The following is a list of recommended readings and resources in the field of inclusive pedagogies:

Ahmed, S. (2017) *Living a feminist life*. Duke University Press.

Ahmet, A. (2020) [What exactly are inclusive pedagogies?](#) *LSE higher education blog*.

Ahmet, A. (2020) [‘Who is worthy of a place on these walls? Postgraduate students, UK universities, and institutional racism’](#) *Area*, 52(4), 678-686.

Arday, J., & Mirza, H. S. (Eds.). (2018) *Dismantling race in higher education: Racism, whiteness and decolonising the academy*. Springer.

Arday, J., Belluigi, D.Z., & Thomas, D. (2021) Attempting to break the chain: reimaging inclusive pedagogy and decolonising the curriculum within the academy, *Educational Philosophy and Theory*, 53:3, 298-313, DOI: [10.1080/00131857.2020.1773257](https://doi.org/10.1080/00131857.2020.1773257)

Bhopal, K. (2018) *White privilege: The myth of a post-racial society*. Policy Press.

[Blair, A. \(2013\) 'Democratising the learning process: the use of Twitter in the teaching of politics and international relations' *Politics*, 33\(2\), 135-145.](#)

Bohmer, S., & Briggs, J. L. (1991) '[Teaching privileged students about gender, race, and class oppression](#)'. *Teaching sociology*, 154-163.

Cartwright, N. (2020) [Inclusive teaching is harder than it looks – but there is a way](#). *WONKHE*.

Cliffe, E., & Rowlett, P. (2012) [Good practice on inclusive curricula in the mathematical sciences](#). MSOR Network.

Freire, P. (1970) Pedagogy of the oppressed:
<https://envs.ucsc.edu/internships/internship-readings/freire-pedagogy-of-the-oppressed.pdf>

Hooks, B. (1996) Teaching to transgress: Education as the practice of freedom.

Hooks, B. (2013) *Teaching community: A pedagogy of hope*. Routledge.

Jirotko, M. (2021) [Diversifying and decolonising Methodology curricula](#). *LSE Change Makers 2020/21* [Video]. YouTube.

[Jivraj, S. \(2020\) 'Decolonizing the academy – between a rock and a hard place' *Interventions*, 22\(4\), 552-573.](#)

LSE Student Education Panel (n.d.). [Inclusive Classrooms at LSE: Insights from LSE Student Education Panel](#).

[Salem, S. \(2020\) 'On teaching anticolonial archives' *LSE Impact of Social Sciences Blog*](#)



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[Stentiford, L., & Koutsouris, G. \(2021\) 'What are inclusive pedagogies in higher education? A systematic scoping review' *Studies in Higher Education*, 46\(11\), 2245-2261.](#)

[Thomas, L. \(2012\) Building student engagement and belonging in Higher Education at a time of change: Final report from the What Works? Student Retention & Success programme. Paul Hamlyn Foundation](#)

[Zia, Z. \(2021\) 'Reconciling the colonial past and present to build a de-colonial future in the Department of International Relations at LSE' LSE Change Makers.](#)