

Inclusive Teaching

What is It? Why Does it Matter?





- UBC Point Grey Campus is on traditional, ancestral, unceded Musqueam Territory
- Where are you? See this resource to discover the Indigenous territories you reside on: *native-land.ca*



The Musqueam sʔi:ɬqəy̓ qeqən

(double-headed serpent post)

Photo by: Sarah Ling

Session Objectives

- **WHAT:** Define diversity, equity and inclusion in UBC's context.
- **WHO:** Explore diversity at UBC and who studies here.
- **WHY:** Be **introduced** to the literature underpinning inclusive teaching and why it's important.
- **HOW:** Have an opportunity to **learn**, **discuss** and **share** inclusive teaching practices, including considerations for the online environment





Click this button to use Gallery view (allows you to see 30-45 participants in one window)

To Change your name, right click (PC) or ctrl + click (mac) on your video.

*If desired, participants can also add their preferred pronouns!



Turn on/off your video

Mute/ unmute yourself. Please mute yourself if you aren't talking to reduce echo and background noise!

Open Chat- great to share links and communicate technical difficulties

Zoom Features

Mute/Unmute

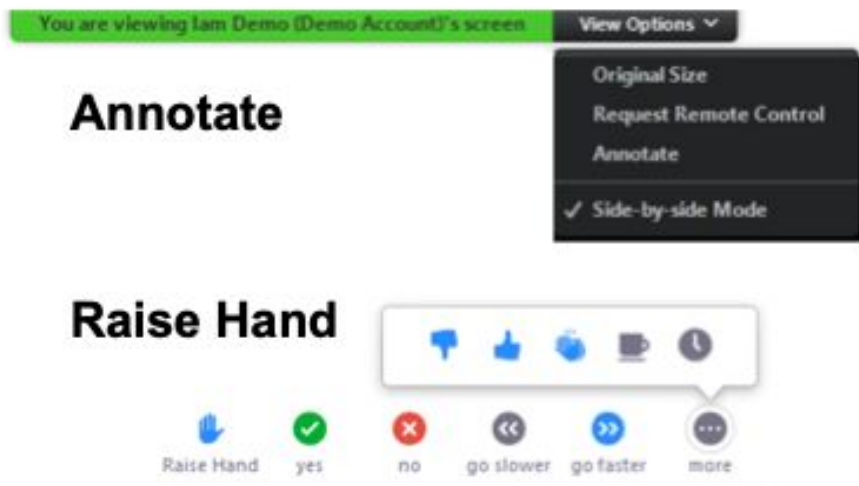
Video

Chat

Reactions

Annotate

Raise Hand





A bit about you...



We'll bring up some polls to get to know each other a bit more.

What



Diversity, Inclusivity, Equity and Equality



Share on this padlet (anonymously) one word to describe what the terms mean in your context:

https://padlet.com/kele_fleming/6y9oazo1draj4gc0

UBC Strategic Plan

Strategy 4 - Inclusive Excellence



Cultivate a diverse community that creates and sustains equitable and inclusive campuses.

<https://strategicplan.ubc.ca/strategy-4-inclusive-excellence/>

From equity.ubc.ca

Equity refers to achieving parity in policy, process and outcomes for historically and/or currently underrepresented and/or marginalized people and groups while accounting for [diversity](#).



Diversity is a concept meant to convey the existence of difference in the lived experiences and perspectives of people.. Each person's unique combination of differences contributes to their experiences in ways that can be both positive and negative

<https://equity.ubc.ca/resources/equity-inclusion-glossary-of-terms/>

From inclusiveteaching.ctlt.ubc.ca

Inclusive teaching refers to intentional approaches to curriculum, course design, teaching practice, and assessment that create 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.



