

Inclusive (online) education

5.1.2e

17 November 2020



Universiteit
Leiden
ICLON

About this session

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

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-
- Be brief and to the point
 - I might interrupt you
 - Practice what you preach

Introductions

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

Agenda

- Diversity & inclusion
- Your challenges and learning questions

BREAK

- Inclusion versus exclusion
- Deficiency thinking & equality and equity

BREAK

- Inclusive online education
- Conclusion

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

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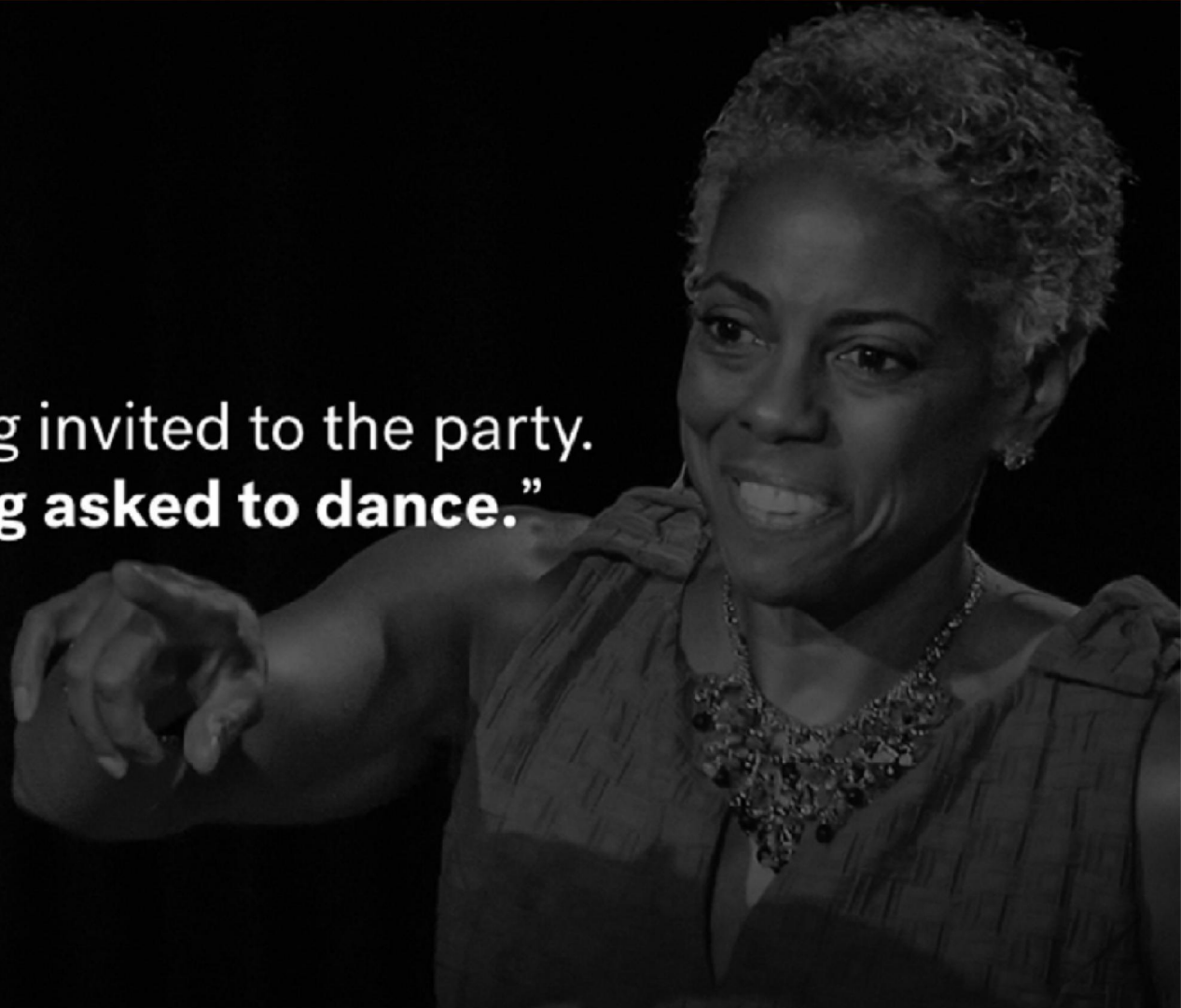
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Diversity & inclusion

- 5.1.2e people think a lot about diversity in terms of gender and religion, but not educational and cultural backgrounds
- 5.1.2e : The first words I think of in relation to these words are "bias" and "power". [...] The objective is that all students should recognize that the teacher does have power, but is not threatening.
- *"Meedragen & meebrengen"*
 - Carry with you burdens & assets

Diversity & inclusion

- Often one size fits all approach
- What works for one works for all
- More attention required for inclusion

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, and the text is white.

