



Group 1



Motivation: Why is it important?

- So students are willing to learn/try something new or are up for the challenge
- Learning as emotional work - motivation is tied to our emotional state and feelings (how does the student feel about the activity/work?)
- Students are more inclined to try something that is challenging when they are motivated or interested in the topic/activity
- As a teacher or TA, you want your students to be successful

Accessibility: What challenges may one face in online (or in-person) learning?

- Connection to others
- Technical difficulties
- Some students may not have appropriate technologies/materials
- Having the skills (e.g. typing, using the internet)
- Focus/time-management skills (zoom fatigue)
- privacy/confidentiality
- Time zones

In-person learning

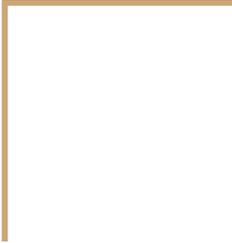
- scheduling

Inclusion: Why is exclusion prohibitive to learning?

- Exclusion activates fight or flight response (changes the headspace we are in and impacts learning); students won't be learning if they don't feel safe
- Reduces the quality of the learning
- Reduces motivation for learning/engagement
- Exclusion may make it challenging for students to reach out for help/know who to turn to
- Exclusion erodes relationships; learning is inherently social

Diversity: How do we ensure that all learners are considered in planning activities?

- Plan activities for all types of learners (auditory, kinaesthetic, visual)
- Allow for choice and flexibility in how students can show their learning
- Reflect on learning experiences and teaching methods to ensure they are respectful and inclusive of all students
- Use a variety of different types of learning activities (not repeating the same ideas over and over)
- Be mindful of things like Closed-captions, or other ways to adapt learning materials for all abilities
- Ensure technologies are compatible with students assistive technologies



Group 2



Motivation: Why is it important?

- For sincere learning
- Better retention (higher attendance)
- More driven to actively engage with material and participate fully
- Makes learning more enjoyable
- Inner drive

Accessibility: What challenges may one face in online (or in-person) learning?

- Trouble focusing on online only material (vs. in class experiences); screen fatigue
- Tech issues/access to technology
- Distraction is right at your fingertips!
- Your learning styles/abilities are not being considered
- Access to quiet/safe space to study
- Consistent access to internet
- Missing element- body language/language barriers
- Demands/burdens of at-home life harder to separate from academic life

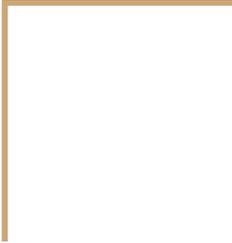
Inclusion: Why is exclusion prohibitive to learning?

- Student needs are diverse and must be met in order to learn
- If you feel like an outsider to your own learning then you won't feel invested/willing to try
- Can't learn if you're not physically/mentally present in the space
- Being excluded just makes it that much more challenging to learn

Diversity: How do we ensure that all learners are considered in planning activities?

- Needs assessment (at the start of course, and part way through)
- Be mindful of accommodations that students need
- Mix up teaching style and modes of participating so that you're not doing the same kind of lesson/learning every week
- Record lectures, not all students may be in the same timezone
- Regularly check-in with students to make sure they're not falling behind/your teaching style is working for them





Group 3



Motivation: Why is it important?

To form the cognitive pathways there has to be emotion investment (positive/negative)

It has to make sense in your view.

It is hard to focus and do a task if you don't know what is the point of doing it.

It is a catch 22; you need motivation to engage and if engaged you will get motivated

Accessibility: What challenges may one face in online (or in-person) learning?

Zone of proximal development - how far is the knowledge I need from the knowledge I have? - knowledge gap.

Other responsibilities / distractions (productive procrastination - baking!

Poor presentation skills - monotone lectures / less engaging

We feel more removed from the teacher and students when online, so it's harder to get as engaged with them.

Inclusion: Why is exclusion prohibitive to learning?

Perpetuating one view/style - lack of diversity

Alienated - not feeling welcome - affect self-confidence / shutting down - resentment / decrease in motivation

If the students feel the teacher isn't speaking to their own perspective or acknowledging their point of view, they feel they won't have any connection to the teacher's perspective.

