

Inclusive Teaching: What is it? Why does it matter?



Land Acknowledgement



UBC Point Grey Campus (Vancouver)
Is located on the traditional, ancestral,
and unceded territory of the
xwməθkwəy̓əm (Musqueam) People.



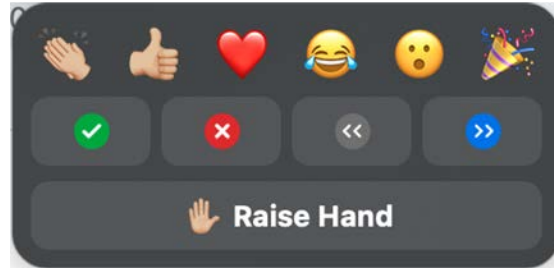
UBC Okanagan Campus (Kelowna)
Is located on the unceded territory of the
Syilx (Okanagan) Peoples.

Session Objectives

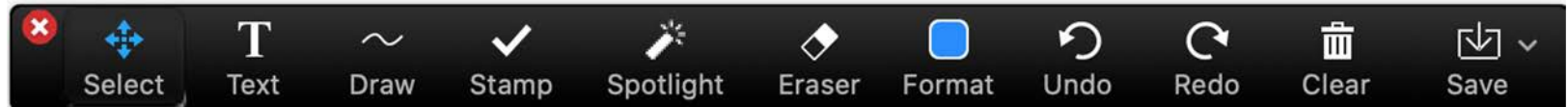
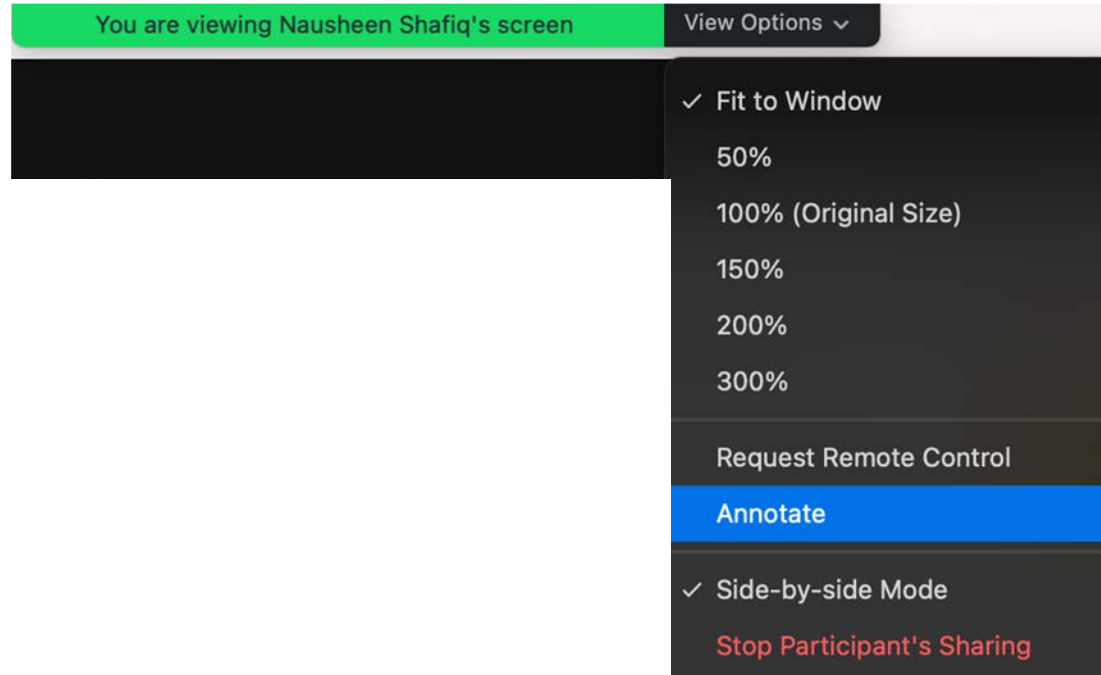
- **WHAT: Define** diversity, equity and inclusion in UBC's context.
- **WHO: Explore** diversity at UBC and who studies here.
- **WHY: Be introduced** to the literature underpinning inclusive teaching and why it's important.
- **HOW: Have an opportunity to reciprocally learn, discuss and share** inclusive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



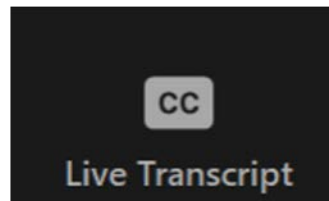
Zoom Feature: Reactions



Zoom Feature: Annotation



Zoom Feature: Live Transcript



Who's in the Room?

Let's get to know each other a bit more using polls.



What



Equity, Diversity and Inclusion

Share a word or phrase that comes to mind when you think about these terms.



UBC and EDI

[UBC Strategic Plan](#): Strategy 4 - Inclusive Excellence

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

[Indigenous Strategic Plan](#) first university in North America to commit to Implementing the UN declaration on the rights of Indigenous peoples.

[Inclusion Action Plan](#) Operationalizes the theme of inclusion, and supports the themes of innovation and collaboration in UBC's strategic plan.



EDI Definitions from Equity & Inclusion Office

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

Inclusion: Inclusion is an active, intentional, and continuous process to bring marginalized individuals and/or groups into processes, activities, and decision-making to address inequities in power and privilege, and build a respectful and diverse community that ensures welcoming spaces and opportunities to flourish for all.

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



Inclusive Teaching

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**. It is a lens that guides instructors to consider and address the ways historical and systemic inequities continue to shape students' learning experiences

-from *Inclusive Teaching at UBC*: <https://inclusiveteaching.ctlt.ubc.ca/>



Centre for Accessibility

Centre for Accessibility (UBC-V) and **Disability Resource Centre (UBC-O)** facilitate disability-related accommodations and programming initiatives designed to remove barriers for students with disabilities and ongoing medical conditions in all aspects of university life.



