



Creating an inclusive remote class environment

This meeting is being recorded.
We will begin at 10:32

Patricia Turner, Ph.D.
August 31, 2020

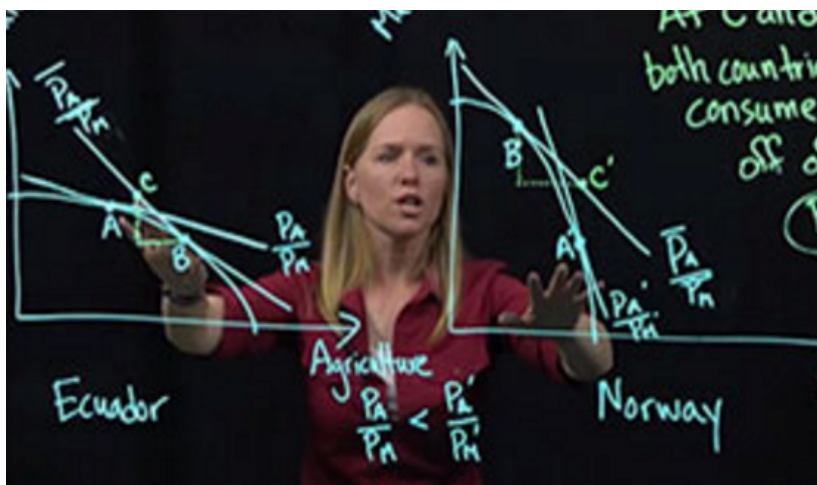
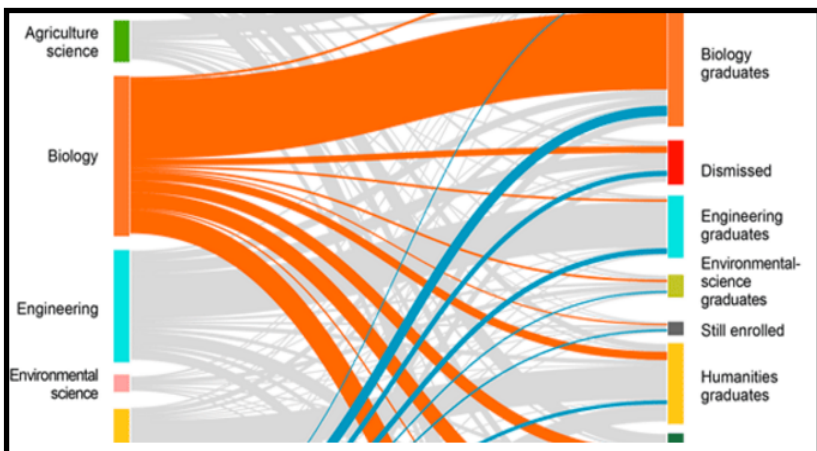


About CEE

Empowering educators

Improving educational systems

Educational innovation & discovery





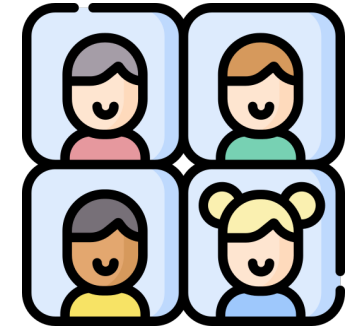
Our plan

- > Define diversity, equity and inclusion in education
- > Reflect on inclusive teaching practices
- > Locate available **resources** that support inclusive teaching
- > Create an action plan for building inclusive practices into your teaching



Norms

- You're invited to use your video
- Stay muted unless speaking
- Use chat for questions
- Open your handout – link in chat
- Be respectful, be curious



Handout: tinyurl.com/UCDinclusive



Dimensions of Diversity



Gardenswartz & Rowe (2003)

Handout: tinyurl.com/UCDinclusive



UCD students are diverse in many ways

Fall 2019



UNDERGRADUATE PROFILE

Total 30,982

Gender

Women	18,781	61%
Men	12,141	39%

Race/Ethnicity

US Citizens and Immigrants

African American / Black	1,138	4%
American Indian / Alaskan Native	146	0.5%
Asian / Pacific Islander	9,780	32%
Hispanic	6,998	23%

White	7,077	23%
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Race/Ethnicity Unknown	654	2%
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International	5,189	17%
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Age

Average Age	21
Percent of Undergraduates Age 25 or Older	5%



Brainstorm

What positive results can come from valuing diversity in the classroom?

Please take a moment to write a few ideas down on a sheet of paper.

Now that you've had some time to think of a few, please enter 2 or 3 of them into the Zoom chat to share with our group.



Diversity and Inclusion

“Diversity is the who and the what: who’s sitting around that table, who's being recruited, who's being promoted...[and] the ...characteristics and identities of gender and ethnicity, and sexual orientation and disability—inherent diversity characteristics that we're born with.

Inclusion, on the other hand, is the how. Inclusion is the behaviors that welcome and embrace diversity.”

— Jennifer Brown, *Inclusion: Diversity, the New Workplace & the Will to Change*

(Arruda, 2016. para. 5)



Educational Equity

Educational equity means that each student receives what they need to develop to their full academic and social potential.





