

# 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 **reciprocally learn, discuss** and **share** inclusive teaching practices, including considerations for the online environment. (using breakout rooms)



# Zoom Features

Mute/Unmute

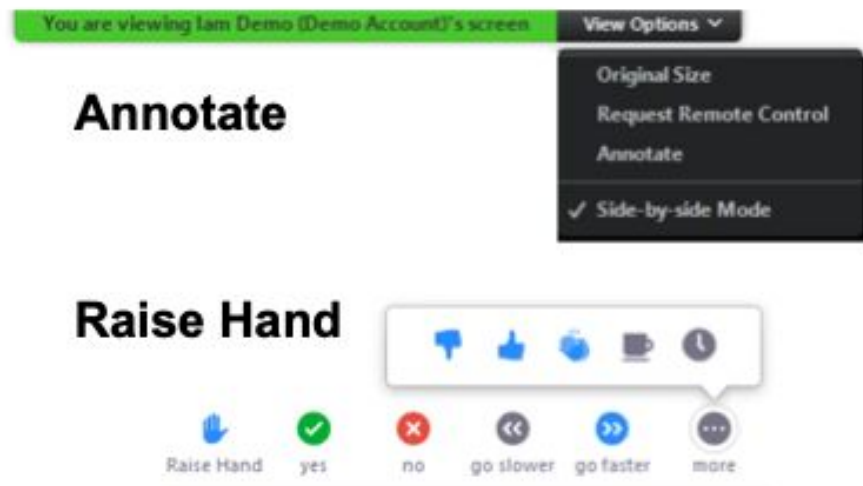
Video

Chat

Reactions

Annotate

Raise Hand





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



## 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 slide one word to describe what the terms mean in your context:



acknowledgement of student  
backgrounds and unique experiences

creating an  
atmosphere where  
students can feel  
welcome

understanding

improving student experience and  
creating the opportunity for more  
equitable outcomes

Understanding that each individual is  
unique

providing opportunity based on  
background

belonging

access

equitable representation

community

empowerment

different perspectives amplified,  
shared, and valued

consideration of  
outcomes and  
experiences



# 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](https://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 ~~inclusion to~~ [ctlt.ubc.ca](https://www.ctlt.ubc.ca)  
approaches to curriculum,

assessment that create a

s feel that their differences

e access to learning and

e supported to learn to



From [indigenousexperiences.ctlt.ubc.ca](http://indigenousexperiences.ctlt.ubc.ca)