Indigenous Initiatives team at CTLT

The team offers a number of opportunities for learning about Indigenous perspectives and educational practices:

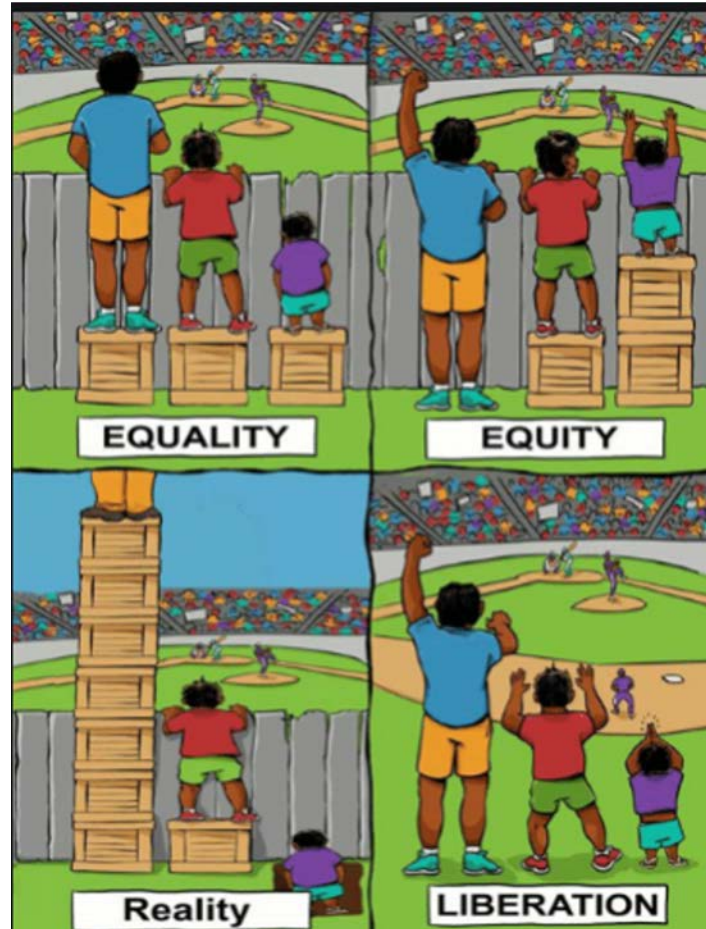
Classroom Climate Series: Offered once a month

Ongoing Workshops: To address the gaps and insufficiencies in knowledge around indigenous topics, and support a community of learners.

Monthly Newsletter: provides resources, readings and information about upcoming workshops <https://indigenousinitiatives.ctlt.ubc.ca/about/mailling-list/>



