Fostering Inclusive Learning Online

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Facilitators

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Outcomes

• Identify strategies for creating inclusive environments in Carmen

• Discuss challenges and affordances of the online environment in creating community and supporting all students

• Engage with other participants and share strategies

• Identify resources for additional assistance in creating inclusive environments
1. Define inclusive online environments

2. Best practices
   1. Create a supportive instructor presence
   2. Get to know your students
   3. Provide inclusive material
   4. Set expectations
   5. Create opportunities for metacognition and reflection

3. Planning and reflections

4. Resources
How are you feeling today?
Think/Pair/Share

1. When have you felt included in an online space?
2. When have you not felt included?
3. What made them feel different?
What is Inclusive Teaching?

• Continually striving to create a course with equitable opportunities for all students to learn

• Both a value and a set strategies
• **Intersectionality** (Crenshaw, 1991)
  • Individual identity factors **overlap** (race, gender, class)
  • Identity factors intersect to **produce experience**
  • Students deserve to be taught to their **whole selves**
  • Question if students are marginalized in more ways than one, **will class still work for them**
Social Identity Mapping

race  gender  class
status
Universal Design for Learning

- Using intentional course design to create environments that are designed, from the outset, to be open and accessible to all (Chickering and Gamson, 2001)
Using Universal Design as Strategy

1. Create a welcoming, respectful learning environment
2. Determine essential course components
3. Communicate clear, high expectations; provide feedback
4. Provide supports to enhance opportunities for all learners
5. Use methods for diverse abilities, experience, knowledge
6. Offer multiple ways students can demonstrate knowledge
7. Promote respectful interaction among students, with you
Think about the courses you have taught. Choose one you want to reflect on today.
Best Practices for Creating Inclusive Online Courses

1. Create a supportive instructor presence
2. Get to know your students
3. Provide inclusive material
4. Set expectations
5. Create opportunities for metacognition and reflection
1. Create Supportive Presence

- You set tone for care, enthusiasm, model as responsible community member
- Be present in multiple forms
  - feedback, overview videos, virtual office hours
- Use non-exclusionary forms of communication
  - Not all students have same cultural capital to understand references
Example: Getting Started Module in Carmen
Welcome to HDFS 3450

This course examines strategies to help promote adaptive behavior in home, school, and community contexts. Students will learn strategies for managing and preventing behavioral problems and develop an understanding of behavior management practices.

Traditional approaches to discipline and guidance in social contexts focus only on management techniques. Encompassing progressive strategies that go beyond traditional approaches in this course, a social group as a community (modeled through Discussion Groups) is developed to support guidance and discipline as well as teaching and learning. Students will think critically about the complexity of behavior, reflecting on their values and beliefs about the relationships with the young children and families with whom they work. Positive and effective classroom communities minimize troubling behaviors. A proactive approach, sustained by interactive strategies, is the foundation of best practice.

Meet your instructor

The instructor for this course, Karen Crockett, earned both undergraduate and graduate degrees from the Ohio State University, studying Music and Early Childhood Development and Education. In addition to teaching this course, she also works in the central Ohio community with teachers to maintain their credentials through on-going Professional Development.

Example: Welcome Page in Carmen
2. Get to Know Students

• **Name Coach**

• **Introductions** and icebreakers
  • Post a video of themselves

• **Ungraded survey** at the start of term
  • “What would you like me to know about you?”
  • Share why enrolled, goals for their own learning
Planning and Reflection

• Which strategies can I most easily implement or enhance for creating a supportive presence?
• How will I get to know my students?
3. Provide Inclusive Material

• Carefully consider if materials are inclusive to all learners

• Choose materials that are  
  • Accessible  
    • Upcoming workshop for deep dive  
  • Affordable  
  • Representative
Accessible Materials

- Access comes in many different forms
- Present information in multiple ways; provide options
- Offer variety of methods to demonstrate learning
- Provide multiple ways to connect, interact with content
Lecture
What should our conservation targets be?

What to do: Watch this lecture after you've done this week's reading. You're encouraged to take notes using the guides notes outline below, to watch the video more than once, if needed, and to write down any questions you have.