Diversity: How do we ensure that all learners are considered in planning activities?

Breakout rooms - often - small numbers per room

Clear instruction - that is always visible

Anonymous participation, such as by annotating slides

Agency - giving students a role in course development / approaches

Diverse approaches to course development, execution, assessment, -
non-linear,



Group 4



Motivation: Why is it important?

1. When motivation isn't present, you encounter a block that stops you from doing the work *or* stops you from doing it the best you can.
2. Motivation= driving factor.
3. How much the learner is going to try to engage with the material.
4. When you're motivated you have more reason to continue with a subject (especially difficult subjects, ie-math)
5. Being a motivated learner enables you to reach your fullest potential.

Accessibility: What challenges may one face in online (or in-person) learning?

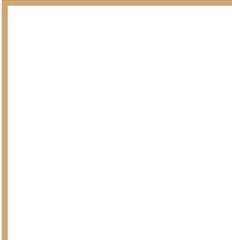
1. Time zones
2. Technical/Connectivity issues
3. Instructors cannot assess student ability if cheating is increased
4. Less hands on activities
5. Less social connection

Inclusion: Why is exclusion prohibitive to learning?

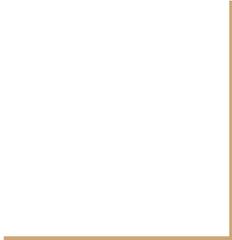
1. Students may lack motivation
2. If an inclusive classroom is not present, motivation will be lacking. Readings only about one topic or from one perspective, this may not be inclusive and could drain class morale.
3. Ability of students to access material
4. As a learner you want to know as much of a specific topic as you can. If learning environment isn't inclusive, aspects of topic will be left out.

Diversity: How do we ensure that all learners are considered in planning activities?

1. Send out optional student poll to pre-assess where learners are at
2. Ask for feedback after lessons as a post-assessment of learning experience
3. Considering a variety of different ways to deliver information and potentially give students the option to choose for themselves
4. Continue to learn and seek guidance as an instructor or TA.



Group 5



Motivation: Why is it important?

- It has direct impact on learning. the less motivation, the less learning!!
- It keeps them curious and interested in the subject. Less pressure and more fun
- Maintains engagement with subject material
- Especially with asynchronous or studying, it ensures the work is done with adequate time instead of cramming it all in at the end of the term/ just before the due date
- It helps to remember what has been learned
- Motivated learners will be more engaged and excited to learn the material

Accessibility: What challenges may one face in online (or in-person) learning?

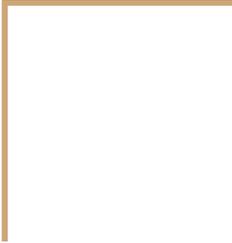
- Shyness and the reluctance to participate
- Language barriers/ time zone discrepancies
- Lack of focus on topics
- Unstable internet connections
- Tech barriers and limitations.
- Access to computers and other electronic equipment necessary for online learning.

Inclusion: Why is exclusion prohibitive to learning?

- Exclusion makes it hard for students to stay engaged and motivated to try to do their best
- Feeling excluded would not make the students want to be in class or seek help from the TA or instructor
- Denies the ability to participate not only in class but in the learning process period.
- Facilities and environment have a direct impact on learning
- Limit the opportunities a student can interact with the class and exchange ideas
- Feeling excluded would impact the mentality of the students and they may give up their goals during the semester

Diversity: How do we ensure that all learners are considered in planning activities?

- Consider all aspects in planning a lesson, such as language barriers, accessibility through participation via multiple modes, and allowing content to be revisited after lectures
- Be respectful towards the students, encourage them to reach out for help
- Openly ask students if they need special care for their situations
- Find ways to assess the learning position of your students to ensure their learning needs are addressed within your teaching plan



Group 6



Motivation: Why is it important?