“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; think about suggestions
- Make notes for plenary report

- **Plenary report**

- Share 2 suggestions

Your challenges and learning questions

1) 5.1.2e 1. How to realize equality and equity in my course as the audiences may have different educational, cultural backgrounds? 2. How to make the online teaching environment more interactive, interesting, and less boring? 3. Tricks and tips to draw students' attention, to motivate students, and to keep them motivated.

1) 5.1.2e We are getting students from all over the world and definitely if they did their initial studies in an other country they will. Also they might have been used to different teaching approach. So I would like to get tips to how to guide students in the best way and assess their individual needs based on their educational background have different knowledge and skills.

1) 5.1.2e Cultural differences aren't mentioned or emphasised in classrooms - while we encouraging students to speak and interact, we often forget that students from different cultural background might feel very uncomfortable to do so. 1) learn if there's other innovative ways to make students more comfortable to interact (by taking into consideration of the differences between each individual). 2) how to stimulate students and make them feel comfortable and motivated while we're going through corona. I've already seen a lot of students struggle with online learning. How to get to know how your students are doing?

Your challenges and learning questions

2) 5.1.2e I hope to learn tips during this course which will allow me to present my teaching in a way that helps every student achieve their academic potential regardless of their personal circumstances. B) While I understood the necessity of being able to see the student on camera to ensure fair process I still felt that the transition to online examinations has created an extra layer of practical obstacles for students who have access to less high-range tech, or share a family computer, or live somewhere with unstable internet. [...] This experience has made me wary of making assumptions about the facilities that students can reasonably access, especially during the current lockdown.

2) 5.1.2e a) I hope to learn more about how to respect the diversity of students, rather than trying to have them fit in a class. I got my masters at Leiden university in an extremely diverse class, but many students often felt that, although they were not discriminated against or anything, classes only targeted a very specific profile of students. B) How can we value cultural and background differences among students and use that in the benefit of the class as a whole.

Your challenges and learning questions

3) 5.1.2e 5.1.1d I hope to learn more about how to appropriate address students with special needs. I had a student the other day that 5.1.1d She told me she struggles with the English content of the course. I tried to help her by allowing her to submit the assignments in Dutch. But this also brings some complications because she needs to submit also a group assignment, and then the question is: what language can she use? I find it tricky to balance helping the student but at the same time also give other students the same opportunities.

3) 5.1.2e I'm still very much aware that some students experienced their curriculum in a different and at times unpleasant manner. To's and don'ts on how to make them feel comfortable but also and gather further insights/techniques on learning tools that are adapted to the many. I would like to be more mindful of the fact that education is about choice and the way we reproduce certain knowledge and skills during the academic curriculum are legitimated by the people in power (often male, white and privileged). From a teacher perspective, I also noticed that being a young woman could be challenging at times and that my experience with students' expectations and behaviour was very different that my male colleagues. I hope we will discuss how we can improve learning outcomes for a diverse crowd of students without lowering the standards of the university. Students with dyslexia as it's a case that I often been confronted to.

(Suggestions by 5.1.2e We always make it clear from the start that it's perfectly ok (and even recommended) to come to us in the beginning of the course as we developed several solutions for them which can make their life easier. We encourage students to take an appointment with us to talk about it in person (or via Skype due to the Covid regulations) so we can have a better idea of the degree of dyslexia and the former challenges experienced by the students during their Bachelor or first Master. Then, we discuss together on what they considered helpful in the past and try to implement it in the course. For example, I had weekly meetings with students to share some reading tips and learning tips (e.g. how to read an article more efficiently, to what they should pay specific attention to during the lectures, small recaps, how to do a mind map, etc.). I also tend to give my feedback in the form of voice clips in Turnitin as they find it more useful than reading written comments. I'm also spending a bit more time in correcting and signalling grammatical/vocabulary and structure issues.)