Equality, Equity, Reality, Liberation

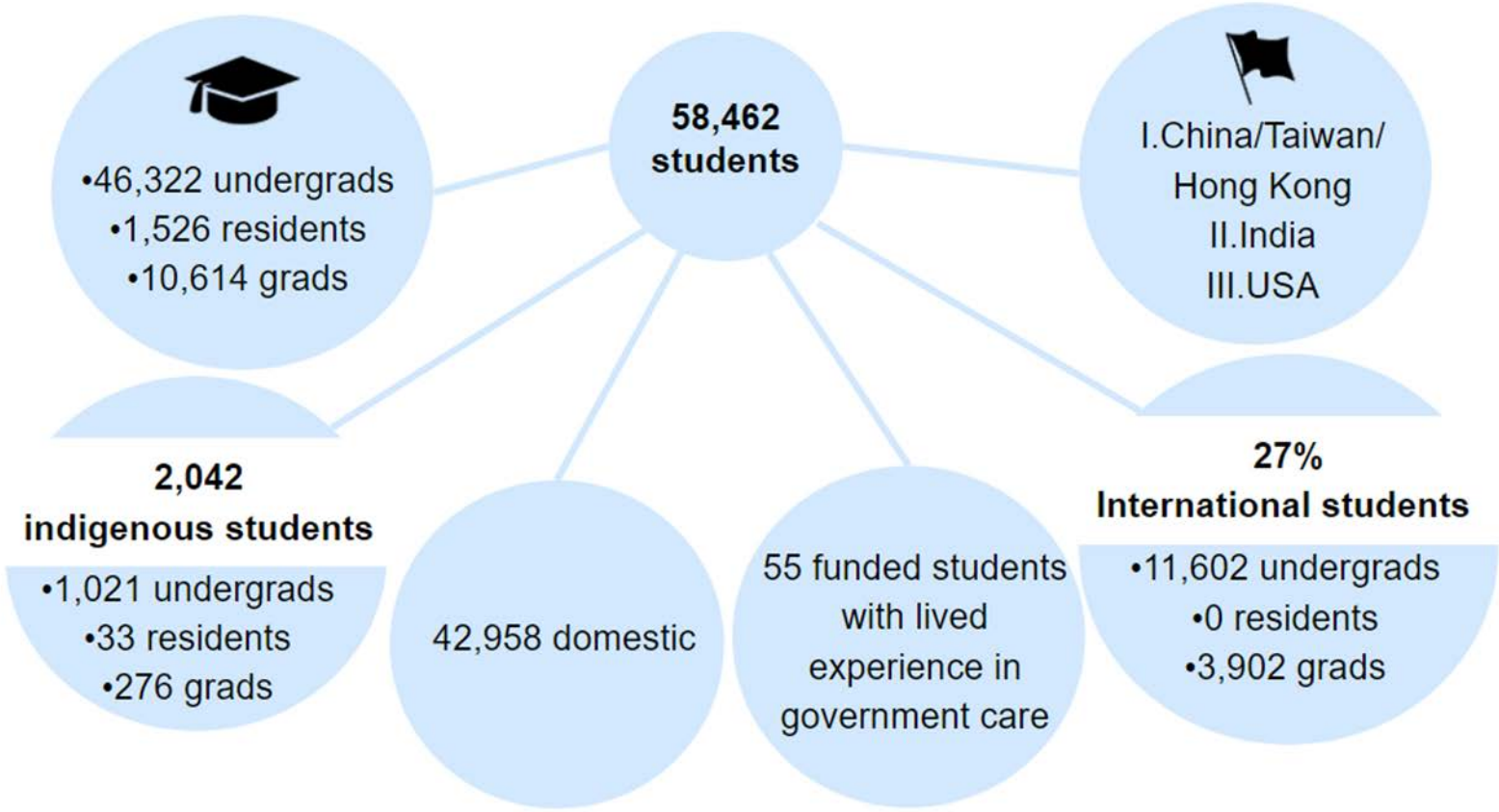


Graphic by: Outfront Minnesota

Who



Who are our students?: UBC Vancouver



Student Experience at UBC Vancouver

- **Responsibilities (n = 1,531)**
 - 7% have care responsibilities (elder or child, or both)
- **Online Learning Challenges (n = 1,751)**
 - 36% no reliable internet
 - 9% no reliable digital device (e.g., laptop, mobile device)
- **Financial Stress (n = 1,719)**
 - 84% worry regularly about how to pay their tuition fees and living costs
 - 23% of domestic students and 16% of international students feel their grades at UBC negatively affected because they work to pay for education/living expenses

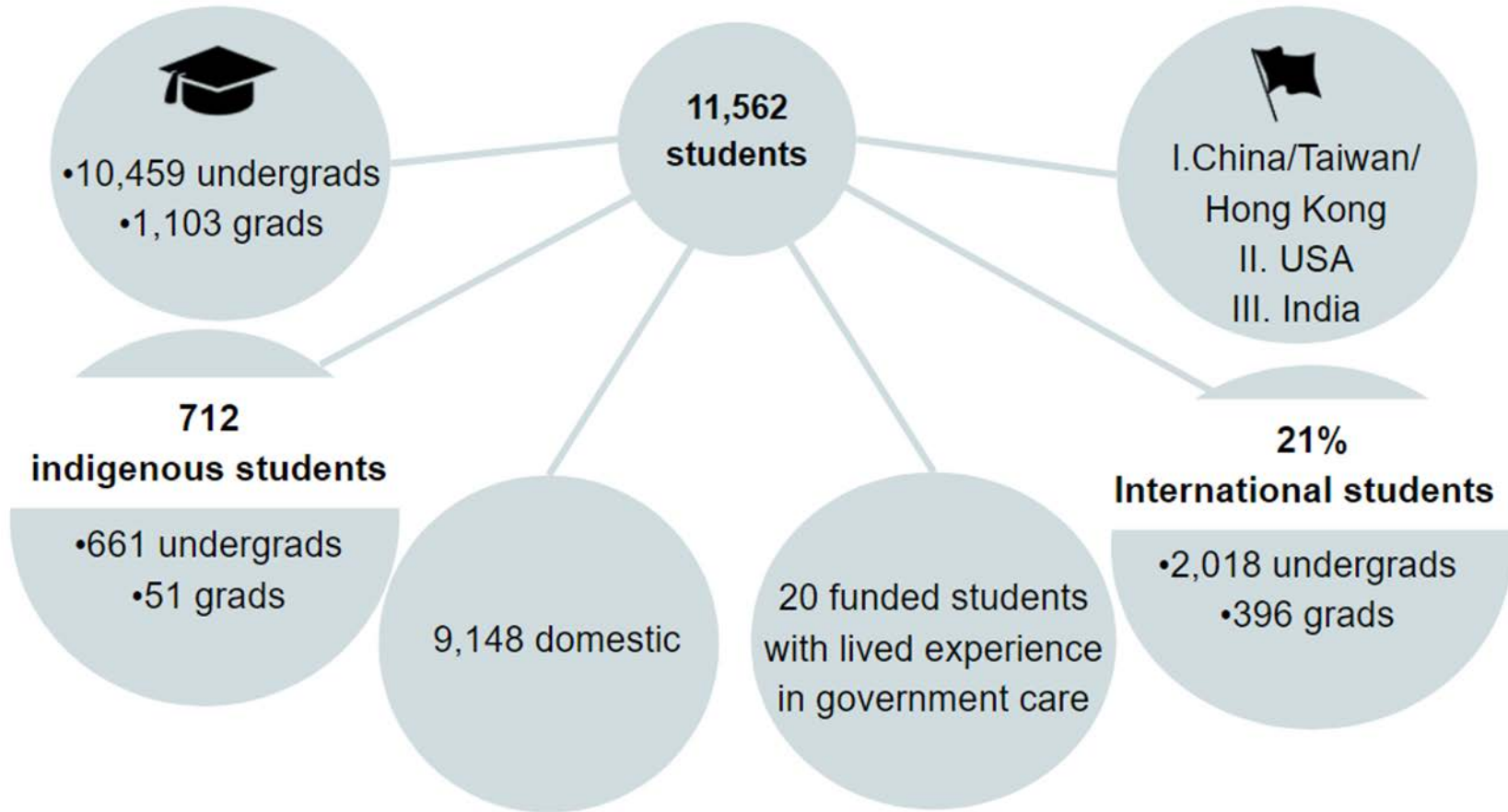


Student Diversity at UBC Vancouver

- **Gender Identity and Sexual Orientation (n=1,551)**
 - 3% non-binary and/or trans experience
 - 21% LGBTQ*
- **Disability and Mental Health (n = 1,570)**
 - 23% mental health condition
 - 19% other medical conditions
- **Language (n = 1,560)**
 - 61% English only
 - 38% English and other languages
 - 1% no English