- If students aren't motivated - they won't learn!
- The question is to find out what motivates students?
 - Internal and external (intrinsic/extrinsic) sources -- support internally motivated students, encourage everyone with external sources of motivation (positive feedback, rewards, etc?)
- Tap into the ZPD and learning cycle -- be sensitive to where students are at to make sure there's the right balance of challenge/ability
- Make things apply to students' lives

Accessibility: What challenges may one face in online (or in-person) learning?

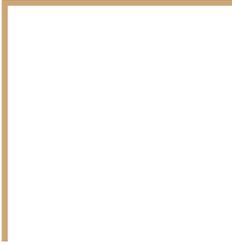
- Technical challenges -- making sure everyone has access to good internet, course materials, etc., and making sure facilitators/students are comfortable with learning platforms
- Language barriers and making sure low-vision and low-hearing folks can participate fully
- Lack of focus or attention span
- No/little access to technology
- Distractions in the workspace
- Learning styles might impact student's ability to learn (i.e. non-visual learners may struggle with online learning that is reading heavy/comment based)

Inclusion: Why is exclusion prohibitive to learning?

- Equity
- Fosters even less motivation to participate
- Breaks the communication flow, students don't receive the message.
- Degrades a sense of trust and comfort among students
- If students don't share their ideas, then they aren't learning other's perspectives

Diversity: How do we ensure that all learners are considered in planning activities?

- Diversify the modes of presenting material and learning exercises
- Be open to (and actively seek) feedback from learners on how to increase accessibility of learning activities
- Include sharing moments in the plan



Group 7



Motivation: Why is it important?

- motivation is essential for engagement

- understanding why you would want to learn something makes it easier/more interesting to learn

- being more motivated = doing a better job; if you're not motivated, you might just complete the assignment, but not necessarily well

Accessibility: What challenges may one face in online (or in-person) learning?

-unmotivated peers and teachers can make being motivated challenging, both in online and offline courses

-online barriers for accessibility: ability to communicate ideas and interact with each other is reduced (bigger emphasis now is on written/oral participation and communication, not body language/visual cues); issues with technology, internet connection, etc; ability and comfort level to communicate/participate online

Inclusion: Why is exclusion prohibitive to learning?

-if you don't feel like you're part of the learning community, you might not feel as comfortable asking questions and participating

-feeling excluded can have detrimental effects on motivation and consistent participation in the course, as well as feelings of isolation

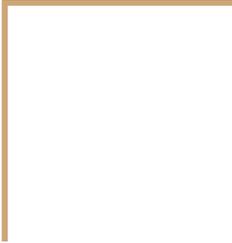
Diversity: How do we ensure that all learners are considered in planning activities?

- be more flexible

- accommodate shifting deadlines if possible

- provide communication tools

- consider time zones, VPN accessibility issues, and be open to consider making alternate arrangements



Group 8



Motivation: Why is it important?

- It makes people work harder
- If you are not motivated, it is very difficult to want to learn something new and put your time towards it
- Setting goals helps you reach them faster
- Helps bridge gaps between different fields
- It helps students maintain focus on their course work and conduct independent research if necessary.

Accessibility: What challenges may one face in online (or in-person) learning?

- Accessibility issues
 - Unstable wifi, no computer/laptop
- Time-zone issues
- Motivation issues
- Inclusivity issues
- Ones learning style may be different than what is being taught
 - Eg. student may be a visual learner but the instructor has slides with minimal text/images

Inclusion: Why is exclusion prohibitive to learning?

- One needs to feel included to be able to learn well. Love and Belonging is in the third level of Maslow's hierarchy of needs.
- One needs to proper tools to be able to learn well
- The learning environment may not take into account the various backgrounds that each student is coming from, thus making it more difficult for some to engage in the learning
- With respect to online learning, synchronous classes don't allow students in different time zones to learn well

Diversity: How do we ensure that all learners are considered in planning activities?

- Ask the students what they need at the start of the term
- Plan numerous different types of activities to ensure learners of all backgrounds are accommodated
 - Examples of activities
 - Set up in-class quizzes using i-clickers
 - Submission of group discussion report after class