Emergency Remote Teaching: Factors to Consider

Digital Divide

Limited high-speed internet, phone data plans
Computers not equipped with cameras

Accessibility

Need for video captions
Need for screen readers to read PDFs

Privacy

Showing sensitive living areas during Zoom sessions
Third-party apps' use of student data

(Trust, 2020)



Inclusive Practices Framework

**Know your
students**

**Structure
for Equity**

**Create safe
learning
spaces**



Getting to know your students: Survey

Google forms | [Sample questions](#)

Getting to Know You

This survey will help me to get to know you and the other people in our class. It will also help me think about ways to make this class more relevant and interesting to you.

1. First and Last Name:

Your answer

2. What name would you like to be called in this class?

Your answer

3. What pronouns would you like people to use for you? (e.g., she/her; he/him; they/them)

Your answer

4. What is your major?

Your answer



Review Student Data: knowyourstudents.ucdavis.edu

UCDAVIS Know Your Students

[Home](#) [Course Menu](#) [Surveys](#) [Settings](#) [Admin](#) ▾

This site is in beta. We are constantly working to improve things, but there may be mistakes. Thank you for being understanding, and please let us know when you have found a mistake so that we can fix it.

[Feedback](#)

If you have questions you can always [schedule a consultation with the educational specialists at CEE](#).

[Click here to join live conversations about teaching.](#)

Course data was last updated: 2020-07-18

Your courses

Your student's technology readiness survey results can be found by clicking on a course from the list below.

Course 1

Course 2

Course 3

[View All](#)

[Admin Course Add](#)

Summer 2020 Technology Access Survey: Campus-wide Results

[Show More](#)



Student feedback: MidQuarter Inquiry

Center for Educational Effectiveness

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Learning and Teaching Consultations

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Learning and Teaching Consultations

General learning and teaching consultations provide an opportunity for you to discuss questions, issues, or topics related to learning and teaching with an experienced CEE Specialist. CEE Specialists partner with instructors, departments, and programs to help you achieve your teaching and learning goals. For example, we can help you design a new course (or consider redesign options), create a syllabus and student learning outcomes, develop assessments and rubrics, explore effective hybrid and online teaching practices, integrate inclusive teaching practices, or develop projects related to educational research and learning analytics. You can make a request for a consultation on this page. Once you have made your request, a CEE Specialist will follow up with you via email to schedule an in-person, phone, or web meeting (e.g., Skype, Zoom). All consultations are free and confidential.

Consultations for graduate students and Postdoctoral Scholars are conducted by the TAC Fellows and cover teaching and learning issues commonly encountered by Teaching Assistants (TAs) and Associate Instructors (AIs). All consultations are free and confidential. ([Learning and Teaching Consultation PDF](#))

[Request a Consultation](#)

Do-It-Yourself MQI

We provide below some sample categories and sample statements that you may want to use for your DIY MQI:

A. In-class teaching and learning:

1. The class is well organized overall (e.g., syllabus, class activities, Canvas site)
2. The lecture/class time is well organized
3. The class incorporates active learning (as pair/group work and activities) in ways that help me learn better
4. The instructor uses real-world examples, explanations, and demonstrations to support my understanding
5. The instructor uses visuals (e.g., videos, images, and diagrams) in ways that help me better understand the material
6. Student participation is encouraged and supported in this class
7. The lecture is delivered at a pace that supports comprehension (e.g., not too fast and not too slow)
8. The instructor presents clear expectations for homework and assignments
9. The amount of work in this class is appropriate
10. The teaching assistants help me learn in this class/lab

B. In-class and out-of-class support for learning:

1. The class incorporates handouts, activity guides, notes, or other materials that support my learning
2. The class incorporates homework that supports my learning
3. The class incorporates practice problems, practice midterms, and/or other practice assignments that support my learning
4. The instructor provides helpful feedback on assignments
5. The class content is clear and understandable (i.e., not too hard and not too easy)

C. Technology that supports learning:

1. The instructor uses available classroom technology (e.g., document camera, projector, board, lecture capture, etc) in ways that support my learning
2. The instructor uses new media (e.g., podcasts, YouTube videos, Ted Talks) in ways that help me learn
3. The instructor uses Canvas effectively to support my learning
4. The instructor uses clickers or other classroom response technology that support my learning



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- Survey students
- Review student data
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Syllabus section on Remote Course Components

