Inclusive Teaching and Design Practices in Online Learning

Moderated by Samantha Harlow
UNC Greensboro, Online Learning Librarian
Sam Harlow
Online Learning Librarian
UNC Greensboro
Pronouns: she/her/hers
Presentation Link:
https://go.uncg.edu/iolpedagogy
What do you hope to learn today about inclusive online teaching and design?

www.menti.com

20 49 20
Inclusive teaching refers “to the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all. It embraces a view of the individual and individual difference as the source of diversity that can enrich the lives and learning of others.” (Hockings, 2010)

Flinder’s University, Inclusive Teaching
Inclusive design refers to “design that considers the full range of human diversity with respect to ability, language, culture, gender, age and other forms of human difference.”

-Jess Mitchell, Inclusive Design Research Centre (IDRC), BCcampus webinar series on Inclusive Design
Accessibility:
Accessibility is an issue for libraries and online learning. It’s important to consider all the issues under ADA compliance and WCAG 2.0, 2.1.

Accessibility for All presentation
Student populations are also shifting in higher education:

- **Disabilities are not always what you would think** (audio, visual, etc).
- **Over 42% of American students take at least one online class.**
- There has been an increase in “non-traditional” students: working adults, veterans, and transfer students.
“Just a quarter of students who received help for their disabilities in high school acknowledge in college that they need the same assistance.”

- 17% of college students report disabilities

From “Colleges respond to growing ranks of learning disabled.”
Invisible Disability: an invisible disability is a physical, mental, or neurological condition that is not visible from the outside, yet can limit or challenge a person’s movements, senses, or activities.

Invisible Disabilities Association
Implicit Bias in Education

“refers to unconscious attitudes, reactions, stereotypes, and categories that affect behavior and understanding. In higher education, implicit bias often refers to unconscious racial or socioeconomic bias towards students, which can be as frequent as explicit bias (Boysen, et. al 2009). “

Awareness of Implicit Bias, Yale Center for Teaching and Learning
Examples

- Instructors may assume that certain students know to seek help when they are struggling, although students at higher risk for struggling academically are often less likely to seek help and support.
- Instructors may assume that students from certain backgrounds or social groups have differing intellectual abilities and/or ambitions. For example, an instructor might assume that a student from a certain background will be satisfied with lower achievement levels.
- Instructors may expect students who speak with certain accents to be poor writers.
- Students with substandard writing abilities may be stereotyped as lacking intellectual ability.
Examples

- Instructors might treat students with physical disabilities as if they may also have mental disabilities, and thus require more attention.
- Students who are affiliated with a particular identity group may be treated as experts on issues related to that group.
- Instructors may assume that students will best relate to the historical, contemporary, or fictional character who resembles them demographically.
- Students of certain groups may be expected to have certain participation styles (quiet, argumentative, agenda-oriented).
Implicit Bias in Education

“Instructors can hold assumptions about students’ learning behaviors and their capability for academic success which are tied to students’ identities and/or backgrounds, and these assumptions can impede student growth (Staats, et. al, 2017). Instructors can consider a variety of strategies and benefits for revealing and addressing implicit bias, both in themselves and their students.”

Awareness of Implicit Bias, Yale Center for Teaching and Learning
What are some ways that online teaching (either synchronous or asynchronous) is NOT inclusive?
Universal Design for Learning is an approach to curriculum that minimizes barriers and maximizes learning for all students.

-CAST “UDL at a Glance” Video
“There are a number of barriers that can make it hard for learners to access online instruction. Some of the most common are blindness, color blindness, low vision, hearing loss, physical disabilities involving motor skills, and cognitive disabilities. The great thing about accessibility is that all learners have a better experience when accessibility features are utilized in online instructional materials to ensure that learners experiencing these barriers have access. For instance, closed captioning on a video or tutorial not only helps students with hearing disabilities, it also helps students who are doing their work in a noisy public space and students who have a strong preference for textual information. Designing with color blindness in mind makes it easier for all users to read content, especially lifelong learners who are experiencing age related vision loss. So, the question is, what steps can be taken to make online learning more accessible?”

