

# Inclusive (online) education

5.1.2e

13 April 2021



Universiteit  
Leiden  
ICLON

# Introductions

- In breakout room
- 2 persons
- 1 minute to observe
  - What did your colleague study?
  - What did your colleague have for breakfast?
  - What are your colleague's hobbies?
- 3 minutes to share observations – and to introduce yourself
- Plenary
  - Introduce each other in 10 seconds

# Agenda

- Diversity & inclusion
- Your challenges and learning questions

## **BREAK**

- Inclusion versus exclusion
- Deficiency thinking & equality and equity

## **BREAK**

- Inclusive online education
- Conclusion

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# Diversity & inclusion

**Wide range** of individual differences

5.1.2e

**Small details** can be very important for a student

5.1.2e

Lack of awareness and **perspective-taking** can have devastating effects

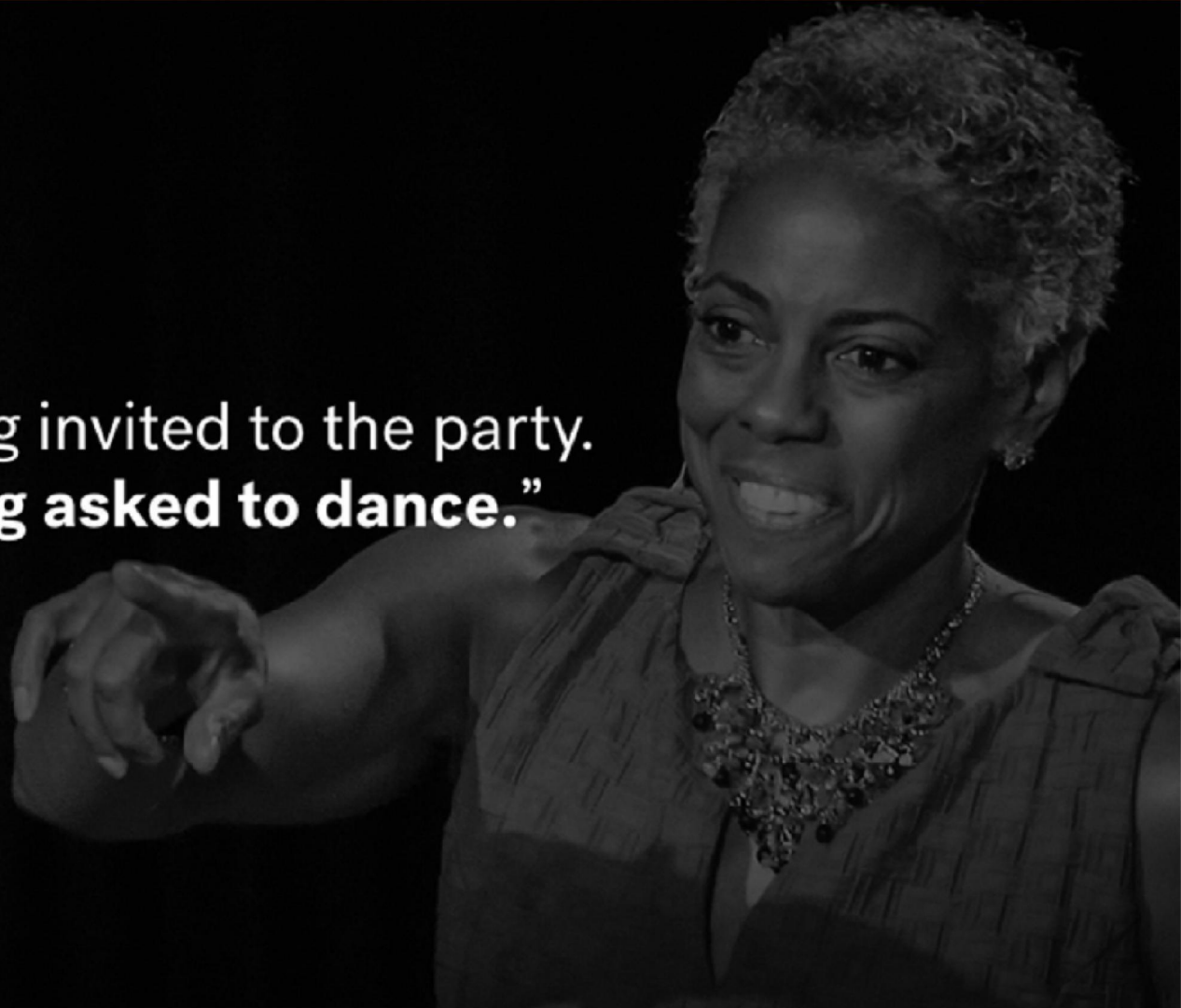
5.1.2e

The university statement is inward-looking, it lacks ambition to **change the society**