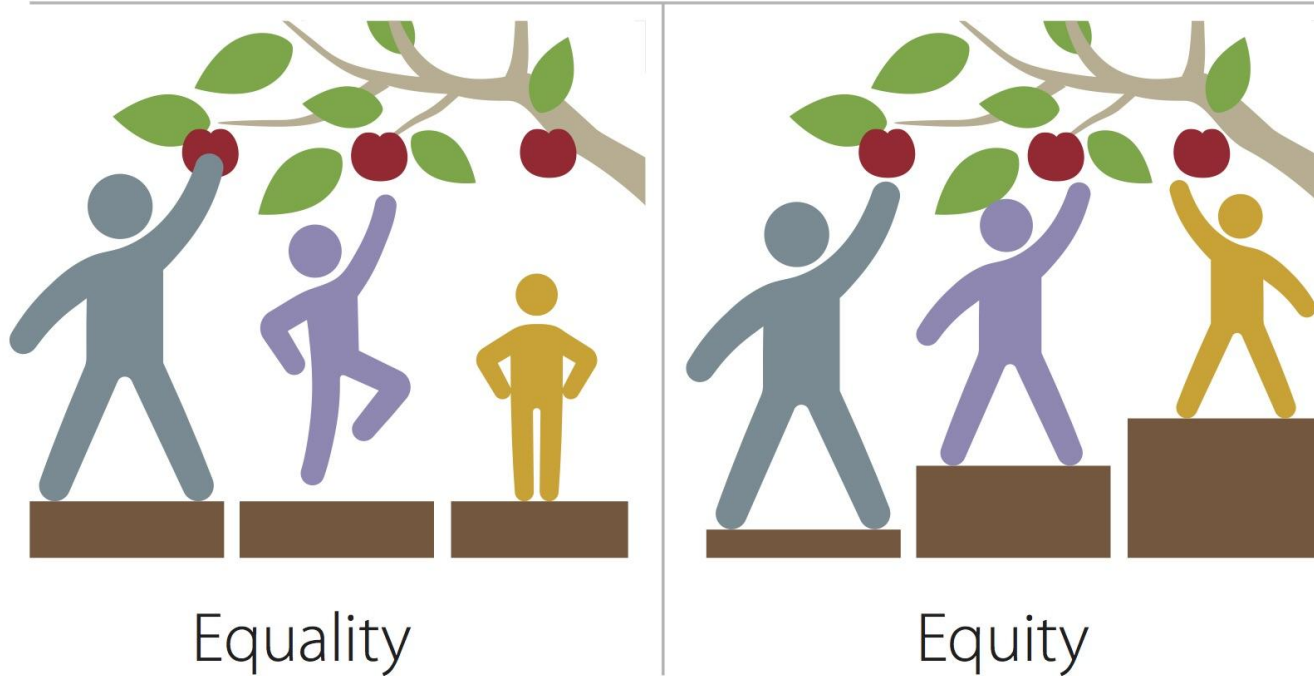
## Classroom Climate

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.

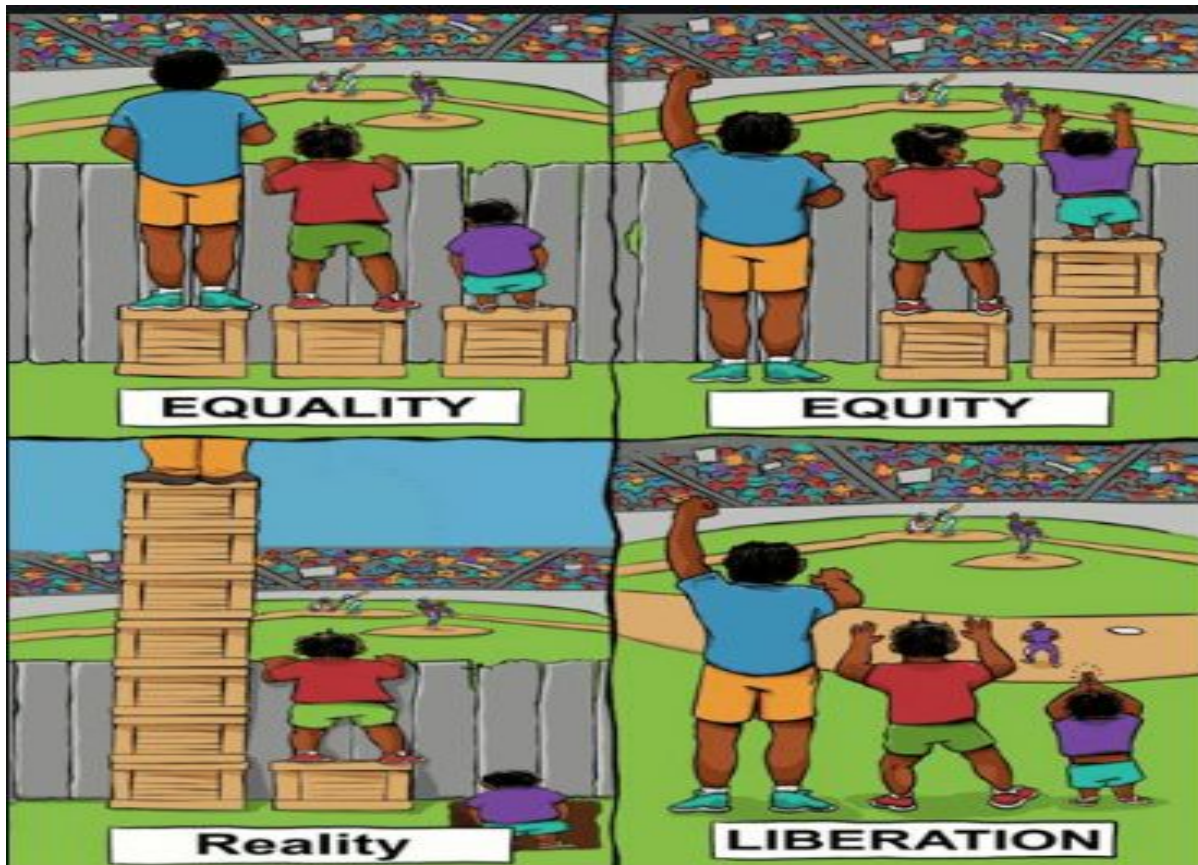


Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching* (1st ed.). San-Francisco, USA: Jossey-Bass.