Your challenges and learning questions

4) 5.1.2e a) I am teaching a number of courses to a diverse group of students. I would like to understand the types of challenges diversity aspects may pose for the students (to be aware), how to detect problems, and methods to mitigate them. Further I am sure I am doing stereotypical mistakes that I would also like to become aware of and correct. B) This is all put in a new dimension in the e-learning situation; I have no clue how individual backgrounds influence their problems/challenges, except of course aspects which reflect on the technological capacities of students. So economic diversity is clearly an issue, but I am not sure what to do about it. How does one find out about the challenges of students, how does one help...

4) 5.1.2e I enrolled to this module to understand what types of biases one might not be aware of, aside from the more obvious ones (related to gender, class, race/ethnicity/foreign culture backgrounds). Also, what role do "positive biases" play? My teaching experience is in an African context where multilingualism is the norm in society and the learners' language is French. I felt that created an issue of access to school language depending mostly on social class. More middle class students often grow up speaking French, whereas those from more popular classes do not. This creates a very strong bias against the latter, who, moreover, are the majority.

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Inclusion versus exclusion

- **Think of 1 example of inclusion and 1 example of exclusion**
 - Switch off cam & mic
 - 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. Assumptions / implicit expectations

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7. Loan system
8. Pressure on students

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7. Loan system
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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4. Analyse your literature and sources

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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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Deficiently 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?

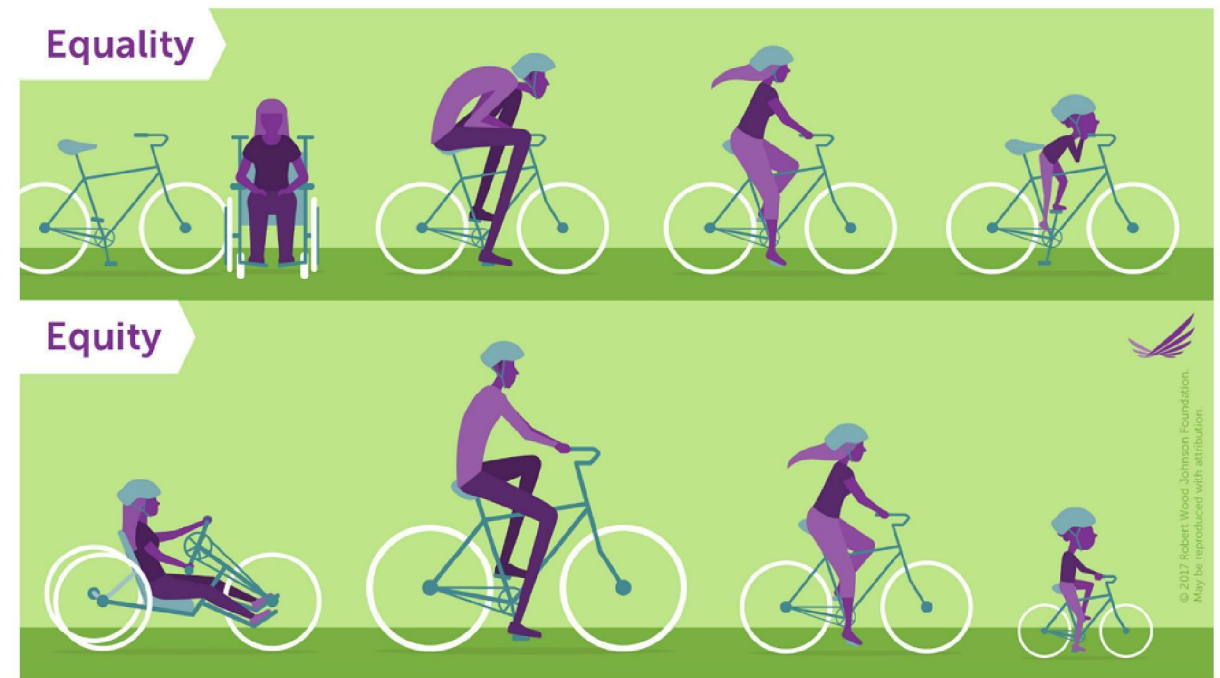
- **Plenary**

- 1 reflection per group

Criteria adjustments reasonable

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

Source: University of Antwerp



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.

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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.

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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 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

- Follow up meeting December 7, 13-14
- Type in 2 things you plan to implement
 - Go to menti.com, code 12 61 811
- Complete evaluation form 😊
 - See notes / chat or scan QR



See you on December 7!



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