

Keeping It Accessible, Keeping It Inclusive

CETL Session, November 11, 2020

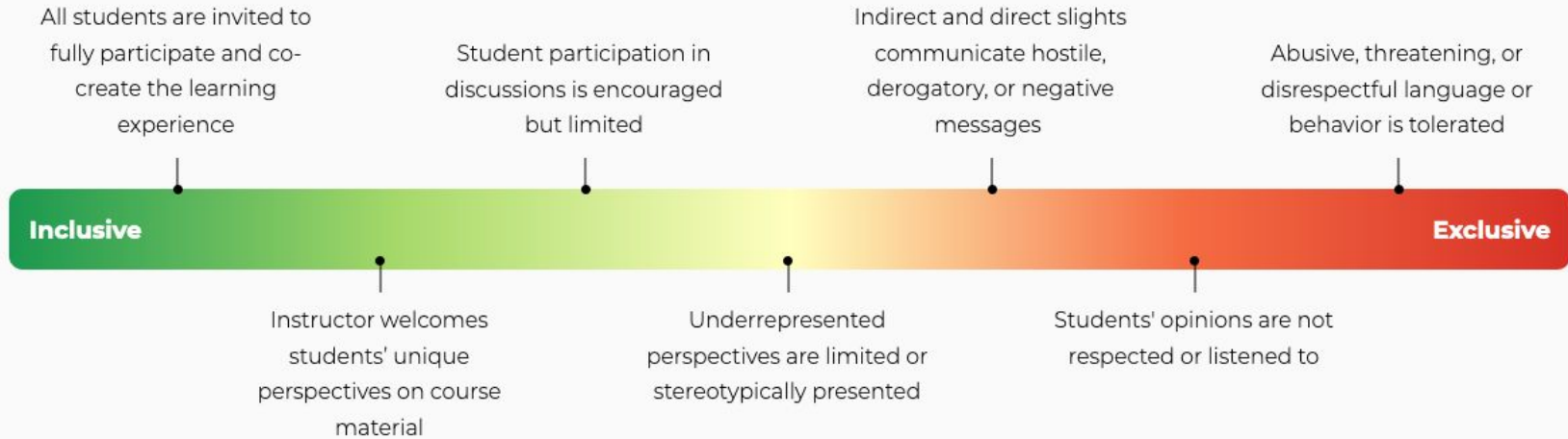
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Welcome!

As a soft opening/unofficial start...

...please drop in the Zoom Chat one tip, challenge, question you have in keeping your courses accessible and inclusive.

Inclusive Climates vs. Exclusive Climates



A Quick Review...

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

Inclusive Teaching Principles

1. Set explicit student expectations.
2. Design all course elements for accessibility.
3. Establish and support a climate that fosters belonging for all students.
4. Select course content that recognizes diversity and acknowledges barriers to inclusion.
5. Reflect on one's beliefs about teaching to maximize self-awareness and commitment to inclusion.

Accessibility Reminders

CDAR Access Portal: resource for faculty to view all accommodations per course.
Located in VandalWeb and at www.uidaho.edu/cdar

Online Exams: be aware of instructor's role in applying time extensions for accommodated students

Looking Ahead: be mindful of CDAR's need to know what services are needed in your course. (i.e., will CDAR be proctoring your exams?)

Virtual meeting “hacks”

Clear expectations of: attendance/engagement, realistic timelines for communication, method of communication

Sound Quality: consider using a microphone and minimizing background noise. Repeat student questions or ask students to type questions in chat. Consider using automated captions for live lecture (GoogleSlides, PowerPoint) and recorded lecture (Stream Transcript)

Using a 3rd party vendor (Pearson/McGraw, etc.)? Consider how the student will access support with any lockout issues.

Accessibility “hacks”:

- For Zoom sessions use Google Slides or PowerPoint 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

*How to guide for automated captions available at CETL

Inclusive Pedagogy & Online/Digital Inclusion

Diversity & Pedagogy

Inclusive pedagogy refers to the ways that courses, classroom activities, curricula, and assessments consider issues of diversity in an effort to engage all students in learning that is meaningful, relevant, and accessible.

Aiming to teach inclusively requires intentional effort by educators to help students overcome barriers to learning.

It can also enrich the classroom experience for students by giving them access to a broader set of perspectives.

Inclusive Remote Classroom Practices

Recent events demonstrated the need for inclusive pedagogical strategies that can withstand challenges resulting from the COVID-19 pandemic, remote learning, and social unrest.

Consider the concept of remote inclusive teaching and how you may approach What's worked for you this fall? What changes will you make

A Quick Review...

Apply UDL framework

Provide:

- 1) Multiple means of engagement
- 2) Multiple means of representation
- 3) Multiple means of expression

Resources

POD Network: [Diversity, Equity and Inclusion](#)

University of Chicago: [Diversity & Inclusion](#)

NYU: [Inclusive Remote Classroom Practices](#)

Wheaton College Massachusetts: [Becoming an Anti-Racist Educator](#)
[Learning Designed](#)