Universal Design for Learning

Images taken from CAST UDL Video
Provide multiple means of:
★ Representation
★ Action and Expression
★ Engagement
Now let’s think about equity and creating inclusive online spaces ...
# A Framework for Thinking About Equity in HE

<table>
<thead>
<tr>
<th>Deficit</th>
<th>Diversity</th>
<th>Equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on stereotypes</td>
<td>Focus the representation/frequency of differences</td>
<td>Focus on structures or process that create inequity</td>
</tr>
<tr>
<td>Blame students or their backgrounds for achievement gap</td>
<td>Celebration of diversity coupled with color-blindness</td>
<td>Institutional responsibility for systemic racism</td>
</tr>
<tr>
<td>Remediation</td>
<td>Workshops, sensitivity training</td>
<td>Institutional accountability for equity</td>
</tr>
<tr>
<td>Fix the student</td>
<td>Fix the worker(s)</td>
<td>Fix the culture</td>
</tr>
</tbody>
</table>

Reflections on Universal Design for Learning in Online Environments, DLS Virtual Poster 2019, Samuel R. Putnam

Used the UDL Guidelines
Design Thinking looks at instructional design through the following steps:

- Empathize
- Define
- Ideate
- Prototype
- Test
Design Thinking and Library Support Infographic by Elizabeth Smart, Emily Darowski, and Matt Armstrong

Instruction Mixtape: Using Design Thinking to Create Active Learning Instruction Workshop Handout by Lisa Campbell and Samuel R. Putnam
Strategies for Inclusive Teaching

- Allowing students to participate in self-reflective virtual exercises so they may become aware of their learning preferences, personality types, and preferred team roles.

- Development of online quizzes that reinforce important points and concepts in topics that are available for students to complete in their own time and at their own pace.
Strategies for Inclusive Teaching

- Provide multiple means of virtual support through office hours, additional learning opportunities and extra credit, formative assessment, and answering emails
- Take implicit bias tests and try name and picture blind grading or assessment within the LMS
- Include a variety of perspectives and diversity within your online instruction content
Strategies for Inclusive Teaching

- Including a range of different learning, teaching, and assessment approaches and providing students with options to choose which they feel suit them best
- Providing opportunities for students to reflect on their own experiences and consider how these experiences influence the way they understand
- Scaffolding academic skills, learning processes and assessments
Strategies for Inclusive Teaching

- Add a diversity and accessibility statement to your LibGuides, presentation slides, etc for synchronous instruction
- Ask for peer review from a variety of colleagues to improve your online presence and instruction
- If doing a synchronous online session, ask what students/audience wants to learn from the session and adapt accordingly
Respect students

There are many ways to do that in instruction, and here are some things from literature and instructional design that help

- **Transparent Assignment Design**
- **Ungrade**
- **Decoding the Disciplines**
- **Open Pedagogy/Authentic Assignments**
- **Reflective Teaching**
- Others?
Inclusive Pedagogy:
There are many ways to do that in instruction, and here are some things from literature and instructional design that help
● Antiracist Pedagogy
● Critical Theory
  ○ Critical Information Literacy Theory
● Trauma-Informed Pedagogy
● Others?
Inclusive Course Design, Harvard University Derek Bok Center for Teaching and Learning

- Work to articulate assumptions and expectations that inform your approach to course design and teaching
- Diversify course materials
- Plan to assess early and often
- Plan to vary teaching strategies
- Allow students to demonstrate their learning in various ways, when possible
Open Educational Resources

- Cost of materials for students
- OER Materials on the rise
- Open Pedagogy
- Other?
How OER can Support Student Equity and Diversity
“Even with OER, authorship looks like a single or cohesive collection of people authoring materials meant to be used by everyone else. There is a very clear line between who writes educational material (mostly academics educated in a Western tradition) and who consumes educational resources (mostly students who are growing into a Western tradition of education). Diversity, in the OER sense, can be introduced when we curate, remix, and revise resources into our courses. We can also leverage OER-enabled pedagogy to solicit students in creating diversity for class materials. The goal being to ensure their voices and perspectives are authentic and accurately represented.”

-Quill West, Open Ed Project Manager, Pierce College District, and CCCOER President
What are some challenges to creating inclusive online teaching environments with our students?

www.menti.com
78 83 15
WebAIM Wave Checker
You can input a URL to a website for this tool to tell you about accessibility issues on your website.

Accessibility and Chrome Extensions
These Chrome extensions include screen readers and more.

NV Access (NVDA) Screen reader
This is a free screen reader that can show you what it’s like for a user using a screen reader on online content.
CAST
Website dedicated to “expand learning opportunities for all individuals through Universal Design for Learning”.
National Center on Universal Design for Learning
This webpage has guides on how to implement UDL.
WebAIM Guides
Guides on testing web content for accessibility.
DO-IT
Disabilities, Opportunities, Internetworking, and Technology includes resources for students and educators.
FLOE Project
Flexible learning in open education.
University of Michigan Center for Research on Learning and Teaching “Inclusive Teaching Resources and Strategies.”

University of Washington, Center for Teaching and Learning, Inclusive Teaching Strategies

Harvard University, Derek Bok Center for Teaching and Learning, Inclusive Teaching
Questions?
Sam Harlow, slharlow@uncg.edu
Credits:
Icons from Flaticon in School Icon Pack by Becris.