TEACHING REMOTELY IN THE MIDST OF A CRISIS: HOW TO KEEP EQUITY, DIVERSITY, AND INCLUSION IN MIND

Facilitator: Natasha Fox Equity and Inclusion Office/Department of Geography

CTLT SPRING INSTITUTE
APRIL 21, 2020 9:00-10AM

UBC

TODAY'S AGENDA

9:00-9:05 Introductions, overview

9:05-9:10 Collaborate tutorial

9:10-9:20 Brief overview of EDI and online teaching

9:20-9:55 Panel Q and A

-Aftab Erfan, Equity & Inclusion Office, School of Community and Regional Planning

-Louise Longridge, Department of Earth, Ocean and Atmospheric Sciences

-Afsaneh Sharif, Centre for Teaching, Learning and Technology

9:55-10:00 Wrap up and handout

FORMAT AND "ETIQUETTE" FOR TODAY

-Please write your questions in the chat box
(not ALL questions will be answered)

-If writing in the chat box is difficult, please use "raise hand" function to speak up

-Please keep your microphone and video muted except for when you are speaking

-Please turn off other sound notifications (from outlook, etc.)

TODAY'S LEARNING OUTCOMES:

- Think about the relationship between online learning and teaching equity, diversity and inclusion (EDI) in the classroom

- Share your experiences and concerns around issues of equity, diversity and inclusion (EDI) in the online teaching environment

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WHAT DO WE MEAN WHEN WE SAY "EDI"

Equity Diversity and Inclusion

-Value of equity of access and opportunity for members of underrepresented and equity-seeking groups

-Taking action to identify and address barriers to the full participation of members of these groups at the

-Intentional commitment to curriculum, course design, teaching practice, and assessment that creates a learning environment where all students feel that their differences are valued and respected, have equitable access to learning and other educational opportunities, and are supported to learn to their full potential.

Not a static checklist, and can change with context. It is a "lens" guiding instructors to consider and address the ways historical and systemic inequities continue to shape students' learning experiences.

Source: Adapted from University of Michigan's Centre for Research on Teaching and Learning

WHAT IS THE IMPACT OF THE ONLINE CONTEXT?

SOME CONSIDERATIONS TO HELP INSTRUCTORS MAINTAIN AN "EDI LENS"

I. Offer resources and support – Familiarize yourself with resources and support available to your students and share the information with them. Resources and support available to UBC students include:

- Student Resources During the COVID-19 Outbreak
- COVID-19 and UBC's Response: Information for Students
- Wellness Centre: Online
- Empower Me – Mental Health Resources

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II. Adjust expectations – Revisit the course policies and expectations that you had developed for your face-to-face class, and consider how you may be able to adjust your expectations. For example:

- Is it really necessary for students to attend a synchronous online class every week?
- Is it fair to count their attendance to synchronous classes as part of the participation mark?

WHAT IS THE IMPACT OF THE ONLINE CONTEXT?

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III. Increase flexibility for all students – Individual and retroactive accommodations take more time and are more stressful for individual students than making multiple options available to everyone from the beginning. There may also be disparities among students if they have to request accommodations on an individual basis. To allow more flexibility, you may consider, for example:

- Creating multiple options for course participation,
- Favouring low-stake and/or optional assignments, and
- Giving students plenty of time to complete exams.

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IV. Continue to be responsive to students' individual needs – Even if you increase options and flexibility for your students, some students may still need individual accommodations based on their personal circumstances.

Try to be kind and accommodate their needs as much as you can – many students and their families are directly impacted by this pandemic, and they didn't sign up for an online course (just like you didn't sign up to teach an online course!)

Q&A WITH PANELISTS:

What are some of your key considerations around EDI in an online format?

AFTAB ERFAN
EQUITY & INCLUSION OFFICE/ SCHOOL OF COMMUNITY AND REGIONAL PLANNING

1. **Make your teaching trauma-informed.** Know that circumstances and identities influence how this crisis is experienced differently by different students. Remain as flexible and supportive as possible.

2. **Recognize that classes are filling in a need for connection.** Build and implement your course to create connection, noting that synchronous video calls are particularly effective in this regard, but also have many downsides. Therefore: diversify your engagement methods.

3. **Address [micro]aggressions in the online environment.** Some forms of stigma and prejudice have become more prominent. Watch out for them on discussion forums, side chats etc. and call them in or call them out as appropriate.

Title	Total Questions	Anonymous

∧ Poll 1:Familiarity with Zoom

1 question — Yes

1. How would you describe your comfort level with Zoom? (Single Choice)

   Answer 1: I'm a pro and know how to do all the fancy stuff.

   Answer 2: I've used it lots and feel comfortable here.

