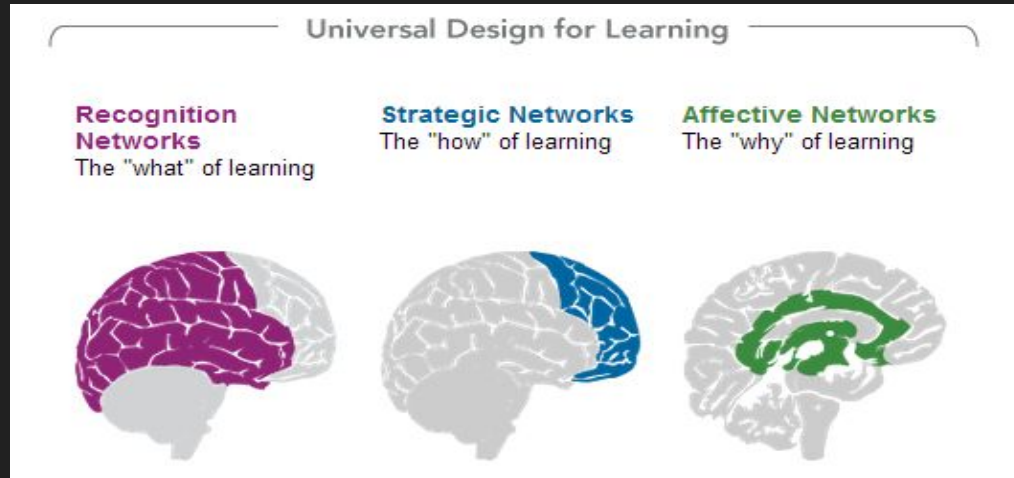


Keeping my Class Inclusive: Diversity, Inclusion, and Universal Design for Learning Online

Erin Chapman & Alex Hollingshead

Universal Design for Learning:

- Intentional and systematic instructional design framework
- Myth of average
- Disabled instruction rather than individual
- Based on neuroscience



UDL cont'd:

- Offer multiple ways to represent information
- Offer multiple ways for students to engage with materials and each other
- Offer multiple ways to assess knowledge



UDL and Inclusion: Removing Unnecessary barriers



Equality



Equity



Accessibility

Accessibility “hacks”:

- For Zoom sessions use Google Slides to present and turn on Closed Captions
- Record Zoom sessions for students to view later (Stream)
- Assign a note taker to increase engagement
- Use Ally software in BBLearn
- Discussion board/ Flip Grip/ Voice Thread engagement

Resources:

<https://www.learningdesigned.org/>

http://udloncampus.cast.org/page/udl_landing

<https://www.youtube.com/watch?v=bDvKnY0g6e4>

<https://www.youtube.com/watch?v=pGLTJw0GSxk>

<https://www.igi-global.com/book/cultivating-diverse-online-classrooms-through/179822>

Teaching for Equity, Critical Thinking, and Wellness in the Time of Covid-19

<https://docs.google.com/document/d/1WYBhA3eNwWu09EDOCVSYuHjU5e0guct0pJn0FhBZJbk/edit>

A timely quote as we switch to online!

“Diversity jolts us into cognitive action in ways that homogeneity simply does not.”

~ Katherine W. Phillips, “How Diversity Makes Us Smarter,” Scientific American (2014)

5 Dimensions of Diversity & Inclusion to Consider

You, the instructor: Who are you in the learning environment? What do you bring?

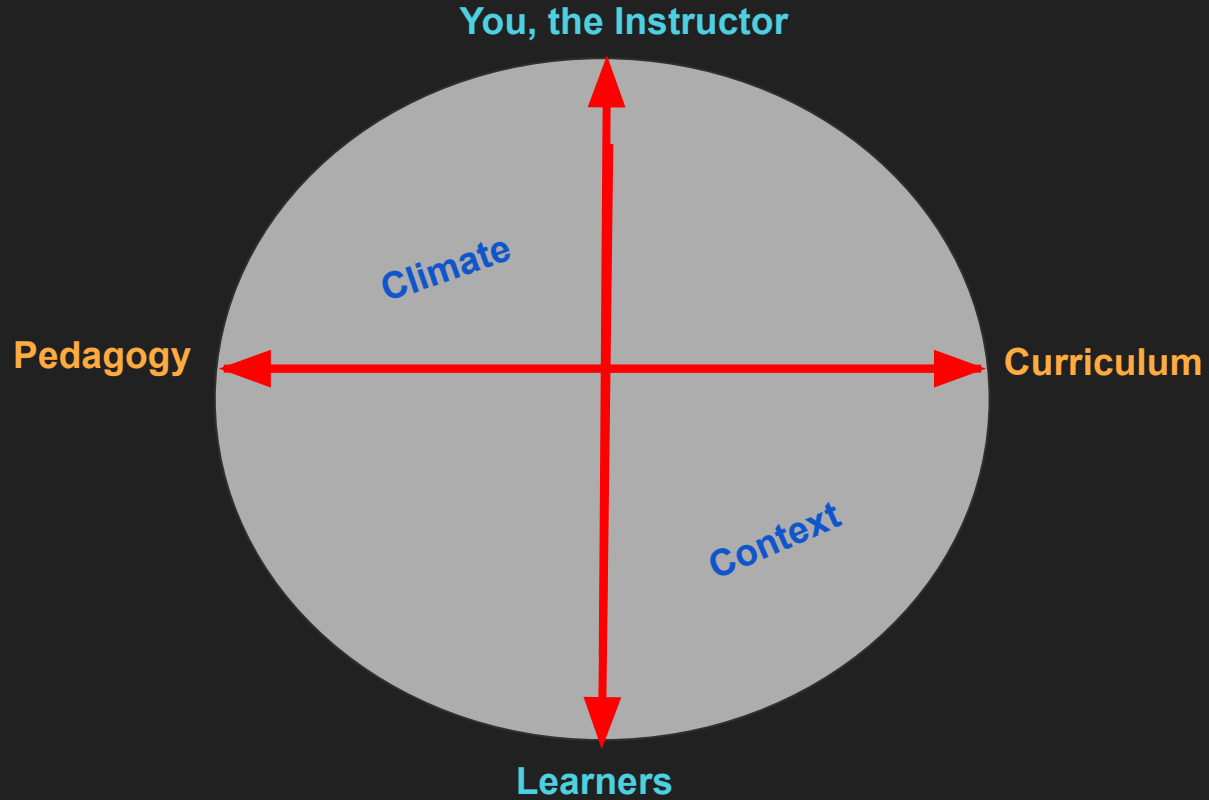
Learners: Who are our students in the learning environment? What do they bring?