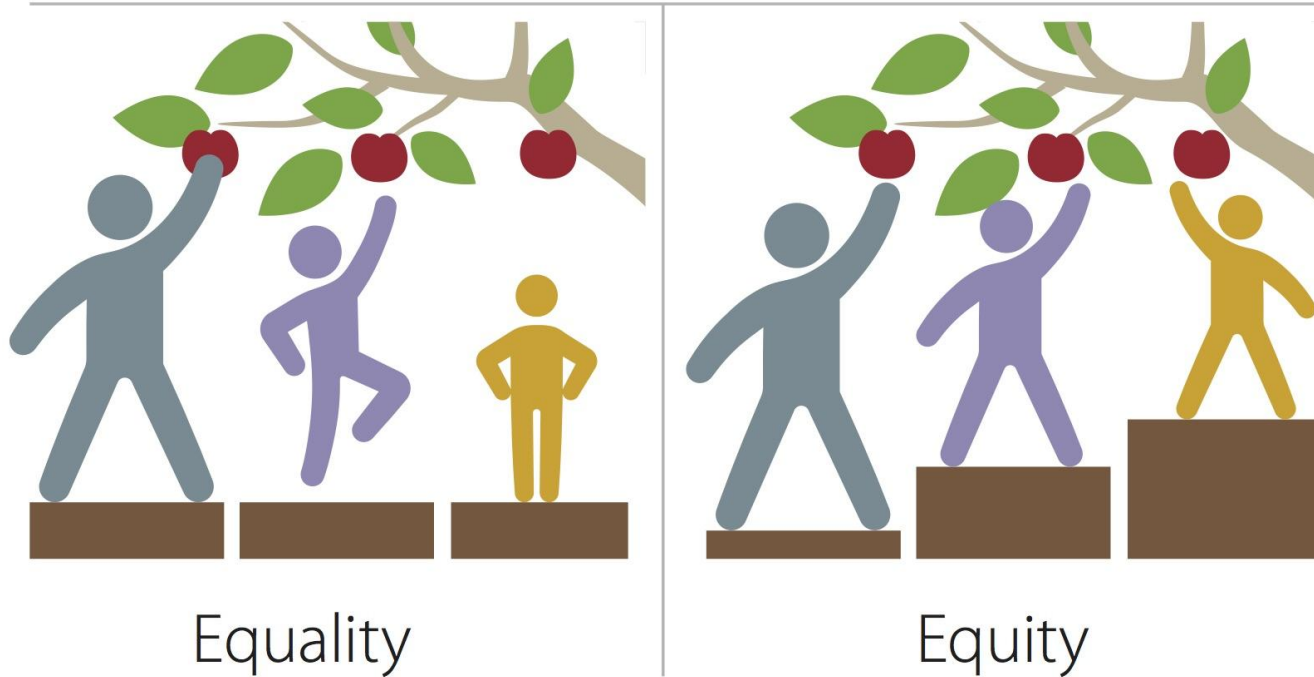
<http://www.crlt.umich.edu/overview-inclusive-teaching-michigan>