Who are our students?: UBC Okanagan



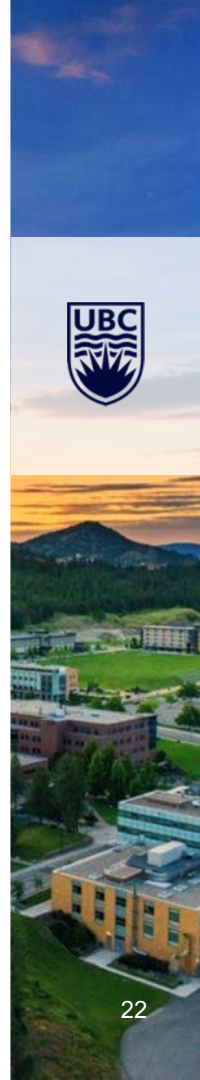
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Why



Classroom Climate

Ambrose and colleagues (2010) define classroom climate as:

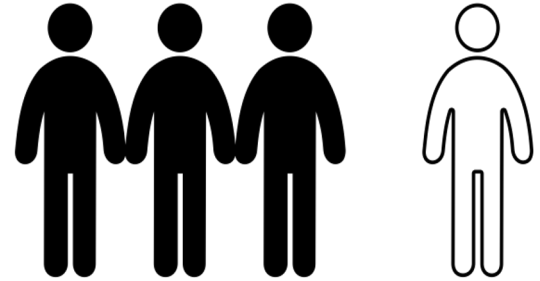
“the intellectual, social, emotional, and physical environments in which our students learn”
(p. 170).

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.



Belongingness Uncertainty

- Vigilant for cues about belonging
- Worry whether they are accepted by peers and teachers
- Question whether they belong
- May interpret academic experiences as evidence of poor ability or “not belonging” --such as low exam scores or critical feedback
- Can result in diminished academic engagement and failure to persist



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

Created by Nicolas Vicent
from Noun Project

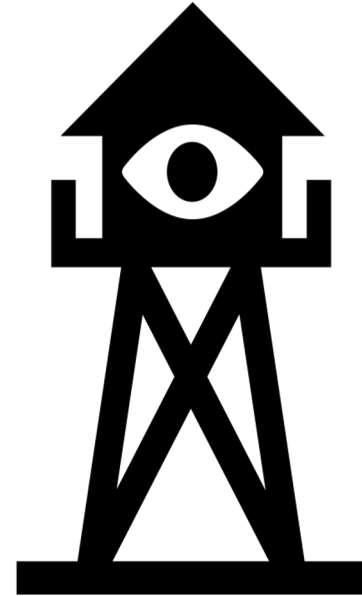
[What We Know About Belonging from Scientific Research](#) by
C. Romero - Mindset Scholars Network (2015)

Bandwidth Depletion

Leads to inability to access complete brain capacity to perform tasks at hand

(Verschelden, 2017)

- Membership in an underrepresented/marginalized group
- Often can't find many people like them
- Sense or hear negative stereotypes on daily basis
- Stereotype threat (Steele, 2010) - Negative stereotypes about one's group



Created by Luis Prado
from Noun Project

Sense of Belonging

Students with a sense of belonging:

- Feel socially connected, supported, respected
- Trust teachers & peers
- Are motivated and engaged learners, and persist in their studies



Consequences of a lack of belonging

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



A local UBC example

A UBC chemistry student, who identifies as trans and nonbinary, describes how their learning is impacted by not feeling they belong:

[...] it's a whole extra load that you have to carry on your brain at all times and you're in these... complex classes where you don't feel- you feel like you're not supposed to be there and... at the same time, you're trying so hard to prove that you can be there and it's just- yeah, it's exhausting. 'cause I feel like I haven't been able to, until maybe this year, I haven't been able to just simply enjoy what I'm learning.

Chan, B., & Stewart, J. J. (2021). *Listening to nonbinary chemistry students: Non-academic roadblocks to success*. [In press]. Department of Chemistry. University of British Columbia.



Social-belonging intervention

Walton, G., & Cohen, G. (2011).

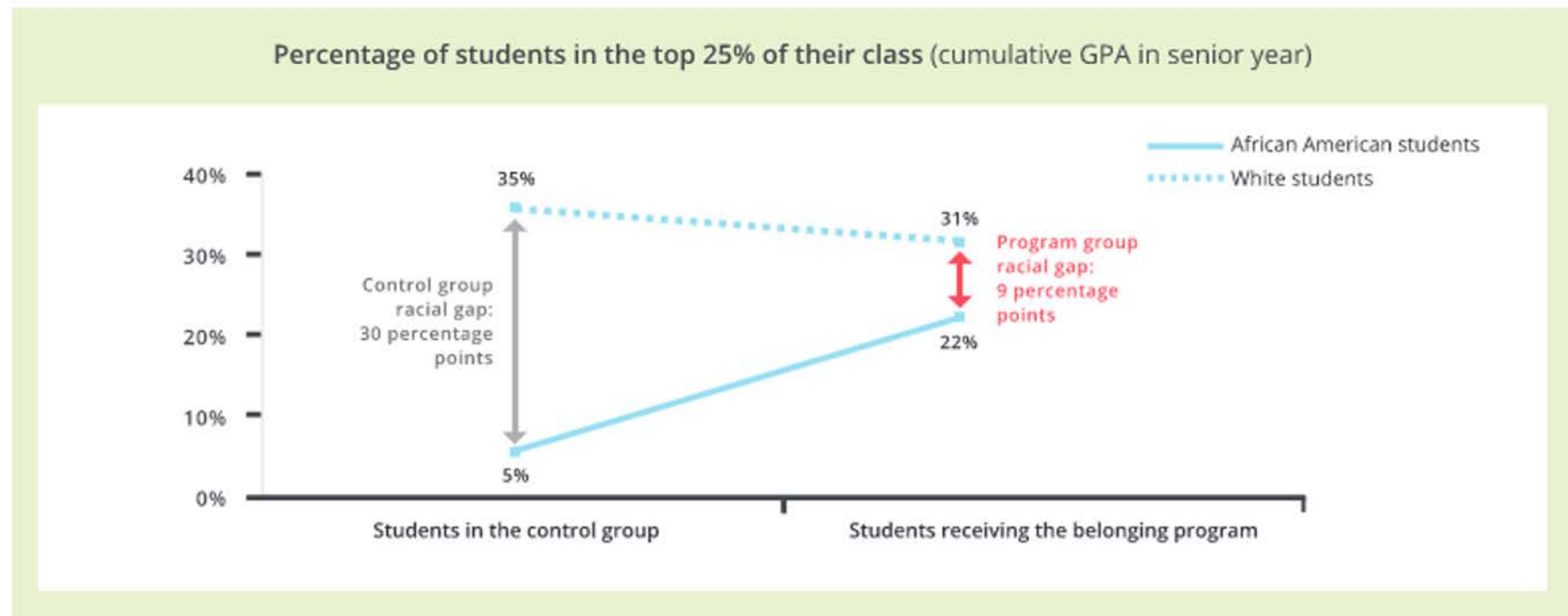
A brief social-belonging intervention improves academic and health outcomes of minority students.