Pedagogy: What decisions do we make about how we teach?

Curriculum: How do we make decisions about what's most important for our students to learn?

Climate/context: All of the factors that influence how our students are feeling in the learning environment.

5 Dimensions of Diversity & Equity



Be Mindful of Barriers to Inclusive Learning Environments

Prior experiences

Resources (think broadly here...)

Access (also, think broadly here...)

Implicit Bias (yours, theirs, ours)

Microaggressions

Some Differences That Can Have an Impact

Age	Family status	Religion/spirituality
Athleticism	Gender identity and expression	Sexuality
Criminal background	Geographic region	Size/appearance
Developmental stage	Immigration status	Skin color
Disability status	Job function/employment status	Veteran status
Economic class	National origin	
Education level	Parental status	
English (standard) literacy	Race	
Ethnicity/Culture	Relationship/marital status	

Other identities missing from this list?

Other identities that might be more pronounced in an online learning environment?

What does it take to be an inclusive educator?

Not perfection; progress is the goal

- **Content knowledge** (current, inclusive vocabulary about identities, difference and social issues)
- **Self-reflexivity** (the ability to ask who you are and how your social identities might affect your work with students)
- **Mindfulness of group dynamics** (awareness of who has a voice in the learning environment and who might be experiencing barriers to engagement)
- **Humility** (a capacity and willingness to learn from mistakes)
- **A commitment** to design more inclusive and equitable learning experiences

Principles for Good & Inclusive Practice in College Education

1. Create a welcoming, respectful learning environment
2. Determine essential course components (use backward design)
3. Communicate clear and high (reasonable) expectations; provide constructive feedback to encourage a growth mindset
4. Provide natural supports for learning to enhance opportunities for all learners
5. Use teaching methods that consider diverse learning preferences, abilities, ways of knowing, communication preferences, prior experience and knowledge
6. Offer multiple ways for students to demonstrate their knowledge
7. Promote belongingness and a sense of community

Some final inclusive thoughts as we move online...

Be creative in thinking about ways we help facilitate moving our students out of their (isolated!) bubbles, to engage with diverse experiences and identities.

Consider how to incorporate D+I into:

- course assignments
- discussion prompts
- course materials (use a variety of sources when possible)
- group projects

“Allow students to have some choices in how they want to learn” (On Point, NPR, 3/24/20)

“Be open to experimentation--it’s about progress, not perfection” (On Point, NPR, 3/24/20)

More resources & interesting perspectives

<https://www.webpages.uidaho.edu/cetl/docs/Universal-Inclusive-Design-Checklist-Lindsay-Bernhagen.pdf>

<https://www.webpages.uidaho.edu/cetl/docs/A-Quick-Guide-to%20Using-Inclusive-Language-Lindsay-Bernhagen.pdf>

https://www.webpages.uidaho.edu/cetl/docs/Microaggressions_in_the_Classroom.pdf

<https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/>

https://www.npr.org/sections/coronavirus-live-updates/2020/03/23/820138079/education-dept-says-disability-laws-shouldnt-get-in-the-way-of-online-learning?utm_term=nprnews&utm_source=facebook.com&utm_medium=social&utm_campaign=npr&fbclid=IwAR3DRgEwkoW39M6phLyeiYZdkbTtK5DLCaAY6ZjV7O7xSADAmDM3SgzumGQ

<https://www.wbur.org/onpoint/2020/03/24/online-learning-colleges-educating-students-virtually>