Before You Watch
Questions to think about as you watch the video:
- Conservation targets are the goals of the system. Why do we need targets? Why have the conservation targets for the global system changed over the years?
- Why does Locke classify the earth based on type of use rather than location or ecosystem?
- What are the conservation targets (percentages) required for global biodiversity for each of the three conditions discussed in this webinar?

What should global conservation targets be beyond 2020? The Beyond the Aichi Targets Task Force, appointed by the IUCN World Commission on Protected Areas, is trying to answer this question and is developing a framework for potential use by the Convention on Biological Diversity to help implement post-2020 targets set at the next Conference of the Parties in China.

The Three Global Conditions for Biodiversity Conservation Framework proposes to divide the world into three conditions:
1. heavily used areas
2. intermediate areas
3. wild areas

Each of these global conditions requires different conservation and restoration strategies to restore or maintain biodiversity and ecosystem function. The Task Force is currently exploring the applicability of this framework to the world ocean. Dr. Harvey Locke, Chair of the Beyond the Aichi Targets Task Force, will present the results of a global scientific survey on area-based conservation and explore the idea of the Three Global Conditions framework.

Webinar
Presented by: Harvey Locke of the IUCN World Commission on Protected Areas Beyond the Aichi Targets Task Force
Accessibility Law

• Section 504 of Rehabilitation Act and ADA Title II
  • Guarantees accessibility as **civil right**
  • All students are entitled to **equivalent** learning experience

• Places to **improve accessibility**
  • videos (captions)
  • images (alternate text)
  • documents and presentation (correct formatting, structure)
  • assessments (platforms and types)
Affordable Materials

- Consider **cost** of textbooks, ancillary resources
- Bring down, eliminate the cost of curricular resources for students
- Use freely available, open, licensed content in place of commercial textbook
- University Libraries and ALX as resources
In this course, you will apply systems thinking as a model for approaching environmental problems and transformative EIA use. Familiarize yourself with the foundations of systems thinking by browsing the tabs and learning the key terms and concepts you will encounter in this course. While each module will introduce and use concepts from systems thinking in more depth, it will also be helpful to refer back to this resource throughout the course.

Excerpts for this resource are taken from "Thinking in Systems: A Primer" by Donella Meadows (2008). The full version is available in print, on reserve at the FAES library, or via limited eBook via University Libraries.
Representative Materials

- **What** content am I teaching and **why**?
- **Critically examine** readings, multimedia, course examples
  - Find **diverse voices**, scholars whose work has been historically marginalized
  - Call attention to **power dynamics** within a field
  - Encourage students to **represent their knowledge** in different ways
Planning and Reflection

• Are my materials accessible to students?

• Are there free or low-cost alternatives for my textbooks or required software?

• Will my students see themselves in the perspectives, images, and examples I use?
In chat, what questions do you have about strategies presented so far?
### Titles and Due Dates

- Titles and repeated module structure help students know what to do
- Due dates are visible within the module

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Set up assignments for in Carmen

- Use the assignment template to be explicit about expectations
- Include due dates; beyond just in syllabus and directions
Synchronous Online Interactions

• Consider access, student agency about privacy when requiring video
  • Allow students to turn off video when in large groups
  • Update profile
• Ask students to use videos in breakout rooms, office hours
• Use virtual backgrounds
• Offer alternative ways to participate
Online Discussions

• Facilitate **authentic conversations**
  • Choose aligned questions, use groups

• **Build community** with icebreakers, ungraded interactions
  • Zoom polls, check-in questions, digital cafe style course discussions
  • Encourage students to use peers’ names, pronouns

• Use **shared documents**
Discussion: Debates

Context
The process of breaking down disagreements, finding common ground, and deciding on a common end is a part of strategic planning. The engaging in debate can be a constructive process, or can leave parties angry and disengaged with the outcomes.

This week's discussion asks you to synthesize different perspectives on debate and explore constructive and productive ways to managing multiple ideas in a debate scenario. As you discuss with your peers, keep your focus on building your tool kit for your future work.

What to do: Review the materials from this module and discuss debates with your peers.