Science, 331: 1447-1451.



Results from study

FIGURE 2. When African American college students received a belonging program in their sophomore year, the proportion who were in the top 25% of their class by senior year more than quadrupled



Mitigating a “chilly climate”

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.



Intervention

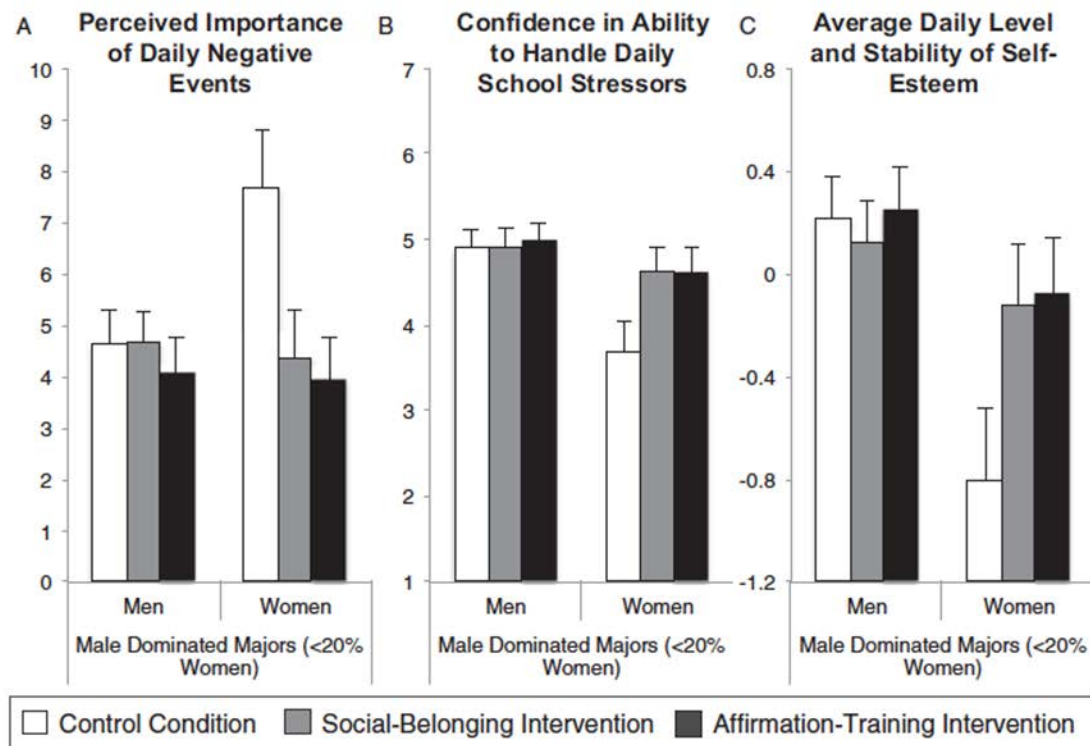


Figure 2. Daily functioning over 12 days after the intervention among students in male-dominated majors (<20% women). Error bars represent +1 standard error. (A) Perceived importance of negative events each day (adjusted for the perceived importance of positive events). (B) Confidence in ability to handle 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): $N_{\text{men}} = 110\text{--}121$; $N_{\text{women}} = 81\text{--}84$.

Findings

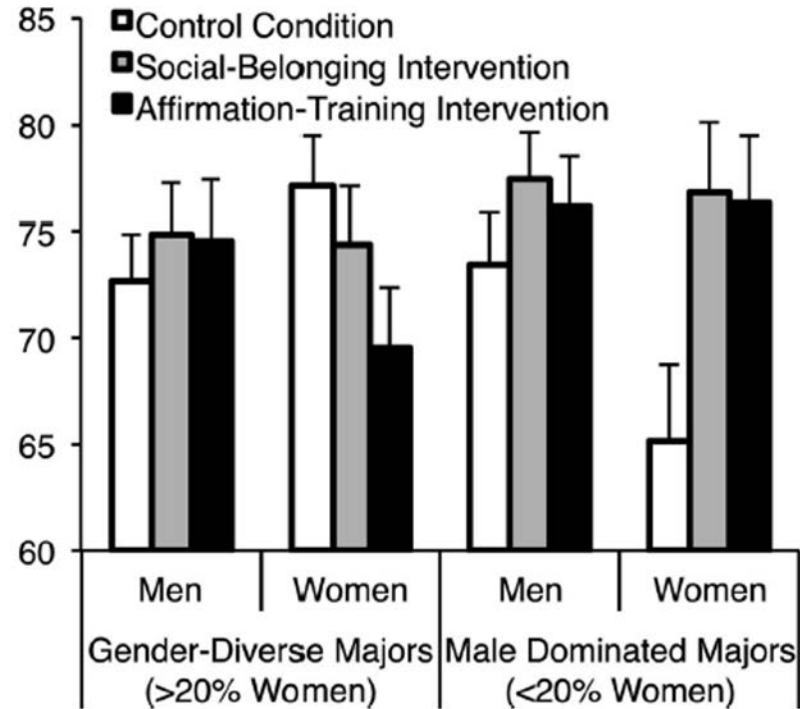


Figure 1. First-year engineering grade point average (GPA), which is calculated on a scale from 0 to 100. Sixty is the average needed to remain in engineering; scores above 80 qualify students for the dean's honor list. Means are adjusted for average within-major GPA. Error bars represent +1 standard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



Breaking the cycle of mistrust

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.