5.1.2e

# Diversity & inclusion

- Often **one size fits all** approach
- **What works for one works for all**
- More attention required for **inclusion**
- **Small things** matter

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 chunky necklace. The background is dark.

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

Vernā Myers



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# Your challenges and learning questions

- **Breakout rooms (15 minutes)**
  - Discuss your challenges and learning questions
  - Use sources
  - Think about suggestions
  - Write down suggestions for plenary report
- **Plenary report**
  - Share 1 or 2 suggestions



# Your challenges and learning questions

1. 5.1.2e students with learning problems or disabilities were asking for an extension of a deadline. [...] I think this is not only a problem concerning deadlines but also the attention and the possibility to learn we give to the students. 2) assess the learning capacity of the class. 3) How important is to use the blended education?
1. 5.1.2e Once I had a student, who could not complete the assignment on time because he/she had to work multiple jobs. I did not agree to extend the deadline for this reason. I asked the student to contact the study advisor if special treatments should be granted. Not sure what is the best way to approach this issue.
2. 5.1.2e 1) Developing course on sensitive topic: child abuse, bullying & suicide: how to create safe learning environment? 2) How to deal with video led attendance and privacy issues in online lectures? 3) how to improve your lectures to be more inclusive in terms of representation of [ethnic minority] scientists and lecture material?
2. 5.1.2e During a course I took as a master student, one of the assessment criteria we had was "care of physical appearance". I think this criterion is not only highly subjective, but also potentially discriminating to many groups of people
2. 5.1.2e How to involve students in way that are not exclusively adding interaction to a lecture? (I find that really nice but I don't love that it seems to be the only way to increase participation.)
3. 5.1.2e Is there any oversight whether the examples are understandable for all students or case studies do not elicit stereotype threat?
3. 5.1.2e 1) How to design/offer courses that reach students from diverse backgrounds? 2) Prepare material that is neutral, that does not use specific groups as examples. For example, when I teach statistics workgroups it is very common that the material I receive compare academic performance between AD(H)D and neurotypical samples.

# Sources

- 5.1.2e Inclusion, not just diversity! [https://www.ted.com/talks/yaron\\_zoller\\_inclusion\\_not\\_just\\_diversity](https://www.ted.com/talks/yaron_zoller_inclusion_not_just_diversity)
- 5.1.2e Blended learning & flipping the classroom <https://www.youtube.com/watch?v=paQCE58334M>
- 5.1.2e On Diversity: Access Ain't Inclusion | Anthony Jack  
<https://www.youtube.com/watch?v=j7w2Gv7ueOc>
- 5.1.2e Ted Talk: The boost students need to overcome obstacles  
[https://www.youtube.com/watch?v=h9deGh8\\_tEc](https://www.youtube.com/watch?v=h9deGh8_tEc)
- 5.1.2e The power of inclusive education | Ilene Schwartz  
<https://www.youtube.com/watch?v=ZIPsPRaZP6M>
- 5.1.2e Embracing the beauty of diversity in STEM education | Keilly Santos  
<https://www.youtube.com/watch?v=Abd308-o2gs>
- 5.1.2e Inclusive education is In-possible  
[https://www.ted.com/talks/dr\\_nandita\\_de\\_souza\\_inclusive\\_education\\_is\\_in\\_possible](https://www.ted.com/talks/dr_nandita_de_souza_inclusive_education_is_in_possible)
- 5.1.2e Ted talk: Yaron Zoller - Inclusion, not just diversity!  
[https://www.ted.com/talks/yaron\\_zoller\\_inclusion\\_not\\_just\\_diversity](https://www.ted.com/talks/yaron_zoller_inclusion_not_just_diversity)