   Answer 3: I've used it occasionally and had positive experiences.

   Answer 4: My early experiences with Zoom have been bad.

   Answer 5: This is my first time on Zoom.

∧ Poll 2:How are you doing now?

1 question — Yes

1. How did the process we just do change your emotional state? (Single Choice)

   Answer 1: I feel better than I did before.

   Answer 2: I feel worse than I did before.

   Answer 3: I feel about the same - no change in my state.

∧ Poll 3:How's your experience with the technology

1 question — Yes

1. How is this Zoom meeting working for your right now? (Multiple Choice)

   Answer 1: It's working for me and I am happily engaged.

   Answer 2: I'm with you and struggling a little - but here.

   Answer 3: The technology isn't working for me and I'm frustrated.

   Answer 4: The technology isn't totally working, but I am fine.

   Answer 5: It would help me if we simplified and stuck to basics.

   Answer 6: I'm about to leave cause this is a disaster.

AFSANEH SHARIF
CENTRE FOR TEACHING, LEARNING AND TECHNOLOGY
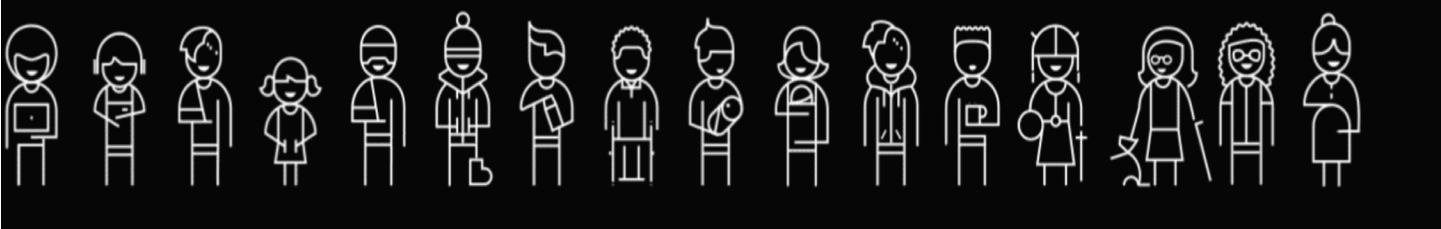
What does inclusive course/class design mean to you?

The British standards Institute (2005) define inclusive design as:

"The design of mainstream products and/or services that are accessible to, and usable by, as many people as reasonably possible...without the need for special adaptation or specialised design."

Inclusive Design Toolkit

How can we teach inclusively?

- Incorporating diversity into our overall curriculum
- Creating a safe learning environment by using ground rules
- Being proactive in connecting with and learning about our students
- Take time to assess the classroom climate
- Be reflective
- Use [universal design for learning](#) principles
  - Provide multiple means of representation
  - Provide multiple means of engagement
  - Provide multiple means of action and expression

[Digital Accessibility](#)

Benefits of Inclusive Teaching

- You can connect /engage with a variety of students.
- You are prepared for "spark moments" or issues that arise when controversial material is discussed.
- Students connect with course materials that are relevant to them.
- Students feel comfortable in the classroom environment to voice their ideas/thoughts/questions.
- Students are more likely to experience success in your course through activities that support their learning, abilities, and backgrounds.

UBYSSEY

Inclusive Teaching Strategies

LOUISE LONGRIDGE

DEPARTMENT OF EARTH, OCEAN AND ATMOSPHERIC SCIENCES

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One Page Syllabus

(Designed by Josefina Rosado and Louise Longridge

Syllabus Index

Welcome from your Instructor	Assessment Values and Course Grade
Communication Between You, the Instructor and the TAs	Study Techniques
Course Overview	How To Proceed
Course Learning Goals	Frequently Ask Questions - FAQs
Course Layout and Schedule	Wellness, Accessibility and Academic Resources

Student feedback:

- "I really appreciate the clear syllabus as I start off in this course. I feel like I understand what I need to do and when, which is a huge help."
- "I think you have done an amazing job of organizing the material for us. Thank you for being so communicative and clear regarding the material and with how to go about it. I am very appreciative of the time this must have taken you."

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Learning to Learn Online: TO-DO list

(Designed by Kirstin Hodge and Louise Longridge)

- Finish reading this section - Course Overview, Course Framework, Course Learning Goals
- Email the Instructor
- Complete Assignment 1 - Introduce Yourself and get to know your classmates
- Complete the Welcome Survey.

LDW 101B - Designing Online Course Materials

Self-Enroll Canvas Course

(Designed by Josefina Rosado and Louise Longridge)

MESOZOIC EARTH
TIME OF THE DINOSAURS

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	Instructions and Code for One Page Syllabus Link to Student Resources

Thank you for joining us today!