

Instructions

This is a group discussion activity.

Please find the workbox for your breakout room in this document.

Please read the questions written in the left column and discuss them as a Breakout Room. You may write your responses in the corresponding boxes on the right.

Each question box also has an indication for the amount of time you should spend on it.

Suggestion: Appoint a timekeeper and a notetaker in the Breakout Room

<p>What distinguishes an inclusive online classroom from a non-inclusive online classroom?</p> <p>(4 mins)</p>	<p>Instructors that think they can replicate an in person class online (assuming you have stable internet, quiet background and the ability to have mic and video on) vs adapting to the online platform - instructors are understanding of the online platform, such as no cold-calling students</p>
<p>How does an inclusive classroom boost student learning?</p> <p>(4 mins)</p>	<p>Takes into account student learning and allows multiple ways to learn the course content. If students feel comfortable in the space and happy to be there they may be more able to learn.</p>
<p>How can asynchronous online coursework be made more inclusive in your field?</p> <p>(6 mins)</p> <p><i>Please record all relevant responses shared by the group members.</i></p>	<p>Arts: making sure students have multiple avenues to participate - ensuring a safe online space, without discrimination, ensuring respectful discussions- which is hard as it is hard to moderate an online asynchronous class like you would in person or synchronous classes</p> <p>Engineering: projects for building/ labs are now online and that assumes that students can learn from the video/ have the materials to be able to make the object at home/ can make a video</p> <p>Medicine: more opportunities to participate, especially if it counts as part of the overall part</p>
<p>How can synchronous online coursework be made more inclusive in your field?</p> <p>(6 mins)</p> <p><i>Please record all relevant responses shared by the group members.</i></p>	<p>:)</p> <p>Arts: not putting so much pressure on participation, especially in larger classes (discussions are hard) using the raise hand function creates a line up of people and makes the conversation feel really artificial and clunky</p> <p>Using closed captions when presenting</p>

Breakout Room 2

<p>What distinguishes an inclusive online classroom from a non-inclusive online classroom?</p> <p>(4 mins)</p>	<p>Consideration and acknowledgement of students' experiences, backgrounds, identities to provide a supportive and inclusive classroom.</p> <p>Considers peoples' circumstances for learning and engaging: time zones, space, other responsibilities.</p>
<p>How does an inclusive classroom boost student learning?</p> <p>(4 mins)</p>	<p>Students coming from different backgrounds have different perspectives, so allowing the classroom to be a place for these voices to coexist and build on each other.</p> <p>Inclusive classrooms that give space for a diversity of voices boost learning since students are enriched with multiple perspectives and can discuss topics more in depth.</p>
<p>How can asynchronous online coursework be made more inclusive in your field?</p> <p>(6 mins)</p> <p><i>Please record all relevant responses shared by the group members.</i></p>	<p>Provide different types of coursework that is versatile.</p> <p>Have different types of questions, perhaps more open questions for longer responses, and not use multiple choice all the time.</p> <p>Get student feedback as the course progresses.</p> <p>In Canvas create small discussion groups for students to ask each other questions and discuss relevant ideas.</p> <p>Provide slides that are comprehensible for students to review.</p>
<p>How can synchronous online coursework be made more inclusive in your field?</p> <p>(6 mins)</p> <p><i>Please record all relevant responses shared by the group members.</i></p>	<p>More interactive activities for students, perhaps in smaller groups (breakout rooms).</p> <p>Consider people's time zone to find a moment that accommodates most of them.</p> <p>Encourage students to express themselves more often. Remind them they can express their ideas using a chat box or raising their hand.</p> <p>Record sessions.</p> <p>Ask if there are questions along the way, as the lecture progresses.</p> <p>Let students choose to put their names, give them privacy and invite them to share their preferred pronouns.</p> <p>Use subtitles.</p> <p>Encourage students to take notes in synchronous classes.</p> <p>Taking it slow and using clear writing.</p>