# Diversity, Inclusivity, Equity, Equality







Think about your  
role as an educator

Equality vs. Equity vs. Reality vs.  
Liberation <sup>KA</sup> Graphic by:  
OutFront Minnesota

# Who





# Who are our students?

UBC Vancouver

## 56K Students



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

## Housing



Beds in  
Residence



Most UBC  
Students  
Commute



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

## 15,405 International Students



## Citizenship of incoming class

**61%**





# Student Diversity at UBC: UES 2019 Demographics (n = 7080 or 20% of 35,773 eligible)

- 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



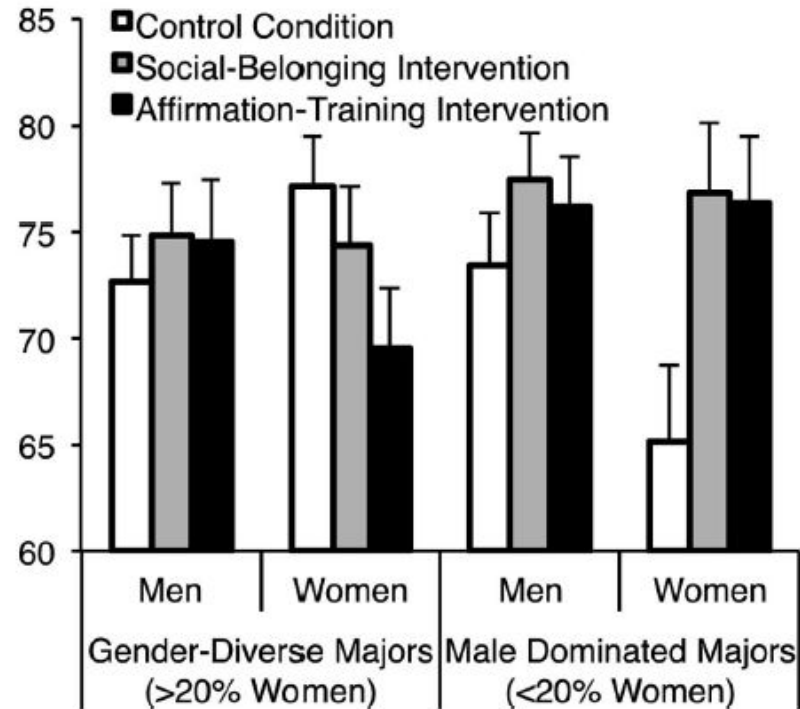
# Why



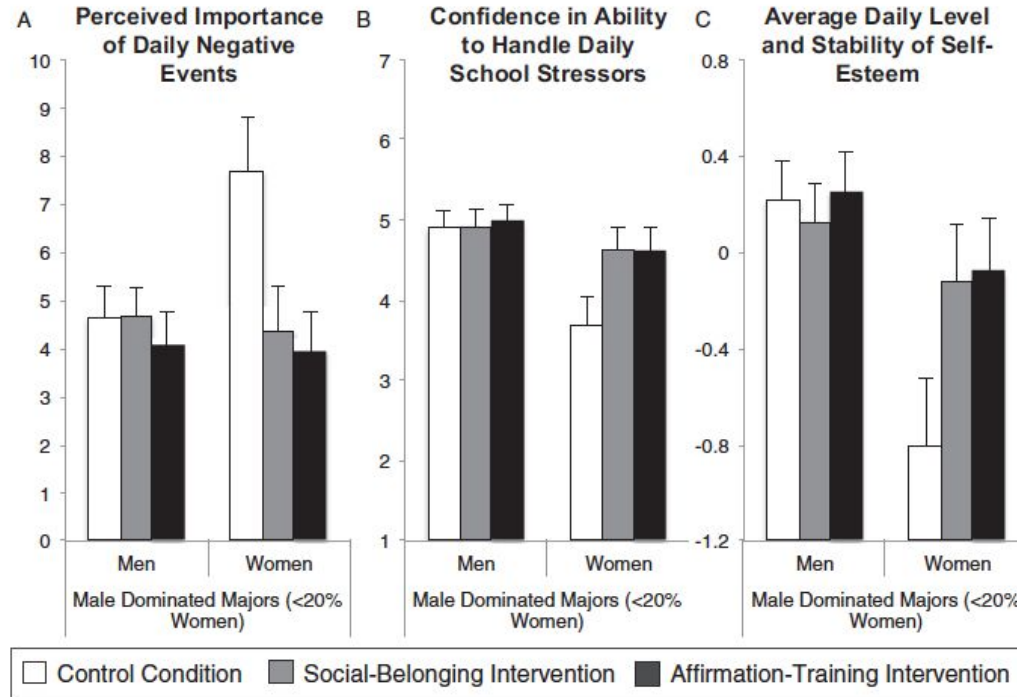


Walton GM, Logel C, Peach JM, Spencer SJ, Zanna M. (2015). Two brief interventions to mitigate a “chilly climate” transform women’s experience, relationships, and achievement in engineering. *Journal of Educational Psychology*, 107(2):468-485.