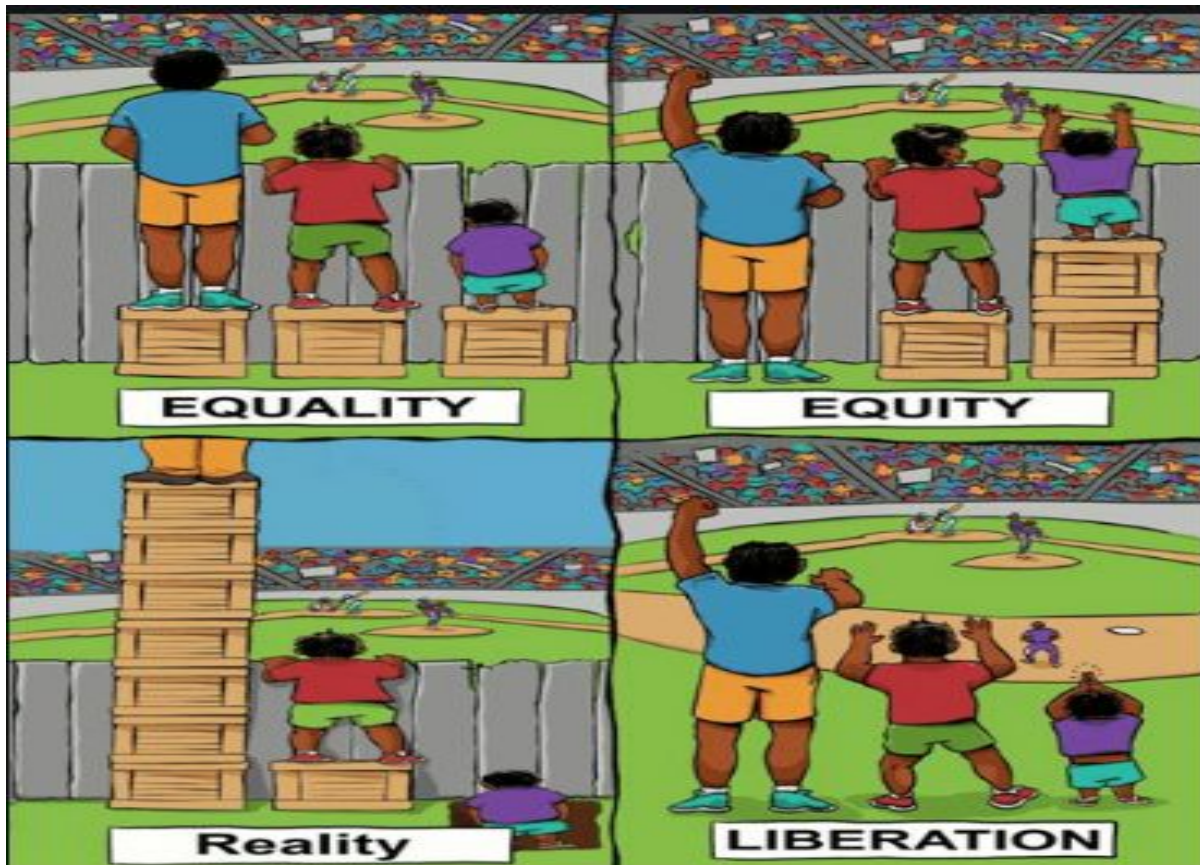
Classroom Climate

A university classroom is not a static and neutral space. It is a multidimensional and dynamic space where complex interactions occur. Ambrose and colleagues (2010) define classroom climate as “the intellectual, social, emotional, and physical environments in which our students learn” (p. 170). Different aspects of the classroom climate and student development – intellectual development and social identity development in particular – interact with each other to have an impact on student learning and performance.



Diversity, Inclusivity, Equity, Equality





Think about your
role as an educator

Equality vs. Equity vs. Reality vs.
Liberation ^{KA} Graphic by:
OutFront Minnesota

Who





Who are our students?

UBC Vancouver

56K Students



9,981 Graduate
1,468 Residents
44,882 Undergraduate

15,405 International Students



Housing



Beds in Residence



Most UBC Students Commute



1,168
Aboriginal students **2%**
of students

Citizenship of incoming class

61%



Student Diversity at UBC: UES 2019 Demographics (n = 6118 or 17%)

- 44% born outside of Canada
- 28% first-generation students
- 2% Trans, Two-spirit or gender non-binary
- 18% LGBTQ*
- 65% racialized
- 25% with a diagnosed mental illness, ongoing medical issue, disability or combination
- 28% lower socioeconomic status**
- 20% commute 60+ minutes



Why



Walton GM, Logel C, Peach JM, Spencer SJ, Zanna M. (2015). Two brief interventions to mitigate a “chilly climate” transform women’s experience, relationships, and achievement in engineering. *Journal of Educational Psychology*, 107(2):468-485.