Breakout Room 3

<p>What distinguishes an inclusive online classroom from a non-inclusive online classroom?</p> <p>(4 mins)</p>	<ul style="list-style-type: none">- making lectures accessible to all students- meeting students' needs, e.g., captions, awareness of color blindness, etc.- being friendly and respectful towards everyone, creating a safe space for everyone- awareness of students' identities- differentiated instruction- formative assessment- different teaching styles - visuals, animation, etc.
<p>How does an inclusive classroom boost student learning?</p> <p>(4 mins)</p>	<ul style="list-style-type: none">- comfortable space for questioning, participating, engaging with the material- boosting self-confidence- limits barriers to learning, e.g., anxiety- greater engagement, attendance, punctuality
<p>How can asynchronous online coursework be made more inclusive in your field?</p> <p>(6 mins)</p> <p><i>Please record all relevant responses shared by the group members.</i></p>	<ul style="list-style-type: none">- more TA / instructor hours- idea: use Kapwing to create captions- discussion board for students to post questions, answers, discussions for participation marks, etc. - e.g., Piazza- mid-term check-ins
<p>How can synchronous online coursework be made more inclusive in your field?</p> <p>(6 mins)</p> <p><i>Please record all relevant responses shared by the group members.</i></p>	<ul style="list-style-type: none">- breakout rooms - more meaningful discussions- Slido - anonymous Q&A- captions, being respectful, etc.- PowerPoint can write captions for you as you're speaking- Kahoot

● **Breakout Room 4**

<p>What distinguishes an inclusive online classroom from a non-inclusive online classroom?</p> <p>(4 mins)</p>	<ul style="list-style-type: none"> ● It allows for different learning styles/abilities ● Diverse learning approaches/ assignments ● Options for time slots of the lectures ● It enables all (or at least most) of the class to feel like participating
<p>How does an inclusive classroom boost student learning?</p> <p>(4 mins)</p>	<ul style="list-style-type: none"> ● It creates motivated students who as a result can learn more/efficiently ● Recognition of value /personhood - pronouns / ● It makes them feel encouraged, capable, and eager to learn ● It gives convenience to students in terms of accommodating various situations and needs
<p>How can asynchronous online coursework be made more inclusive in your field?</p> <p>(6 mins)</p> <p><i>Please record all relevant responses shared by the group members.</i></p>	<ul style="list-style-type: none"> ● Structure different types/levels of participation in the material-- posting comments, reactions, etc. ● Diverse approaches to engagement - reflections/ audio/ visual/ group chats/ digital coffee shops/ expansive learning/ 'exam' diversity ● Build an online community where students can connect with peers (and perhaps the teaching team as well) both academically and casually ● We can prepare a variety of coursework as students can have different learning styles, ● Allow them to incorporate their own experiences and viewpoints (as much as is possible)
<p>How can synchronous online coursework be made more inclusive in your field?</p> <p>(6 mins)</p> <p><i>Please record all relevant responses shared by the group members.</i></p>	<ul style="list-style-type: none"> ● The same approaches apply for all of these questions. Diversity/ small block learning/ checking in/ re-directing/ low-stakes/allocation of task (fishbowl) ● Dyslexia font/ close caption-subtitles/ chat box ● Discuss with the students to know their opinions of how the synchronous part should go ● Use breakout groups often so students feel comfortable participating, those who wish to can speak up and don't feel forced to. ● Record the lectures so all students have access to it when they need it ● Use a mixture of audio, visual, and include opportunities to speak with the mic or use the chat function; use closed captions when possible ● Design several interactive activities so students can participate and interact with peers, professors and the TAs, so that they feel

	more involved
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Breakout Room 5

<p>What distinguishes an inclusive online classroom from a non-inclusive online classroom?</p> <p>(4 mins)</p>	<p>Inclusive online - more likely to participate in asynchronous platforms in larger class sizes due to ease of participation</p> <p>Inclusive online - aware of students with diverse cultural backgrounds (ie. norms of participation)</p> <p>Non-inclusive - different time zones, platforms not accessible in certain countries</p>
<p>How does an inclusive classroom boost student learning?</p> <p>(4 mins)</p>	<p>More participation, more investment</p> <p>Can help international students remove language barrier - more accessible</p> <p>Builds sense of community - students more comfortable extrapolating their knowledge</p>
<p>How can asynchronous online coursework be made more inclusive in your field?</p> <p>(6 mins)</p> <p><i>Please record all relevant responses shared by the group members.</i></p>	<p>Addition of subtitles/transcript that aligns with the video</p> <p>Giving a generous amount of time to watch the asynchronous class</p> <p>Utilize different modes of presenting material</p>
<p>How can synchronous online coursework be made more inclusive in your field?</p> <p>(6 mins)</p> <p><i>Please record all relevant responses shared by the group members.</i></p>	<p>Including pronouns in names</p> <p>Option of using video</p> <p>Utilizing anonymous platforms alongside synchronous coursework</p> <p>Using the chat function to respond</p> <p>Recording synchronous classes so that they can be accessed by those not able to attend</p> <p>Ask students what is most advantageous about synchronous classes and capitalize on the advantages</p>