*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:  $N_{\text{men}} = 118$ ;  $N_{\text{women}} = 73$ .



*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.

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.

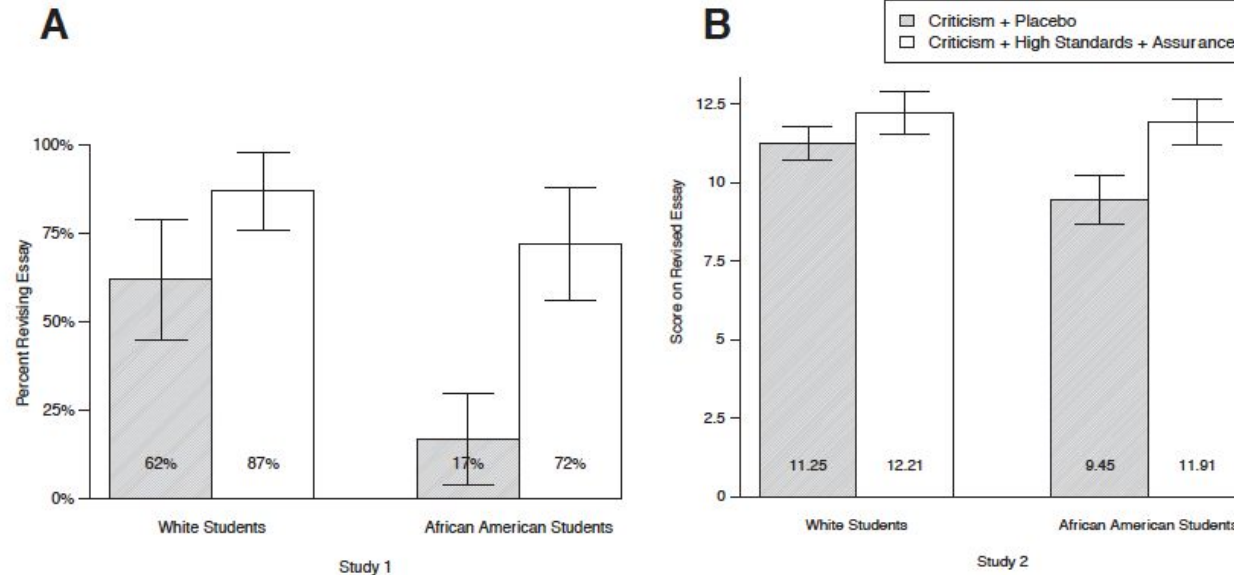


**CONTROL:** I'm giving you these comments so that you'll have feedback on your paper.

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

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.

