

UTQ Module Inclusive (online) education

Welcome! We start at 10.00. In the meantime, check your mic and camera. Please switch off your mic before we start to prevent background noise 😊



Universiteit
Leiden
ICLON

Program

- 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
- 15 minutes
- Share plenary (choose spokesperson)

Your questions

- 5.1.2e : Should we have standardized testing in our program?
- 5.1.2e : decolonizing the classroom
- 5.1.2e : how to overcome our biases
- 5.1.2e : A big issue in Australia is bridging the gap for indigenous students

Your input

Inclusion vs exclusion

- Switch off cam & mic
- Think about 1 example for both
- 1 minute
- 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

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7. Pressure on students
8. Stacking
9. (hidden) curriculum
10. 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 do you think Leiden University already does to support students and what more can be done?
- What are you responsible for? How can you take action?
- 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/>

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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/>

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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

- Ask if students need additional support
- Set ground rules
- Be explicit: explain what, why and how
- Check your assumptions
- Analyse and discuss your literature and sources
- Ensure structure and clarity in teaching

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- Ensure structure and clarity in teaching
- Take time to get (students) to know your students
- Beware of context specific examples
- Greet/ welcome your students
- Be available during classes/ walk around
- Give space for different opinions and experiences

Dealing with challenging opinions?

- Type 1 idea in the chat
- Press enter once I ask you to!

Dealing with challenging opinions

- Be open to others
- Don't ignore it
- Facilitate the discussion
- Educate yourself
- Seek out advice, collaboration and support

Inclusive (online) education?

- Type 1 idea in the chat
- Press enter once I ask you to!

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
- Check coloring
- Prevent distraction
- Coherence in slides and speech

Evaluation



<https://evasys.leidenuniv.nl/evasys/online.php?p=DR28o8>

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

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