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# Inclusion versus exclusion

- **Think of 1 example of inclusion and 1 example of exclusion**
  - Switch off cam & mic
  - 2 minutes
- **Put them on google jamboard**
  - See link in chat

# Exclusion created by

1. One size fits all approach
2. Terminology and examples used
3. Little time for getting to know students
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8. Pressure on students
9. (Hidden) curriculum
10. Image of program

# General tips

1. Set ground rules
2. Be explicit: explain what, why and how (grading, methods!)
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2. Be explicit: explain what, why and how (grading, methods!)
3. Check your assumptions
4. Analyse your literature and sources
5. Ensure structure and clarity in teaching
6. Take time to get (students) to know your students
7. Beware of context specific examples
8. Greet your students
9. Be available during classes/ walk around
10. Give space for different opinions and experiences
11. Ask if students need additional support



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## Equality



## Equity



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*shift from an **integrative model**, in which diverse students are assimilated into the dominant culture of the university, to an **adaptive model**, in which the **universities change to accommodate the diversity of students***

Smit (2012)

# From your sources

- Getting in is only half the battle
  - ❖ Doubly disadvantaged: from minority group & less cultural capital
  - ❖ Hidden curriculum: 'let's define office hours'
- Don't think of them as exceptional, not as exceptions
- Membership, relationships, skills

# Deficiency thinking & equality and equity

- **In breakout rooms (10 minutes)**

- Discuss Assignment 3a and/or 3b

- **Assignment 3a**

- Have you changed your answer after reading the article? If so, why and how?

- **Assignment 3b**

- 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?

- **Plenary**

- 1 reflection per group

# Criteria reasonability adjustments

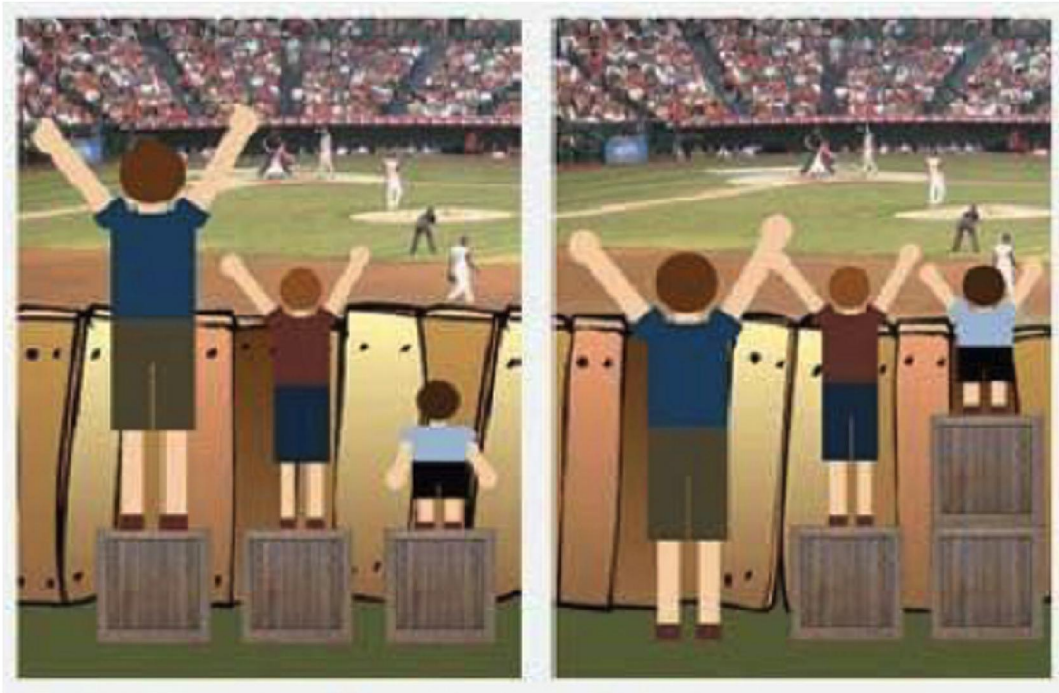
1. **Acceptability**: same requirements
2. **Feasability**: no unequal burdens
3. **Defensibility**: no advantage compared to others