### WISE CRITICAL FEEDBACK



**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:  $\pm 1$  standard error.

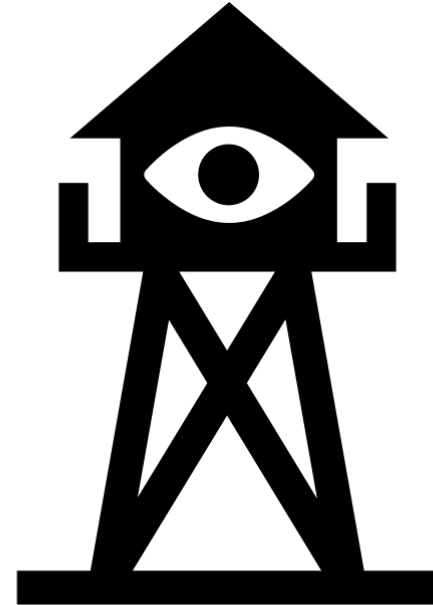


# Belongingness Uncertainty

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

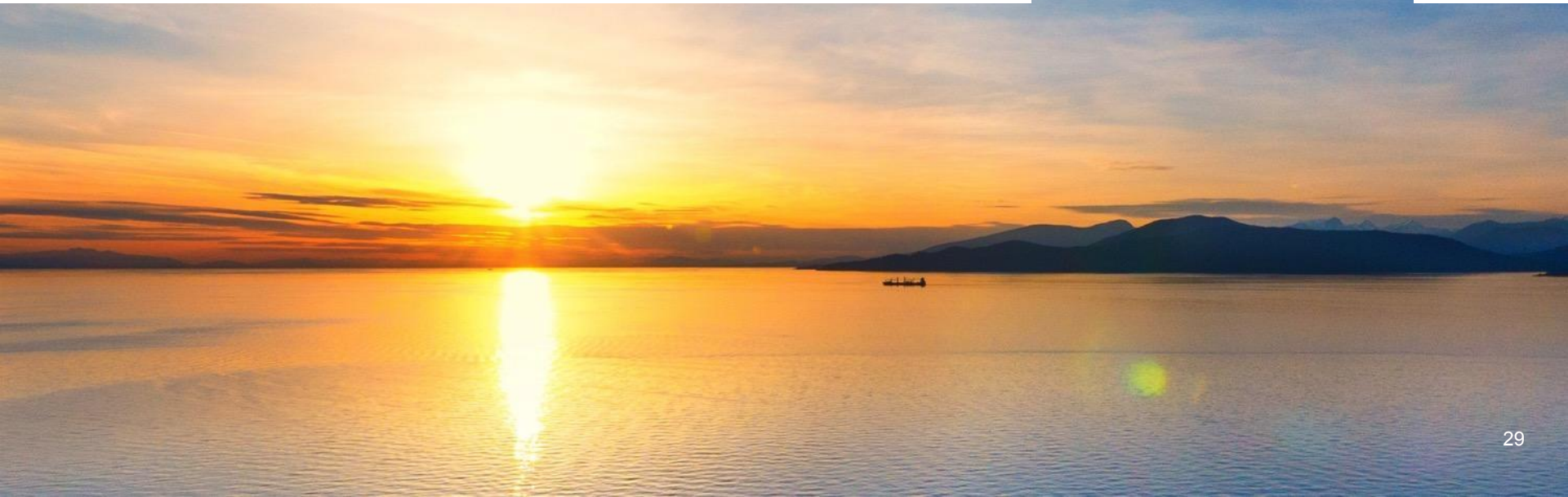
Students with a sense of belonging:

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





# 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

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

**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/1zZd9N0F3pZhUn3A33dfXf954CmvVb9D0tR8WjzdlL75w/edit?usp=sharing>
- Find slide 35. Slides 35-38 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?

Asynchronous session, allow for immediate recording of sessions, encourage use of discussion board (possibly with graded discussion posts)

Blended learning strategies, peer learning, extended deadlines for assignments submitted online

**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?

-Poll students in advance to gauge their needs (Qualtrics)

-Questions on canvas to encourage pre-class discussion, polls, set virtual office hours, check availability of remote computing resources if the course has specific software requirements

<https://it.hawaii.edu/it-support/remote-access/remote-access-faq/>



## 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?**

Providing opportunity for anyone to ask questions/participate according to their schedule or time zone.

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

Having different lecture times available for the most common time zones

Pre-recorded video sessions with (optional) live tutorials

-active Canvas discussion boards





## Group 3: 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?**

Recognition of the diversity of students' interests and lived experiences.

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

-might offer a range of “due dates” (over a few days' span); if a hard deadline be sure it is clear which time zone it is due (if it's 9am Pacific time, be sure to communicate that)

-give options on assignments; such as, if you typically do a group work assignment, it might be difficult now for students in different time zones to meet for group work. Consider giving the option of individual assignment -use a flexible assessment schedule, allow students to decide which assignments/tests they will complete, so they have some control over their schedule



## Group 4: 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?**

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



## 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!**

[gillian.gerhard@ubc.ca](mailto:gillian.gerhard@ubc.ca)

[kele.fleming@ubc.ca](mailto:kele.fleming@ubc.ca)

[susan.hampton@ubc.ca](mailto:susan.hampton@ubc.ca)





# Resources

**Digital Content & Media Accessibility:** [https://wiki.ubc.ca/images/5/5b/UBC\\_Accessibility\\_Handout.pdf](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](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](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://intheclasse.arts.ubc.ca/>



# References

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

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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

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[https://freemusicarchive.org/music/Scott\\_Holmes/Documentary\\_\\_TV\\_Series\\_Music](https://freemusicarchive.org/music/Scott_Holmes/Documentary__TV_Series_Music)



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