Journal of Experimental Psychology : General.;143(2):804-824.



The Intervention



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.

Results from Yeager et. al.

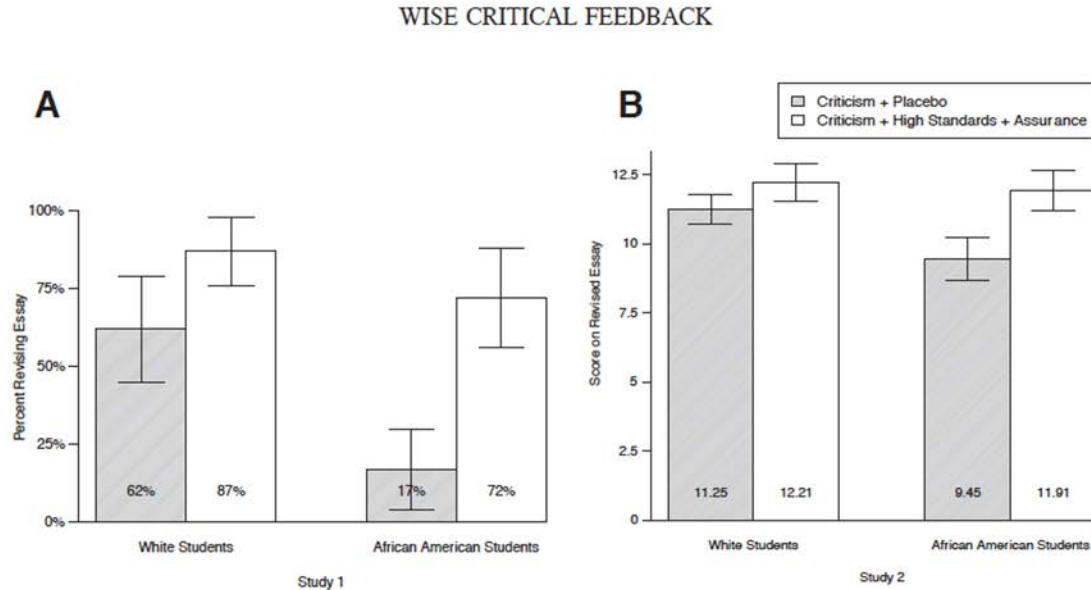


Figure 2. (A) Percent of students who revised their essays, by race and randomly assigned feedback condition (Study 1). (B) Final score on revised essay as graded by teachers, by race and randomly assigned feedback condition (Study 2). Values are covariate-adjusted means controlling for gender, teacher,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

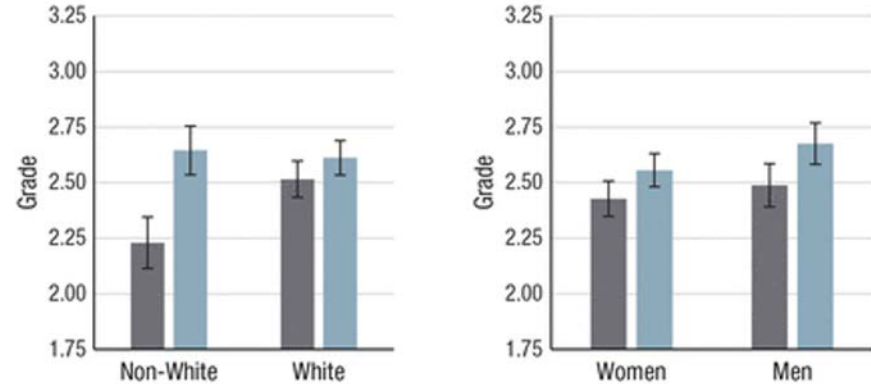
Ecological-Belonging Intervention

Binning, K. R. et al. (2020).

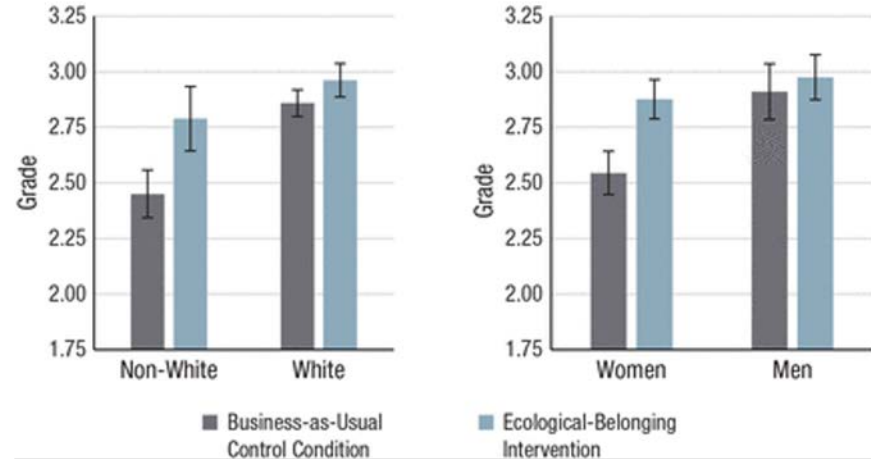
Changing social contexts to foster equity in college science courses: an ecological-belonging intervention.

Psychological Science, 31(9), 1059-1070.

