

# UTQ Module Inclusive (online) education



Universiteit  
Leiden  
ICLON

# About this session

Combination of:

- Short presentations from me
- Breakout rooms in sub groups
- Group discussion, Q&A
- Working offline

Also:

- Unmute yourself if you want to speak
- Be brief and to the point
- I might interrupt/ stop you
- Raise your (digital) hand for questions
- Don't use chat function (too much going on for me!)

# Program

- Introduction
- Learning outcomes
- Diversity and inclusion?
- Inventory
- Exclusion vs inclusion

BREAK

# Program

## BREAK

- Deficiency thinking
- Privilege, equality and equity
- General tips
- Designing an (online) inclusive classroom
- Evaluation




# Learning outcomes

- Reflect on your expectations towards your students;
- Check assumptions you have about your students;
- Interpret students' diverse needs;
- Create a safe and inclusive learning environment.

# Diversity and inclusion?

# Diversity and inclusion

- One size fits all approach
- What works for one works for all

A black and white photograph of Vernā Myers, a Black woman with short, curly hair, smiling and pointing her right index finger towards the text. She is wearing a dark, textured top and a large, ornate necklace. The background is dark, and the text is white.

“Diversity is being invited to the party.  
**Inclusion is being asked to dance.**”

Vernā Myers

# Inventory

- Your questions, problems, challenges
- Sub groups
- Answer questions with result of homework
- Take notes for plenary discussion
- 12 minutes
- Share plenary (choose spokesperson)

# Groups

- 5.1.2e What is the impact of online teaching on inclusivity? Does it enhance or undermine student participation in classroom discussions?
- 5.1.2e : How can online pre-prepared lectures be made more inclusive?
- 5.1.2e : Ideas for Inclusive Course Design
- 5.1.2e : How can I best support and integrate transgender students?
- 5.1.2e I feel challenged to prepare the content of the discussion stories that are suitable for every student
- 5.1.2e : I see many students who experience some level of statistics anxiety or fear of failure when writing their master thesis
- 5.1.2e
- 5.1.2e : It is not always easy nor manageable for lecturers to find the time to care of the psychological well-being of the students
- 5.1.2e : How to teach and be inclusive with students from refugee backgrounds? How to deal with their emotional distress?
- 5.1.2e . I'm not sure, however if a lot of attention is being paid to enabling teachers to facilitate and guide constructive conflicts

# Your input



# Inclusion vs exclusion

- Switch off cam & mic
- Think about 2 examples of each
- 2 minutes
- I'll ask for some examples

# Exclusion created by

1. One size fits all approach
2. Terminology and examples used
3. Little time for getting to know students
4. Assumption/ implicit expectations

# Exclusion created by

1. One size fits all approach
2. Terminology and examples used
3. Little time for getting to know students
4. Assumption/ implicit expectations
5. Uncertainty about responsibility
6. Lack of information & knowledge
7. Loan system
8. Pressure on students

# Exclusion created by

1. One size fits all approach
2. Terminology and examples used
3. Little time for getting to know students
4. Assumption/ implicit expectations
5. Uncertainty about responsibility
6. Lack of information & knowledge
7. Loan system
8. Pressure on students
9. Stacking
- 10.(hidden) curriculum
11. Image of program

# BREAK

# Why do some students not succeed?



# Deficiency thinking

- Take your notes from assignment 3a
- What were your first thoughts?
- What were your thoughts after reading the article?



# Equality vs equity

- Discuss your results (3b) in breakout rooms
- How do you think this plays a role in higher education?
- What you think Leiden University already does to support students and what more can be done?
- What are you responsible for?
- 7 minutes
- Brief plenary discussion afterwards

# EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

<https://www.businessdisabilityinternational.org/when-is-equality-not-equality/>

# EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

<https://www.businessdisabilityinternational.org/when-is-equality-not-equality/>



## EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

<https://www.businessdisabilityinternational.org/when-is-equality-not-equality/>

# General tips

- Set ground rules
- Be explicit: explain what, why and how
- Check your assumptions
- Analyse your literature and sources

# General tips

- Set ground rules
- Be explicit: explain what, why and how
- Check your assumptions
- Analyse your literature and sources
- Ensure structure and clarity in teaching
- Take time to get (students) to know your students
- Beware of context specific examples

# General tips

- Set ground rules
- Be explicit: explain what, why and how
- Check your assumptions
- Analyse your literature and sources
- Ensure structure and clarity in teaching
- Take time to get (students) to know your students
- Beware of context specific examples
- Greet your students
- Be available during classes/ walk around
- Give space for different opinions and experiences
- Ask if students needs additional support



# Inclusive (online) education?

- In pairs in breakout rooms
- 4 minutes
- Additional ideas
- Each pair briefly shares 1 idea

# Your input

# Inclusive online education

- Check in with your students
- Welcome students in chat
- Use names
- Make it more personal with video on
- Join breakout rooms
- Have fun activities during break

# Inclusive online education

- Check in with your students
- Welcome students in chat
- Use names
- Make it more personal with video on
- Join breakout rooms
- Have fun activities during break
- Check accessibility
- Use subtitles and zoom in options
- Prevent distraction
- Coherence slides and speech

# Evaluation



[https://evasys.leidenuniv.nl/evasys/public/online/index/index?online\\_php=&p=AdV1205&ONLINEID=16196999274275695580980303060660472872603](https://evasys.leidenuniv.nl/evasys/public/online/index/index?online_php=&p=AdV1205&ONLINEID=16196999274275695580980303060660472872603)

# Additional resources

## *Leiden University resources for students*

- POPcorners: Humanities and Social Sciences
- Student support groups (POPcorner The Hague)
- Student support service: studentsupport@leidenuniv.nl 071 – 5.1.2e
- Listening line: <https://www.deluisterlijn.nl/ik-zoek-hulp-home>
- Fenestra Disability Center
- See also our guidelines for accessible online teaching under files

## *Online resources for teaching staff*

### Remote teaching

Corona and teaching: Chronicle of Higher Education, Inside Higher Ed

## *Diversity Office*

5.1.2e

[@leidenuniv.nl](mailto:@leidenuniv.nl)

<https://www.universiteitleiden.nl/dossiers/diversiteit>

# ICLON contact person per faculty

- FWN: 5.1.2e
- FDA: 5.1.2e
- FGW: 5.1.2e
- LUMC: 5.1.2e
- FDR: 5.1.2e
- FSW: 5.1.2e
- FGGA: 5.1.2e