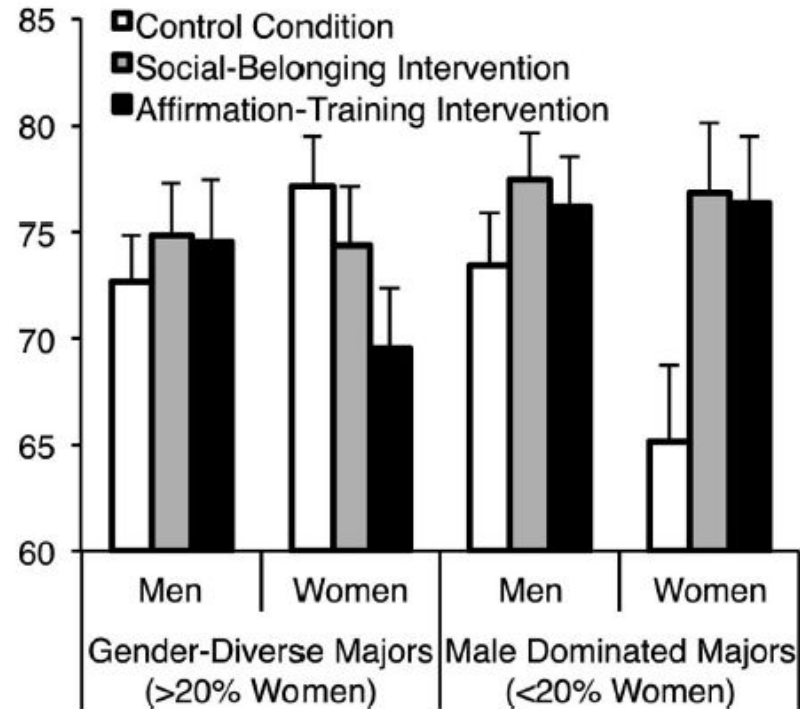


Figure 1. First-year engineering grade point average (GPA), which is calculated on a scale from 0 to 100. Sixty is the average needed to remain in engineering; scores above 80 qualify students for the dean's honor list. Means are adjusted for average within-major GPA. Error bars represent +1 standard error. The y axis represents approximately 2.30 standard deviations. Sample sizes: $N_{men} = 118$; $N_{women} = 73$.

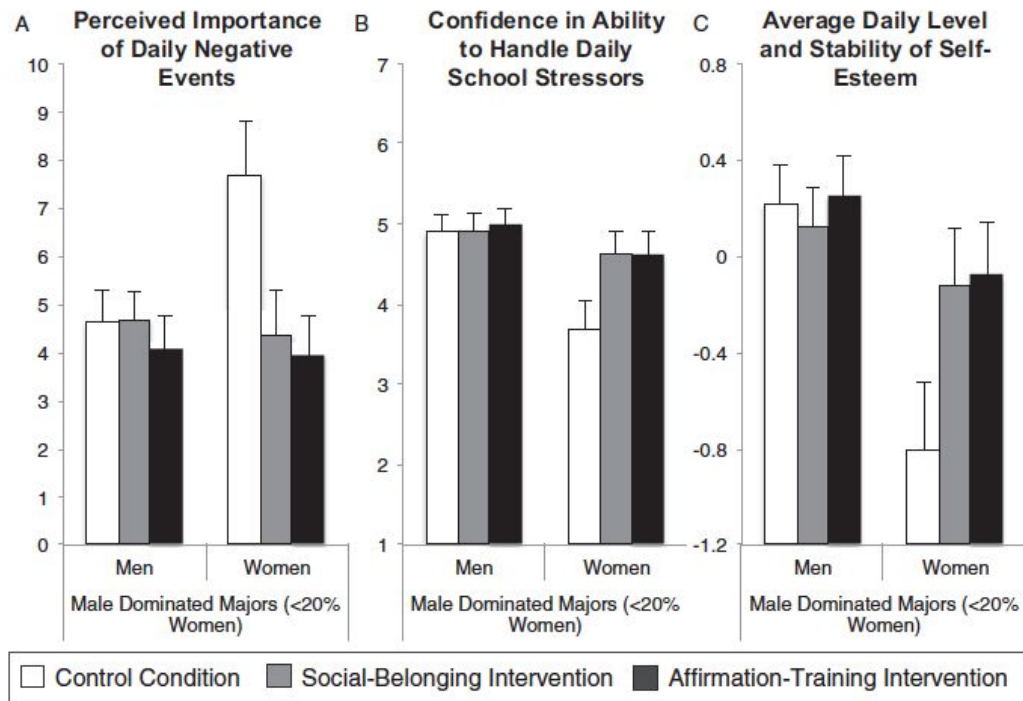


Figure 2. Daily functioning over 12 days after the intervention among students in male-dominated majors (<20% women). Error bars represent +1 standard error. (A) Perceived importance of negative events each day (adjusted for the perceived importance of positive events). (B) Confidence in ability to handle daily school stressors. (C) Level and stability (reverse-scored standard deviation) of self-esteem. The two measures were standardized and then averaged. The y axes in Panels A and C represent approximately 3.50 and 2.50 standard deviations, respectively. The y axis in Panel B represents the full range of the scale. Sample sizes (including students in gender-diverse majors, Figure S1): $N_{\text{men}} = 110\text{--}121$; $N_{\text{women}} = 81\text{--}84$.