Study 1: Foundations of Biology



Study 2: Basic Physics for Engineers



How



Inclusive Teaching in the classroom

- Encourage participation of *all* students
- Longer wait times: give all students a chance to think and respond
- Build a fair classroom community through group agreements
- Build opportunities for students to get to know you and get to know each other
- Learn students' names
- Encourage attending office hours, and try to hold office hours when students are likely to attend.

And many other strategies...

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



Inclusive teaching strategies

- **Make the course as accessible as possible**
- **Draw on diverse perspectives, readings and examples**
 - Include multiple forms of assessment
- **Revise tone & content of syllabus**
 - Encouraging, not punishing tone
 - Include statements of equity, diversity and inclusion



World Café



World Café Guidelines

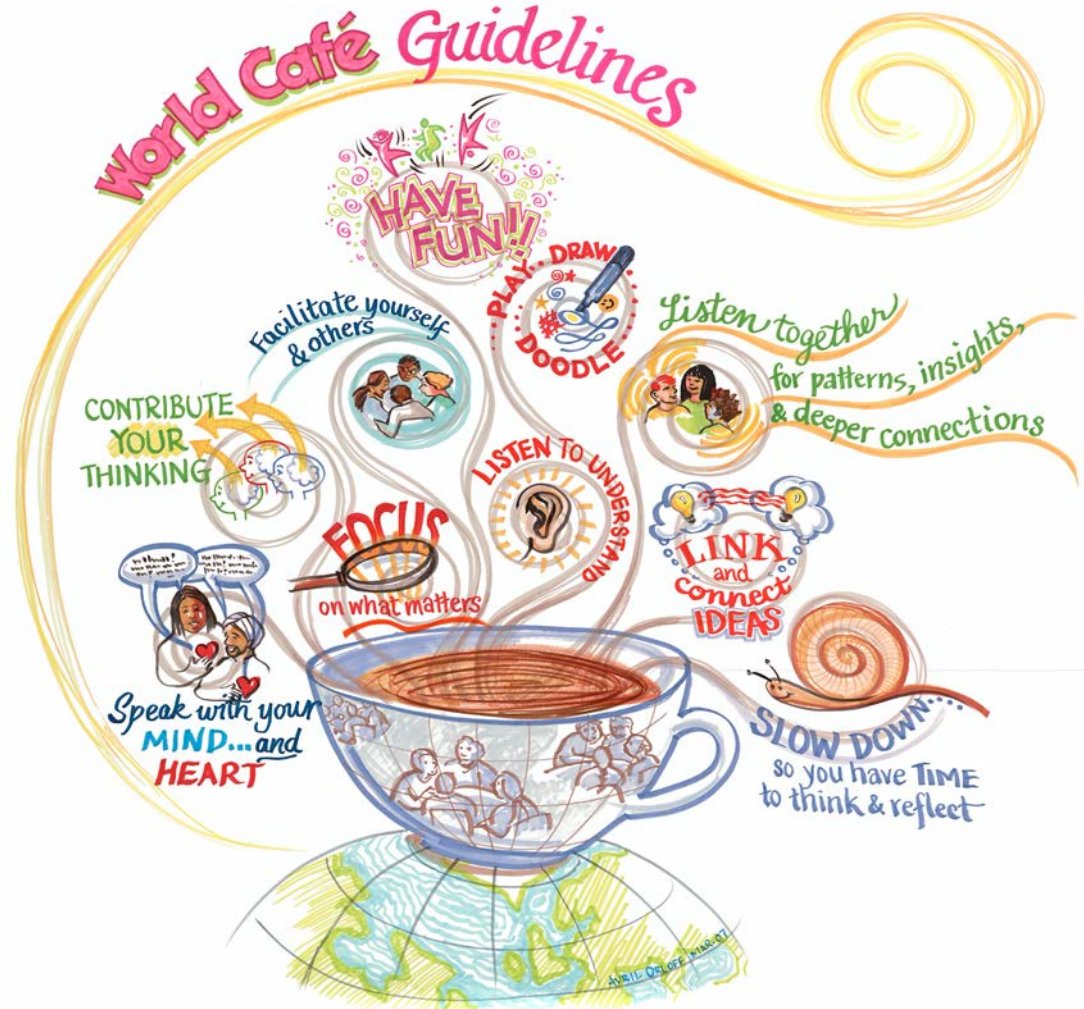


Illustration by Avril Orloff. Free to copy & distribute w/acknowledgement & link: www.theworldcafe.com

Rooms for World Café

We'll discuss strategies to support equity, diversity and inclusion in our courses.

Chance to explore 2 tables/breakout rooms (~15 mins per room)

Room 1: Accessibility

Room 2: Draw on diverse perspectives

Room 3: Inclusive syllabus

Facilitators will join you for this discussion

If a room reaches 10 ppl, please join a different room



Image by [djedi](#) from pixabay.com

What to do

Open these [Google Slides](#) in a separate tab:
(add link to participant copy)

Find slides 48- 55.

At each table, with your group:

- Read the introduction on the slide
- Review discussion questions
- Reflect, share and discuss



Image by [djedj](#) from pixabay.com

Room 1: Accessibility

First, read:

Many universities across the world have suddenly shifted to online learning in response to the COVID-19 crisis, and online learning is likely to become more and more common [...]. Online learning, which is often assumed to make learning more accessible, can actually exacerbate pre-existing inequities. Similar to in-person learning environments, online learning involves widely varying levels of access to technology and resources as well as different student accessibility needs. *-Equity, Diversity and Inclusion in Online Teaching: Where to begin?*

(Continue reading on next slide)



Accessibility continued

Using an **Equity, Diversity, Inclusion** (EDI) lens, we need to consider the following in online (and hybrid) learning contexts:

- Consider your students realities
- Consider barriers that could impede the participation of some students in your course, and design for accessibility for all students
- Make courses as accessible as possible for everyone
- Avoid unintentionally reproducing or exacerbating inequities



Accessibility (discussion)

Next, reflect and discuss:

1. What are some aspects of your students' realities that you are taking into consideration in this face-to-face, hybrid, and online learning environments?
2. What are some ways that you are trying to make your course(s) as accessible as possible for everyone in the course?



