

Inclusive Online Classrooms

Monday, 14 September, 2020

Facilitators: Sophie MacDonald and Jacob Goldowitz



Who we are, where we are, why we are here

Sophie MacDonald (she/her)

- PhD student in Mathematics
- Likes: juggling, spicy food
- Joining from the traditional, ancestral, and unceded territory of the Musqueam people

Jacob Goldowitz (he/him)

- PhD candidate in History
- Likes: running, spicy food (bad combo)
- Logging in from the shared territory of the Musqueam, Tseil-Waututh, and Squamish nations

Learning objectives

In an hour and a half, you will be more able to

- use group guidelines and consent tools to establish a more inclusive classroom
- identify potential barriers to students' participation and learning online
- practice communicating to an instructor about a barrier to student participation

Where we are

Land matters for learning, so we acknowledge it.

- Please locate yourself via native-land.ca.
- If native-land.ca has no data about where you are joining from, please consider the role of your place in the stories that native-land.ca does tell.

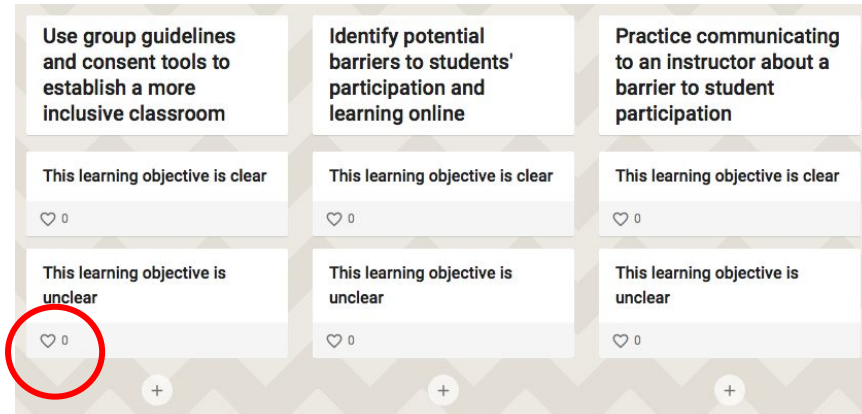
We use these acknowledgments to build intention.

1. Consent Tools and Group Guidelines

- use group guidelines and consent tools to establish a more inclusive classroom

Learning Objectives: Making Them Your Own

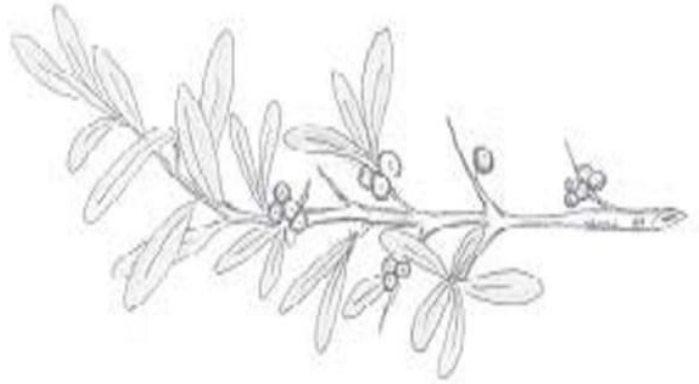
1. Open [this Padlet](#) website (also linked in the Zoom Chat)
2. Review the Learning Objectives that have been posted in the first 3 columns
3. Vote on whether the Learning Objectives are clear by clicking on the “heart”/like button beneath the appropriate choice
 - Your votes are completely anonymous!



Collaborative Group Guidelines Activity

Group guidelines are collaboratively established, consent-based rules for behavior in a group environment.

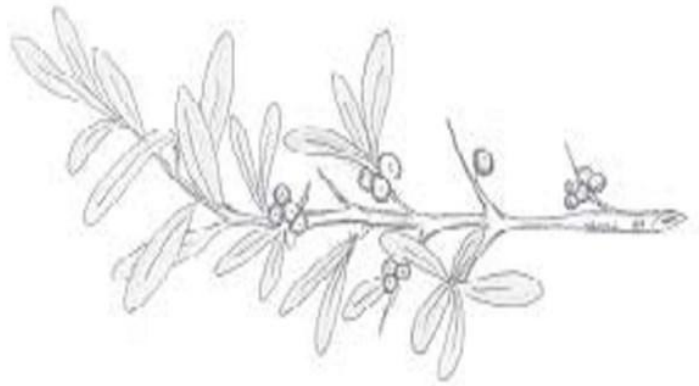
1. Take 60 seconds to write down (privately) your thoughts in response to this question: “What does respectful language look and sound like in an online classroom?”



Collaborative Group Guidelines Activity

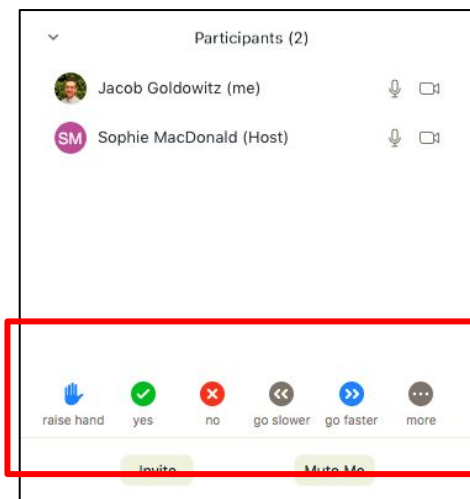
Group guidelines are collaboratively established, consent-based rules for behavior in a group environment.