Source: University of Antwerp



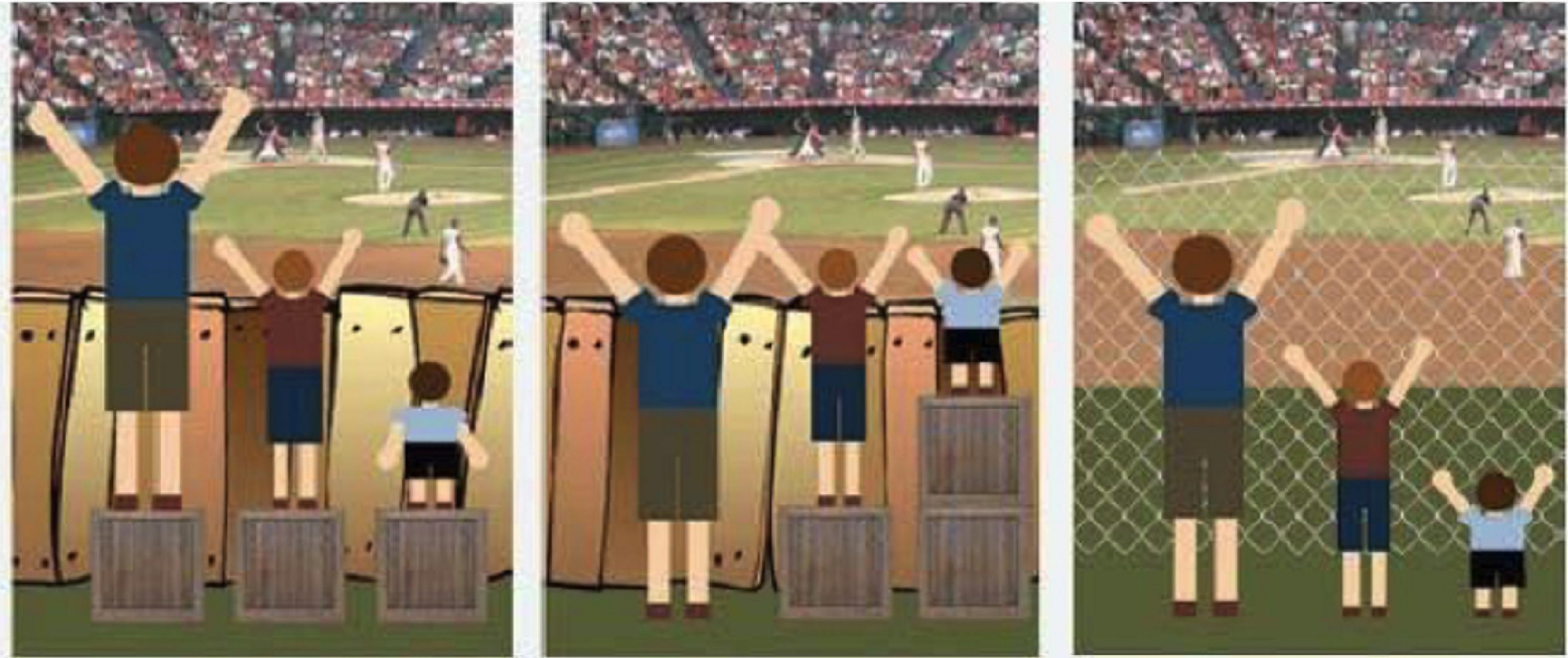


<https://www.businessdisabilityinternational.org/when-is-equality-not-equality/>



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# Inclusive (online) education

- **In pairs (5 minutes)**

- What additional ways can you think of to make online education more inclusive?

- **Plenary**

- Share 1 suggestion

# 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

# Additional resources

## *Leiden University resources for students*

- POPcorners: [Humanities](#) and [Social Sciences](#)
- [Student support groups](#) (POPcorner The Hague)
- Student support service: [studentsupport@leidenuniv.nl](mailto: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:diversiteit@leidenuniv.nl)

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



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# Conclusion

- **Type in 2 things you plan to implement**
  - Go to [menti.com](https://menti.com), code 1782 0875
- **Complete evaluation form** 😊
  - See chat for link
- **Follow-up meeting**



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