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

Inclusive:
- All students are invited to fully participate and co-create the learning experience.
- Instructor welcomes students’ unique perspectives on course material.

Exclusive:
- Student participation in discussions is encouraged but limited.
- Underrepresented perspectives are limited or stereotypically presented.
- Students' opinions are not respected or listened to.
- Indirect and direct slights communicate hostile, derogatory, or negative messages.
- Abusive, threatening, or disrespectful language or behavior is tolerated.
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

Adapted from Chickering & Gamson (1987), courtesy of Lindsay Bernhagen
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.

Adapted from Columbia University | CTL, Inclusive Teaching Guide
Accessibility Reminders

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