Breakout Room 6

<p>What distinguishes an inclusive online classroom from a non-inclusive online classroom?</p> <p>(4 mins)</p>	<p><u>Inclusive Online Classroom</u> Multiple ways to participate: i.e. chat function, live zoom discussion.</p> <p>Setting clear expectations.</p> <p>Using the technological services offered through Canvas.</p> <p>Being warm and welcoming</p> <p><u>Non-Inclusive Online</u> No discussion or engagement from students: i.e. cold calling students for answers, mandating that cameras are on, not setting standards or guidelines for appropriate behaviour</p>
<p>How does an inclusive classroom boost student learning?</p> <p>(4 mins)</p>	<p>It helps students engage with course material, they can learn how to have a civil discussion, so that they can learn other people's perspectives</p>
<p>How can asynchronous online coursework be made more inclusive in your field?</p> <p>(6 mins)</p> <p><i>Please record all relevant responses shared by the group members.</i></p>	<p>Clear guidelines and confidentiality Not making students get involved past what is safe for them (politically, religiously, etc. while working from home) Allowing students to comment throughout the week rather than have scheduled live-zoom meetings.</p>
<p>How can synchronous online coursework be made more inclusive in your field?</p> <p>(6 mins)</p> <p><i>Please record all relevant responses shared by the group members.</i></p>	<p>Closed-captioning Recording the lecture - to accommodate people's schedules Flexible office hours Have prepared materials for the class: outline, notes, exercises, etc.</p>

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Breakout Room 7

<p>What distinguishes an inclusive online classroom from a non-inclusive online classroom?</p> <p>(4 mins)</p>	<ul style="list-style-type: none"> -To be inclusive, teacher needs to not automatically assume that students have the same needs, perspectives -Needs to think about ways the class may be more difficult for some people
<p>How does an inclusive classroom boost student learning?</p> <p>(4 mins)</p>	<ul style="list-style-type: none"> -Removes hindrances for students that may otherwise have difficulty learning -removes walls that may stop students from engaging, frees them to focus -allows people to be exposed to different perspectives, alternative approaches
<p>How can asynchronous online coursework be made more inclusive in your field?</p> <p>(6 mins)</p> <p><i>Please record all relevant responses shared by the group members.</i></p>	<ul style="list-style-type: none"> -don't need to provide the same material to all the students at the same time. -Can give more learning materials, including optional ones, which are adapted to their own needs, such as documentaries and case-studies -gives the students more time to express themselves, they can think more before responding on the forums -- which helps if shyness, language issues, or other elements make it harder for people to express themselves -can cater to more what students actually need
<p>How can synchronous online coursework be made more inclusive in your field?</p> <p>(6 mins)</p> <p><i>Please record all relevant responses shared by the group members.</i></p>	<ul style="list-style-type: none"> -more use of the chat option for students less comfortable speaking -more use of links to encourage students to go off and explore things in their own ways -more anonymous, using things like break-out groups, annotations, and polls so students don't need to put themselves out more -use more non-zoom techniques -record lectures has made a huge difference

Breakout Room 8

<p>What distinguishes an inclusive online classroom from a non-inclusive online classroom?</p> <p>(4 mins)</p>	<p>An inclusive online classroom includes</p> <ul style="list-style-type: none"> - Organization (for e.g., detailed syllabi) - Co-constructed expectations with students - A sense of predictability - what comes next? balanced with flexibility to accommodate different needs
<p>How does an inclusive classroom boost student learning?</p> <p>(4 mins)</p>	<ul style="list-style-type: none"> - More motivation because they can anticipate they will be successful in the course - Approach TAs for help - Inclusive learning environments invite student voices (ask for help, invite questions) -- increases motivation
<p>How can asynchronous online coursework be made more inclusive in your field?</p> <p>(6 mins)</p> <p><i>Please record all relevant responses shared by the group members.</i></p>	<ul style="list-style-type: none"> - Multiple approaches in how course material is presented and how students can respond. - Integrating synchronous and asynchronous learning (blended learning) - Not everything should be evaluated!
<p>How can synchronous online coursework be made more inclusive in your field?</p> <p>(6 mins)</p> <p><i>Please record all relevant responses shared by the group members.</i></p>	<ul style="list-style-type: none"> - Working alongside students when doing timed activities (e.g. asking how much time do you need?) - More options to respond/communicate -

