Inclusivity:
Universal Design Strategies for the Online Classroom

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Objectives

- After attending our session, attendees will have a clearer understanding of what inclusivity in the classroom means and how it builds upon the universal design principles.

- Attendees will understand why inclusivity is important in the classroom, how it aids in student success, and enriches the student experience.

- Attendees will be able to identify specific methods to building an inclusive online, hybrid, and face-to-face classroom and campus.
Universal Design is the design of products and environments to be usable by all people, to the greatest extent possible, without adaptation or specialized design.

Universal Design for Learning employs a variety of teaching methods to remove barriers to learning and give all students equal opportunities to succeed.
Multiple Means of Representation

My biggest takeaway would definitely be healthy coping.
Multiple Means of Expression

Essay

Multiple Choice

Reflections
Multiple Means of Engagement

Fundamentals of Alcohol and Drug Abuse for Teacher Education
Role-Play Final Reflection

Name: 

Introduction

Often teachers ask how they should approach a student or parent if they are concerned about substance use. Raising a sensitive issue is difficult; it can be extremely emotional and not a skill most people have practiced. We recognize that confronting students or their family members can be intimidating. This assignment gives you an opportunity to role-play a difficult conversation. Taking the time to practice what you’ll say beforehand can help you feel more prepared.

Part 1 – Identifying a Scenario

Fundamentals of Alcohol and Drug Abuse for Teacher Education
Policy Analysis Final Reflection

Name: 

Introduction

One part of being an advocate for your students is knowing your school’s substance use-related policies. This can help when you’re confronted with tough situations, such as some of the scenarios posed in our small group discussions. This assignment asks you to compare and contrast policies related to substance use at two different schools, evaluate which school’s policies are the most beneficial and effective, and write a memo to the school board or other governing body with the less ideal policies justifying improvements to the current policies. Using course content to critically analyze the strengths and weaknesses of policy can improve your advocacy skills in current/future school settings. Though you may not be able to change every factor that influences risk and protective factors of substance use, you can help to create safe and healthy learning environments that best support students and their families.

Part 1 – School Analysis
What do you think inclusive design means?
What characteristics and identities make up a diverse student body?
Why be inclusive?
Why be inclusive?

- It’s the right thing to do
- Use your power and privilege in positive ways
- Because tolerance of differences is not the goal, appreciation and understanding is
- To reach more students through authentic and relevant learning experiences
- To create an accepting and supportive classroom climate by building learner and instructor rapport and instructor approachability
- Because students talk
- Any others?
Justification for Inclusivity

2007 Personal and Social Responsibility Inventory: (n = 23,000 students and 8,000 professionals): 93% of student respondents indicate that they "strongly agree" or "somewhat agree" that preparing students to take seriously the perspectives of others should be an "essential goal" of college.

Justification for Inclusivity

68% of students “agree” or “strongly agree” that including diverse views and perspectives in courses will benefit the University’s academic reputation.

Justification for Inclusivity

Students need two things to be successful:

• to feel they **belong**
• to feel they **matter**
Sense of **belonging** is, at the most basic level, whether or not students feel respected, valued, accepted, cared for, included, and that they matter, in the classroom, at college, or in their chosen career path (Strayhorn, 2012).

"**Mattering**" is a students' need to feel that their presence on campus was noticed and important to others (including peers, family members, faculty, and staff) (Schlossberg, 1989).
Justification for Inclusivity

Overall, students from marginalized identities report lower sense of belonging than their peers (Johnson et al., 2007; Strayhorn, 2008a).


Inclusive Pedagogical Practices

• Listening to your campus
• Course *teams*
• Materials
  • Websites, assignments, lessons, forms, etc.
  • Universal design principles
Language Use

- **Reporting on research**: use the terminology used in research when citing it.
- **When not citing research**: listen to your campus/national shifts: follow the lead of communities & institutions and *don’t be afraid to consult those who know more*.
- **Targeted audiences**: If we are trying to communicate with a specific group, we use language that they use.

Remember there often is **not** one “right” answer.
Language Use: Syllabus

- Introduces the gender-binary and sex-binary framework and how this doesn’t encompass everyone’s experience or identity.
- Introduces non-binary pronouns students will see in the lessons, including ze (pronounced zee), hir (pronounced here), and hirs (pronounced heres), as well as they/them/their in reference to a singular person.
- Points out that research cited in these lessons likely uses binary labels—for example, men and women or male and female. We use the same terms used by the researchers, but recognize that researchers may have misidentified some participants’ gender or biological sex, excluded those who didn’t identify with the terms used, or neglected to realize how using binary labels in their data collection and reporting can exclude people.
- Offers resources to learn more about gender- and sexual-identity, gender-neutral and inclusive language.
Inclusive Course Policies

• Office hours
• Grading rubrics
• Extensions and doctors’ notes
• Syllabus statements regarding mental health, language, disabilities, etc.
• Provide resources for students to acclimate to the level of computer literacy they’ll need to be successful in the course.
• Solicit feedback (midterm and end-of-term) then summarize
Inclusive Professional Development Practices

Continue learning:
- Complete implicit bias assessments
- Participate in equity, diversity, and inclusivity trainings
- Increase awareness of microaggressions
- “Follow” or “Like” or attend events hosted by individuals or organizations who might think differently from you
Lastly…

Admit mistakes and the likelihood of you continuing to make mistakes, but invite correction.
Students Notice Inclusive Practices!

“I like the first page addressing gender binary, and stating that gender neutral pronouns will be used in this course.”

"Very thorough and very inclusive. I have never had a class that was so inclusive until now, it was wonderful.”

“This course was very inclusive and the TAs were sure to use our preferred pronouns. The TAs were also very respectful and accepting.”

“Comprehensive education that applies to all bodies and sexualities.”

“It was very welcoming and it felt like a safe environment to be completely honest and self-reflect.”

“I also felt quite comfortable sharing some of my more personal experiences, as well. I think this was due to the fact that the nonjudgmental nature of the course, making it easier for me to be open about my own life.”
What inclusive strategies are you using or would like to implement?
Learn More!

For more information about *Inclusivity in the Online Classroom*:

[z.umn.edu/InclusivityinOnlineLearning](z.umn.edu/InclusivityinOnlineLearning)

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