Cech, E. & . Rothwell, W. (2018). LGBTQ Inequality in Engineering Education. *Journal of Engineering Education*, 107(4):583-610.



Results - LGBTQ students:

- Feel less accepted and more ignored by their classmates
- Feel less comfortable joining social events with peers
- Are less likely to feel that their work as engineering students is valued

Are more likely to

- Avoid participating in group projects
- Report hearing or reading derogatory comments
- Report emotional, sleep, stress and anxiety difficulties
- Feel exhausted by efforts to compartmentalize their lives





Yeager DS, Purdie-Vaughns V, Garcia J, et al. (2014). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. *J Exp Psychol : Gen.*;143(2):804-824.

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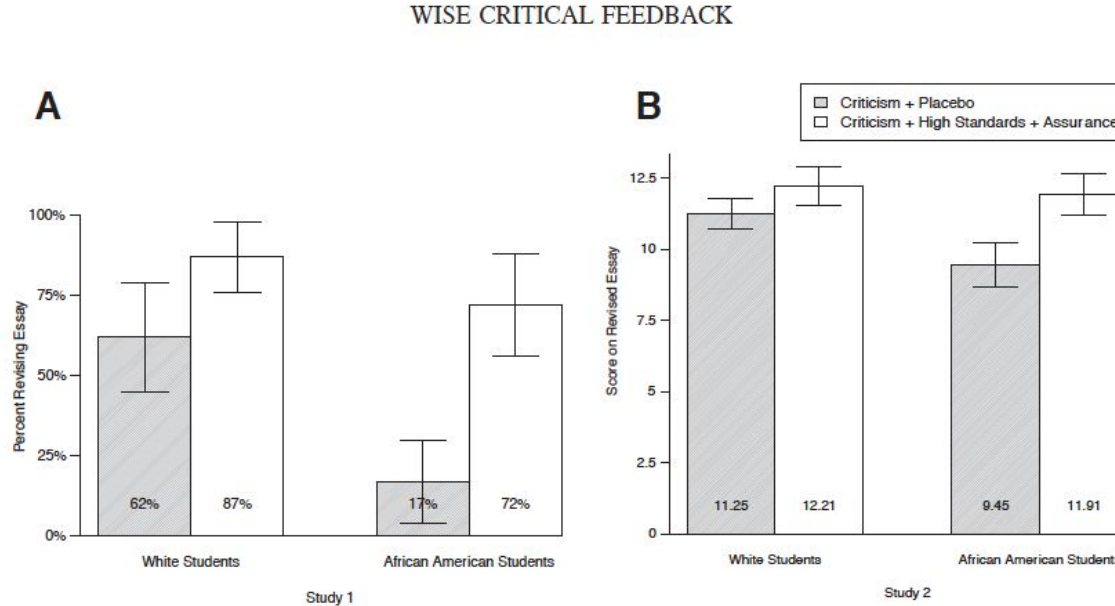


Figure 2. (A) Percent of students who revised their essays, by race and randomly assigned feedback condition (Study 1). (B) Final score on revised essay as graded by teachers, by race and randomly assigned feedback condition (Study 2). Values are covariate-adjusted means controlling for gender, teacher, and first draft scores (means estimated in separate regression models for African American and White students). Error bars: ± 1 standard error.



Yeager DS, Purdie-Vaughns V, Garcia J, et al. (2014). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. *J Exp Psychol : Gen.*;143(2):804-824.



CONTROL: I'm giving you these comments so that you'll have feedback on your paper.