Breakout Room 9

<p>What distinguishes an inclusive online classroom from a non-inclusive online classroom?</p> <p>(4 mins)</p>	<p>Inclusive: maximizing the student's experience and potential to learn while minimizing stress, anxiety, and logistical concerns. Utilizing all technology options.</p> <p>Non-inclusive: Forcing someone to have their camera on</p>
<p>How does an inclusive classroom boost student learning?</p> <p>(4 mins)</p>	<p>You learn more if you feel safe and that your needs are met. In a more inclusive environment you have a happier and easier time learning. A more inclusive environment can encourage the social aspects of learning.</p>
<p>How can asynchronous online coursework be made more inclusive in your field?</p> <p>(6 mins)</p> <p><i>Please record all relevant responses shared by the group members.</i></p>	<p>Making some aspects non-mandatory Alternative methods for submitting the same coursework (audio, visual, text, etc) Providing enough time between posting material and having assignments due; deadlines flexible or lots of time for them "Oops" factor for turning in one assignment late - a kind of freebie</p>
<p>How can synchronous online coursework be made more inclusive in your field?</p> <p>(6 mins)</p> <p><i>Please record all relevant responses shared by the group members.</i></p>	<p>Subtitle features? - though challenging to keep up. Recording lectures (ensuring people have the option to turn video off) Making them optional</p>

Breakout Room 10

<p>What distinguishes an inclusive online classroom from a non-inclusive online classroom?</p> <p>(4 mins)</p>	<p>It is one that meets the needs of all learners, independent of their technology, their main language, their ability to communicate, their time zone.</p> <p>A safe space for all students. All ways of participation, viewpoints and previous knowledge are welcome.</p>
<p>How does an inclusive classroom boost student learning?</p> <p>(4 mins)</p>	<p>There can be more participation via chatbox from students who previously would not speak up. There is more motivation to participate as there are fewer hurdles to speaking up. We are all on the same playing field, so the students don't feel like they stick out. There can be multiple ways of learning built in to the classroom, so there is less stress.</p> <p>Inclusive classroom create autonomy and independence- they can be empowering.</p>
<p>How can asynchronous online coursework be made more inclusive in your field?</p> <p>(6 mins)</p> <p><i>Please record all relevant responses shared by the group members.</i></p>	<p>They need to ensure that the platforms are all accessible to all students- they need to be able to work with accessibility software. Consider accessibility of the design when choosing online tools. A TA should be able to advocate for their students.</p>
<p>How can synchronous online coursework be made more inclusive in your field?</p> <p>(6 mins)</p> <p><i>Please record all relevant responses shared by the group members.</i></p>	<p>Don't expect all students to respond using the same method.</p> <p>Be cognizant that students need breaks online.</p>

Breakout Room 11

<p>What distinguishes an inclusive online classroom from a non-inclusive online classroom?</p> <p>(4 mins)</p>	<p>Closed captioning for audio Different types of material (visual, auditory, etc.) Land acknowledgement Sharing pronouns Respecting privacy (given work-from-home) Offering multiple modes for students to give feedback/respond to questions (chat, microphone, etc.)</p>
<p>How does an inclusive classroom boost student learning?</p> <p>(4 mins)</p>	<p>Boosting student confidence will improve motivation and participation. More inclusivity = more people participating in discussion = better discussion. Prevents students from being afraid to contribute or participate. More student-student interactions in an inclusive classroom (more collaboration vs individualism, encourages teamwork). Overall knowledge enrichment if more people are sharing their experiences/backgrounds.</p>
<p>How can asynchronous online coursework be made more inclusive in your field?</p> <p>(6 mins)</p> <p><i>Please record all relevant responses shared by the group members.</i></p>	<p>For medicine: different practices/skills from different disciplines are shared in more inclusive environments (different ways of knowing) Taking into account student feedback/adapting to variability in individuals/being more flexible with regards to scheduling of asynchronous events (longer exam times frames, time zone inclusivity, etc.) Acknowledging all questions asked (particularly if they are asked by multiple students) after the fact, in a way that's available to all students, to clear up obvious points of confusion</p>
<p>How can synchronous online coursework be made more inclusive in your field?</p> <p>(6 mins)</p> <p><i>Please record all relevant responses shared by the group members.</i></p>	<p>Including closed captions, multiple modes of response/feedback, offering multiple tutorial sections at different times of day to account for time zone differences, Lectures/tutorials as a time for discussion/asking questions instead of delivering information (think, pair, share) (utilizing break out rooms) Telling people to come prepared with questions/comments instead of "cold-calling"</p>

Role of the TA

This is an individual activity (5 mins). Here, we will think about how TAs can use inclusivity as a tool to help students learn better.