Preparation
As you read and watch the materials from this module, think about how debates relate to strategic management. In your discussion post, respond to the following questions:
- Give an example of a scenario you experienced when the engaging in respectful debate created an end product or solution that left all parties satisfied, unsatisfied, or somewhat satisfied. What happened and how did things unfold?
- Was this a satisfactory outcome? Why or why not?
- What qualities of debate or the debaters are conducive to the final outcome? That is, what tools would you use to help others reach a positive outcome in the future?

Instructions
Post a response to the prompt. Respond to no less than two other student's posts. Students with a response to their posts should then respond to those posts.

How to achieve exceeds expectations:
- Address all parts of the prompt
- Include details of your experiences that help us see specifics and how they can be generalized for future work
- Include your opinions and suggestions for making choices supported with evidence from the course materials
- Cite sources that further support or enhance learning. Sources include course readings and/or peer-reviewed journal articles, credible websites, academic textbooks, etc.
- Make sure all posts have excellent grammar, have proper citations, and are professional and respectful.

Response Expectations
When you respond to peers, do so in a way that encourages further dialogue on the topic. Your responses should be more detailed than "I agree," "Great idea," or "Sounds good." To accomplish this, apply a 1+1+1 framework (1 statement acknowledging peer, 1 statement adding insight, 1 statement to close).

Good comments:
- Are civil
- Add to the discussion (they build, extend, or take the discussion in new directions)
- Incorporate course content in both the original post and the response
- Cite sources

Example: Discussion in Carmen
Respectful Dialogue

• Have students **construct classroom contract** at start of term; they contribute suggestions, then add your own

• Post respectful dialogue **statements**
  • syllabus, tailor for each assignment

• **Call students in** rather than out

• Emphasize **community learning**, student accountability to classmates
Response Expectations

A thoughtful response (earning full points) will engage with the original post in a substantive. Positive feedback such as "I like this interpretation", or "good job" are welcome, but your response should also move the conversation forward. You may wish to add additional examples or relevant resources to further support the point made in the original post. You may choose to critique or challenge the original post or to ask questions about the data or interpretations. What I will look for is that you have spent time considering what the post conveys and where that leads you in inquiry.

On Respect in Discussions:

This course delves into sensitive topics that may incite emotion or memories of difficult personal experiences for some students. Expectations are that we all will be respectful of our classmates while consuming this media/material. This does not mean we cannot disagree with one another, disagreement is expected by the nature of the course. However, in disagreeing, and conversations more generally, be thoughtful of your classmates and be mindful to not attack the person, but focus on ideas and content.
Where can my **expectations** be clearer?

- navigate course
- engage in online interactions
- improve online discussions
- have respectful dialog
5. Metacognition and Reflection

• Offer **opportunities for reflection**
  • What do I want to get out of class; reflect on my journey

• Collect **feedback**
  • Did you feel prepared for that midterm, assignment?
  • What can I do differently to help you better prepare?

• Use **exam wrappers**
  • How long do I spend reading, engaging?
  • What would I do differently next time to better prepare?
Assignment
Personal Reflection

Overview
Now that you’ve created and submitted your group assignment, spend some time reflecting on your individual experience.

What to do: Review the instructions for this week’s assignment.

Objectives
- Choose recommendations through collaboration in a multidisciplinary group
- Reflect on the process of collaboration in multidisciplinary councils

Directions
Separate from your group final report, submit a 2 page personal reflection on group project.

What to Include
- reflections on the process of group interaction throughout course
- takeaways from what you learned through the process of writing an ethics report on a challenging topic working with a group of peers
- whether or not there was significant disagreement
- if applicable, how minority positions were addressed/differing perspectives accounted for in the report.

Example: Reflection Assignment in Carmen
Where can I build in opportunities for metacognition and reflection in my course?
Where to Find Resources

- Consultations with go.osu.edu/odee-consult
- carmen@osu.edu
- Consultations with drakeinstitute@osu.edu
- resourcecenter.odee.osu.edu
- University Libraries library.osu.edu
- ALX affordablelearning.osu.edu
- keepteaching.osu.edu/get-help
A few **key points**…

- Be **realistic** about what you can modify within time constraints
- Consider making **small yet high impact modifications** first
- Using Carmen effectively **supports learning for all students**
- Seek out individual **assistance and support**
THANK YOU!

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