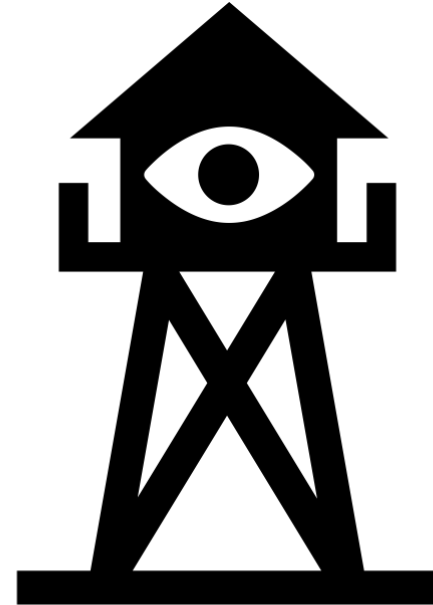
INTERVENTION: I'm giving you these comments because I have high expectations and I know that you can reach them.

Belongingness Uncertainty

Belongingness adversity factors:

- Low exam score
- Critical feedback
- Feelings of loneliness
- Membership in an underrepresented group in an educational context
- Stereotype threat (Steele, 2010) - Negative stereotypes about one's group, etc.

“Do I fit in?” “Do I matter to people here?”



Created by Luis Prado
from Noun Project

Belonging

Students with a sense of belonging:

- Feel socially connected, supported, respected
- Trust teachers & peers
- Have reason to be confident they are seen as a person of value



Tanner, K. D. (2013). Structure matters: Twenty-one teaching strategies to promote student engagement and cultivate classroom equity. *Lse*, 12(3), 322-331. doi:10.1187/cbe.13-06-0115

- Giving students opportunities to think and talk about your subject
- Encouraging, demanding, and actively managing the participation of *all* students
- Building an inclusive and fair classroom community for *all* students
- Monitoring behaviour to cultivate divergent thinking
- Teaching *all* the students



How



Explore online learning through an EDI lens

- Using an **Equity, Diversity, Inclusion (EDI)** lens, what do we need to consider as we shift to online environments?
 - Consider your students realities
 - Make courses as accessible as possible for everyone
 - Avoid unintentionally reproducing or exacerbating inequities



EDI considerations in the online environment

Breakout group discussions:

- You will be randomly assigned to a breakout group (4-5 people)
- Each group will discuss one consideration in the online environment. Discuss:
 - Why it is important (through an EDI lens) &
 - Provide some practical tips/suggestions
- Record your ideas & report back to the group
- You will have 15 mins in your group

Discussions are based on the *Equity, Diversity and Inclusion in Online Teaching: Where to Begin?* handout (CTLT & Equity & Inclusion office): <https://ctlit-inclusiveteaching.sites.olt.ubc.ca/files/2020/04/Equity-Diversity-Inclusion-Online-Teaching.pdf>



Group 1: Et harum quidem rerum

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Nisi ut aliquid ex ea commodi consequatur?

Quis autem vel eum iure reprehenderit qui in ea voluptate velit esse quam nihil molestiae consequatur, vel illum qui dolorem eum fugiat quo voluptas nulla pariatur?



Open this link in a browser tab

- Open these Google Slides in a separate tab:
<https://docs.google.com/presentation/d/1nf9MNj1GmN7IO8FhRCOXeQaj2CSuj4UFztWQbicckSE/edit?usp=sharing>
- Find slide 36. Slides 36-39 are for breakout group discussions.
- Once in your breakout rooms, find your breakout room number (1-4) and then find your group number on the corresponding slide



Breakout Rooms: How will we do it?

- Nominate roles of:
 - Recorder (someone to take notes on the slide)
 - Reporter (someone to report back to the main group)
 - Facilitator (someone to keep you on task/time)
- If you have questions for us (facilitators) hit the '**Ask for Help**' button
- Unmute and turn on video (if possible)
- We will automatically bring you back to the main room after 15 minutes.



Group 1: Gauge student's needs

It's important to consider students' varying access to technologies and their needs for support. At the same time, be aware that some students may feel vulnerable to disclose their lack of access to technologies and request individual accommodations. It is therefore best to assume that some of your students do not have access to digital devices and/or reliable internet and design your course with flexibility in how students access the course.

From an EDI standpoint, why is this important?