As a TA, what can *you* do to help make learning more inclusive in the asynchronous medium in your field?

In the left column, write your recommendation for what should be done to make asynchronous learning more inclusive in your field. In the right column, write 1-2 action items that you could perform in order to make this possible.

You can add your response to any of the following rows. Please write at least one complete row response. You may add as many additional responses as you like.

Inclusive Asynch Learning	TA Action Items
Don't automatically assume that your teacher style is working with all students, be aware if there are some students that are finding it difficult or problematic.	<ul style="list-style-type: none"> -When students are making comments, note anything about the students that might make it difficult for them to respond to your ideas. -Give a wide variety of optional resources in different styles for your material so that the students can learn through whichever method suits them best
Account for special needs like colour blindness	Prepare the lessons without certain colours eg . green, red
make sure students don't "fall off the map" during the semester	<ul style="list-style-type: none"> - schedule mid-semester check-ins - try to build relationships with students so they feel like they are a real person who will be missed if they stop participating and not just a number
Give people as many options as possible to participate/give feedback in discussions	<ul style="list-style-type: none"> - Chat box (either to whole class or just to TA) - Email - Turning on mic in tutorial/class - Collaborative documents (anonymous so people might feel more comfortable sharing) - Office hours

	- piazza
Material that supports diverse needs	Dyslexia font/ close caption/ colours /tech/ instructions always visible/ 'warnings that time ending in breakout rooms/
Respecting students from a different time zone	Flexible office hours and ways of communicating
Ask students what aspect of asynchronous learning is most useful for them and try to capitalize on the advantages	Eg. if they find that they most appreciate the ability to do lessons at their own pace - consider slowing down a lecture or including more lengthening the time that they are required to do the lesson at hand
Stay open throughout the semester	Keep in contact with the students regularly, even if it's just a check-in
Recognition	Pronouns/ respect for different skill sets/ cultural differences/ not saying "WE" as it assumes homogeneity/
Ask students privately if they use accessibility software	Check out how that software meshes with the platforms that we would use.
Allowing various forms of submission for assignments, such as the difference between oral, video, and written work.	Discuss with students some options they would like in case we haven't thought of them all. Create submission boxes on Canvas for each assignment that includes different file options.
Collectively creating a virtual classroom learning agreement at the beginning of a course	Facilitate group discussion about what constitutes an accessible learning environment and how individuals' learning needs can be met
Be clear and consistent about course expectations	- Communicate with students early in the semester about your role as a TA (for instance, what kind of help

& organization	you can offer in your office hours)
Presenting the course content in many different ways and formats	<ul style="list-style-type: none"> - Have variety in course materials (e.g. not only videos, handouts, etc). - Create corresponding material (a handout and a recorded lecture on the same material presented <i>slightly</i> differently - Get feedback from students in how they prefer their course content.
Be flexible about students' needs and environments	<ul style="list-style-type: none"> - Work with the professor to give grace for missed deadlines - For EAL students, focus evaluation on the learning objectives, not penalizing unnecessarily for language skills that might be more difficult this semester
Safe spaces for communication and collaboration	<ul style="list-style-type: none"> - Provide opportunities for people to share their own experiences, difficulties and questions. - Be approachable and accessible as a TA. - Get input about what makes a space safe and comfortable for students.
Ensuring students have enough time to complete the work load	Ask the students if they have enough time and if they have too much other course work to complete before the due date to give enough attention to the assigned materials
Allow for various types of online participation	<ol style="list-style-type: none"> 1. Have a detailed prompt/activity (rather than just a generic discussion forum) through which to engage students and keep conversations on track, and respectful 2. Use other methods outside of canvas to use to engage students in asynchronous environments
Ask students for feedback on how they are feeling about the overall course format periodically	Send out an interim survey asking about what they like or don't like about the course design, whether they are getting the help they needed, and whether they are satisfied with the balance of synchronous and asynchronous coursework.
Using general words / terms that are easily understood.	Give the term's definition along the way if possible / give glossary of the lecture
Account for language barriers	Add captions to your videos

Keep deadlines for discussion open for 1-2 full days to accommodate different time zones/internet availability	Make a clear start time for discussion and a clear end time, keeping it open for 24 hours at least if possible. Encourage students to check back multiple times throughout the discussion period so that no one feels as if they're being ignored.
Make students feel that their contributions matter	Make discussion boards