1. Take 60 seconds to write down (privately) your thoughts in response to this question: “What does respectful language look and sound like in an online classroom?”
2. Open [this Padlet](#) again and post your replies to the new prompts.

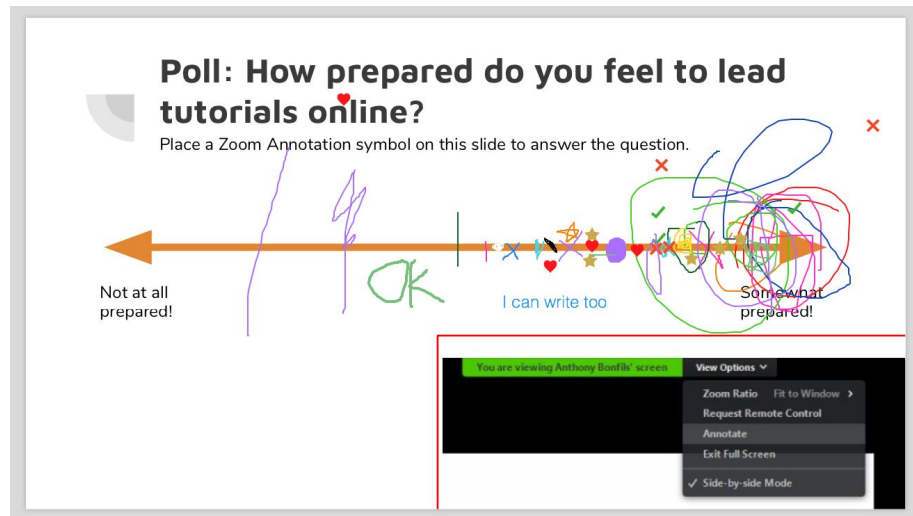


A simple way to share consent around pacing

- Ask if students are ready to move on, begin the next activity, etc.
 - Zoom Polls (can be anonymized)
 - Zoom Reactions (“thumbs-up”)
 - Zoom Statuses (slower, faster, Raise Hand)
 - Zoom slide annotations



Left: Zoom reactions feature. Right: Conducting a poll using slide annotations



Consent Tools

We have seen a couple of informed consent tools:

- Learning objectives
- Group agreements
- Zoom reactions + polls
- Sharing slides ahead of time

Other common tools include

- Course syllabus
- Ongoing feedback (anonymous suggestion box)

Another great tool: a Want-Will-Won't List

- Collaboratively create a big list of things that you and students might ask of each other (turn on webcams, answer email on weekends, etc.)
- Everyone indicates what they Want to do, Will do, and Won't do

When seeking students' consent in a learning activity, consider the following questions:

- What is expected for students' learning?
- Have the expectations being clearly communicated? ***How do you know?***
- What scope do students have to modify or challenge those expectations?
- How is "participation" being defined?
- What are the costs and risks to which participation exposes students?
- Is your request for participation realistic?

2. Barriers to Participation

- identify potential barriers to students' participation and learning online
- practice communicating to an instructor about a barrier to student participation

Barriers to Participation

1. Take 60 seconds to write down your thoughts in response to this question:

“Why might a student be unable or hesitant to

- join a Zoom or CU lesson?
- turn on their camera?
- turn on their microphone?”

Barriers to Participation

1. Take 60 seconds to write down your thoughts in response to this question:

“Why might a student be unable or hesitant to

- join a Zoom or CU lesson?
- turn on their camera?
- turn on their microphone?”

2. Open [this Padlet](#) and post your responses to the columns available

Resources

- Students.ubc.ca
 - [UBC Student Support for Academics, Finance, Health, Careers and more](#)
 - [Diversity on campus](#)
- [UBC Wellbeing Teaching & Learning Resources](#)
- [UBC Centre for Accessibility](#)
- [Equity, Diversity and Inclusion Office](#)
- UBC Policy
 - [UBC Statement on Respectful Environment \(revised 2014\)](#)
- Teaching & Learning
 - [WIKI: Inclusive Teaching/Equity, Diversity, and Inclusion in Online Teaching: Where to Begin?](#)
 - [Crippling Pandemic Education Project \(Accessibility & Emergency Remote Teaching\)](#)
 - [CTLT's Teaching in the Midst of a Crisis workshop recording](#)

Break

5 minutes



Breakout Groups: Communicating Barriers

1. You will be placed in Breakout Groups of 4 participants each
2. Together, draft a communication (email, call, or other type) to your instructor informing them about a barrier to learning that is facing one of your students
3. Scenarios will be assigned from [this Padlet](#) in the “Breakout Rooms Scenarios” column

Feedback

Please provide us feedback on this workshop.

How can you integrate ongoing feedback practices in your teaching?