- parallel - invisible disability and access to technology - our assumptions that because we can't see them they don't exist
- how much time should we be dedicating to help students with their technology challenges -
- accessibility from the start - how to we avoid cheating - in exams
- trying to adapt in person teaching tools to on-line formats

Brainstorm with your group some of the ways you can gauge student's needs before your course begins, to help you with planning the course? What questions would you ask students in advance (and why)?

- pre course survey - how do we help if we do not know how to help



Group 2: Use asynchronous approaches as much as possible

Consider asynchronous approaches that do not require students to be dialed in at the same time. Many students may not be physically located in the same time zone, and working with a fixed synchronous schedule can be challenging for students. Some of them might have busy schedules and/or caregiving responsibilities, others may not be able to freely access the internet or a quiet room. Implementing online office hours, for example, can give students the flexibility to discuss issues related to the class during times that work best for them.

From an EDI standpoint, why is this important?

Students live in different time zone. Remote areas have slow internet. Asynchronous way gives students more time to think.

Brainstorm with your group some of the ways your course can be delivered asynchronously.

Real time discussion board

Additional office hours. Being flexible with students

Piazza/canvas discussion. Stormboard

Recordings of synchronous lectures and discussions



Group 3: Adopt low bandwidth pedagogies

Stay as low tech as possible. Some students have limited data plans. Others may not have access to a laptop and may be following the class using only their mobile phone. Consider how this might impact content delivery.

From an EDI standpoint, why is this important?

-not all students have large data plans; their courses should not be financially inaccessible

-

Brainstorm with your group some of the ways you can adopt low bandwidth pedagogies.

-pre-record lectures so students don't need to use Zoom/Collaborate in real time

-consider what students can see on a mobile phone



Group 4: Offer flexibility and options

Try to be as flexible as possible to allow different ways in which students can access and engage with the course. Also, adopt flexible assessment mechanisms to ensure that you assess student learning, not their access or lack thereof. Consider flexible deadlines and offer alternative assignments for students to choose from (e.g., for group work you may give students a choice between an online chat room style discussion or collaborating on a google doc). Allowing students some control and autonomy over their learning can help combat feelings of helplessness and isolation that can come with online learning.

From an EDI standpoint, why is this important?

-time zones is a consideration; 9am deadline doesn't work for everyone (and privileges those who live in a particular time zone)

Providing opportunities to engage with peers can help build connections and a sense of community.

Brainstorm with your group some of the ways you can offer flexibility and options.

Holding office hours at different times so students have a few opportunities to connect with you at times that work with their schedules (some may be working or have family/child care responsibilities, time zone differences, etc....)



Takeaways: Inclusive Teaching in the online space

Of the different strategies and suggestions you encountered today, what is one that you are most inspired to implement right away?



Inclusive Teaching

What does it mean to you?



Thank you!

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Resources

Digital Content & Media Accessibility: https://wiki.ubc.ca/images/5/5b/UBC_Accessibility_Handout.pdf

Equity, Diversity and Inclusion in Online teaching: Where to begin?

<https://ctlt-inclusiveteaching.sites.olt.ubc.ca/files/2020/04/Equity-Diversity-Inclusion-Online-Teaching.pdf>

Inclusive Course Design: https://ctlt-inclusiveteaching.sites.olt.ubc.ca/files/2019/01/Inclusive-Course-Design_w.pdf

Inclusive Syllabus: <https://ctlt-inclusiveteaching.sites.olt.ubc.ca/files/2019/08/inclusive-syllabus-digital.pdf>

Inclusive Teaching Website: <https://inclusiveteaching.ctlt.ubc.ca/>

Inclusive Teaching/Learner-centred syllabus:

https://wiki.ubc.ca/Documentation:Inclusive_Teaching/Learner_Centered_Syllabus#Sample_syllabi_created_using_the_UBC-V_optional_template

Senate Policy V-130: <https://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/Policy-20190207-V-130-Syllabus.pdf>

UBC's Inclusion Action Plan: <https://equity.ubc.ca/about/strategic-planning/ubcs-inclusion-action-plan/>

What I learned in class today: <https://inthearts.arts.ubc.ca/>