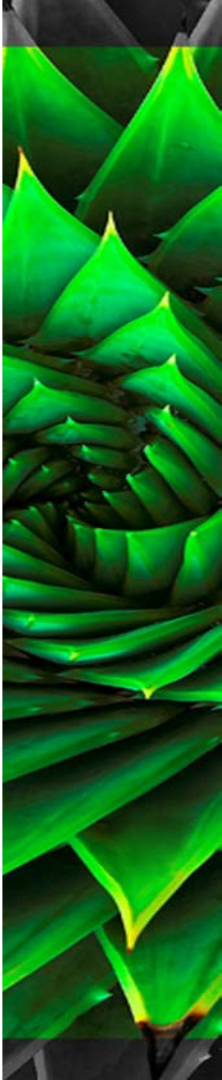
Room 2: Draw on Diverse Perspectives

First, read:

When designing and teaching class material, it is important to consider the perspectives included in your course and discipline, and those that are absent. Use examples that are relevant to diverse audiences and represent different perspectives and experiences. This helps a wider range of students connect to the material, see themselves included in the discipline, and draw on their existing knowledge to contribute to the course.

Next, open and read this brief case scenario:

<https://docs.google.com/document/d/1VSbUrTw394UH7LEN8v2QNFWdanep7evlXDP13so5XaE/edit?usp=sharing>



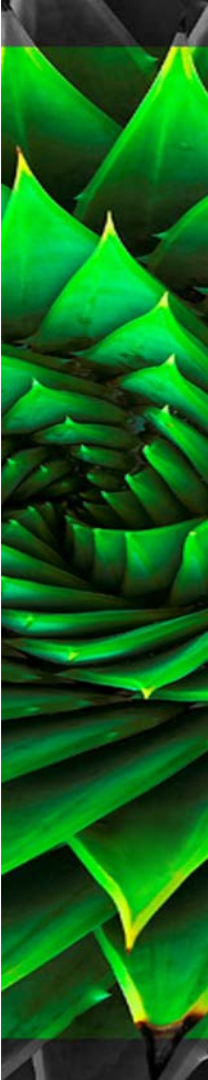
Draw on Diverse Perspectives (discussion)

Then, reflect & discuss

What are your takeaways from the case scenario?

Consider your own courses:

- Diversity of **examples** - Who is represented in your case studies, images, films, data, etc.?
- Diversity in **readings** - How have you showcased the contributions of diverse scholars in your discipline?
- Diversity in **assignments** - Have you considered diverse ways of demonstrating learning?



Room 3: Inclusive Syllabus

First, read:

Your syllabus can play an important role in shifting the tone of the course by demonstrating your commitments to equity, diversity and inclusion to students. An inclusive syllabus usually takes a learner-centered approach, which focuses on the needs of students by acknowledging their various learning preferences, accessibility needs, perspectives and lived experiences. An inclusive syllabus **draws specific attention to diversity** by including statements, such as:

- Land Acknowledgements
- Equity & Diversity Statements (*continue reading on next slide*)



Inclusive Syllabus continued

These statements emphasize the importance of acknowledging and valuing diversity of experiences & identities that **instructors and students** bring to the classroom. These statements support student's sense of belonging in the course, all of which:

- Increase motivation & engagement
- Support student wellbeing
- Increase student success & retention

Next, open this example syllabus in a separate browser

<https://wiki.ubc.ca/images/5/5a/CHEM100Syllabus20W%281%29.pdf>

Briefly review the first 1.5 pages. What do you notice about this syllabus?



Inclusive Syllabus (discussion)

Then, reflect and discuss:

- What do you notice about the syllabus?
- Is there a particular aspect that you might want to integrate into your own syllabus?



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://ctl-inclusiveteaching.sites.olt.ubc.ca/files/2020/04/Equity-Diversity-Inclusion-Online-Teaching.pdf>
- Inclusive Course Design: https://ctl-inclusiveteaching.sites.olt.ubc.ca/files/2019/01/Inclusive-Course-Design_w.pdf
- Inclusive Syllabus: <https://ctl-inclusiveteaching.sites.olt.ubc.ca/files/2019/08/inclusive-syllabus-digital.pdf>
- Inclusive Teaching Website: <https://inclusiveteaching.ctl.ubc.ca/>
- Inclusive Teaching/Learner-centred syllabus (with example syllabi):
https://wiki.ubc.ca/Documentation:Inclusive_Teaching/Learner_Centered_Syllabus#Sample_syllabi_created_using_the_UBC-V_optional_template



Resources continued

- 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/inclusion-action-plan/>
- UBC Indigenous Strategic Plan: <https://indigenous.ubc.ca/indigenous-engagement/indigenous-strategic-plan/>
- What I learned in class today: <https://intheclass.arts.ubc.ca>
- Springer Nature collection of books, journal articles and magazine content that amplifies black voices and issues raised by the Black Lives Matter movement: <https://www.springernature.com/gp/researchers/campaigns/black-lives-matter>
- UBC Okanagan Equity and Inclusion Office: <https://equity.ok.ubc.ca>
- UBC Okanagan Aboriginal Student Services: <https://students.ok.ubc.ca/aboriginal-students/>



References

- 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.
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- Steele, C. (2010). *Whistling Vivaldi: How stereotypes affect us and what we can do*. New York: W.W. Norton & Company,



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- Tanner, K. D. (2013). Structure matters: Twenty-one teaching strategies to promote student engagement and cultivate classroom equity. *Life Sciences Education*, 12(3), 322-331. doi:10.1187/cbe.13-06-0115
- Verschelden, C. (2017). *Bandwidth Recovery: Helping students reclaim cognitive resources lost to poverty, racism, and social marginalization*. Sterling, VA: Stylus Publishing.
- Walton G.M, Logel C, Peach J.M, Spencer S.J, 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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Thank you!



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