Remote Course Components

- **Course geography.** Explain the online geography of the course. Will the course have both live (synchronous) and asynchronous activities? Which course activities will take place on Canvas? Which portions of Canvas will the students interact with (using Modules, turning in Assignments, getting Announcements from Canvas)? Which course activities will take place on Zoom?
- **Course Map.** The Course Map is the general sequence of activities students should follow each week. For example, if you want students to watch a short recorded lecture and take a brief post-lecture quiz on Tuesdays prior to a live class meeting on Wednesdays, and then post to the discussion board only after Wednesday the live class meeting, you will need to say this explicitly in your syllabus. (Note: The less this sequence varies from week to week, the more time students can spend on learning course content, rather than trying to learn a new process to follow each week. See the “Course Map” sample near the end of this document.)
- **Technology needs.** Explain any software or other technology-related items that students will need to have for your class. Include information about where students can get it, the cost, and possible alternatives that may be less expensive, free or more accessible. Consider including links to information that can help students with understanding what the software is/does, and understanding the process of obtaining/downloading it, as applicable.
- **Communicating with the professor.** Explain your communication process. Tell students how often they can expect to hear from you with information about the course (e.g., daily, weekly, etc.) and through what channels (for example, e-mail, Canvas Announcements, Canvas Inbox, Canvas Discussions, etc. Let students know how quickly you will respond to emails or other communications from them. If your students know that you will respond within 24-36 hours, it is less likely you will receive repeat emails. Make this timeline realistic for your workload.
- **Communication in this class.** Explain student norms for participation in live Zoom sessions and for all course communications. These could include using respectful language and preferred names and pronouns. These could also include Zoom-specific practices such as staying muted during Zoom meetings, raising your hand to speak, and using the chat to ask questions and other Zoom-specific practices for interactive portions of your class.
- **Instructions for unanticipated connection problems.** Give students a communication plan for unanticipated events, such as internet outages or what to do if students can’t connect to Zoom. For example, tell students that if their internet goes out during a Zoom session, they should look in Canvas Announcements for information about how to proceed. Or if their internet continues to drop during a Zoom session, do you want them to inform you? Should they keep trying to connect for the whole hour-long class, or just try for 10 minutes and then email you? Give your students guidelines for likely scenarios.

**Page/section in the
syllabus that explicitly
explains the remote
components of your
course**



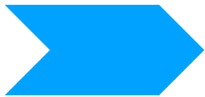

Syllabus section on Remote Course Components

Paragraph in syllabus about...	What it talks about
Course geography	Is your course live/asynchronous/both? Which course activities will be on Canvas? On Zoom?
Predictable Course Map	General explanation of how to navigate the course on a day to day or week to week basis (task schedule/sequence)
Technology needs	Internet/software/hardware students will need
Communicating with the professor	How you want them to communicate with you; turnaround time on e-mails, etc.
Communicating in the class	Will they need to talk on Zoom? Alternatives to using their cameras?
Instructions for unanticipated connection problems	If they can't get into the room, should they try for 10 minutes and e-mail you? Other provisions?



Low-stakes assessments

Assessment structure

Infrequent, high-stakes		Frequent, lower stakes
3 papers (75%) 1 final exam (25%)		Weekly reading reflections (40%) Bi-weekly quizzes (20%) 1 short paper (20%) Final paper (20%)
2 exams (60%) 1 final paper (40%)		Weekly homework (20%) 2 short exams (40%) 2 short response papers (20%) Final presentation (20%)

Adapted from Warnock (2013)

**Flexible policies on assignment submission/
channels for submitting assignments are also helpful.**



Culturally-responsive Instruction

Content/examples/assignments

“A pedagogy that recognizes the importance of including students' cultural references in...learning.”

(The Education Alliance – Brown University, n.d.)

Can include:

- adding culturally-relevant materials ensure that students “see themselves” in your course
- reviewing examples to how they reflect students’ diversity (without stereotypes)
- giving assignments that allow students to share their identities and interests



Culturally-responsive Instruction

- A psychology instructor reviews photos in her PowerPoint slides to make sure racial representation is equitable and meaningful. She ensures her lecture examples utilize different cultural contexts.
- An engineering professor embeds examples of successful engineering projects done in different parts of the world while lecturing about a particular engineering concept.
- A political science instructor emphasizes the value of experiential knowledge in interpretation and understanding legal cases. When a student adds cultural context to a discussion of a particular case, the instructor affirms the student's contribution.
- A public health instructor designs an assignment that encourages students to create a project to address the public health needs of a community of the student's choice.
- A biology instructor frames a genetics lecture not around Gregor Mendel, but around researchers of color or women (e.g., Priya Moorjani, Kono Yasui, Rick Kittles and Barbara McClintock).



Breakout Room Discussion Handout 1

Handout 1: Examples of Culturally-responsive Instruction

In your breakout rooms, first, **introduce yourselves.**

Then, please **discuss the examples** of
culturally-responsive instruction.

*Which example(s) look like they might fit your class?
Do you have an example you would add to the list?*



Inclusive Practices Framework

- Survey students
- Review student data
- Give an MQI

**Know your
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**Structure
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- Explain remote course components
- Give low-stakes assessments
- Add culturally-responsive elements



Invest time in community-building

Low-stakes, community conversation

*What types of movies do you most enjoy watching?
Tell your group about it.*

Other questions:

- >What fun activity have you done recently?
- >What song really energizes you?
- >What topic could you talk about for hours?
- >What is your favorite place to be?

Adapted from Daniels (n.d.)

Handout: tinyurl.com/UCDinclusive



Write a DEI statement into your syllabus

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.



Breakout Room Discussion Handout 2

Handout 2: Diversity, Equity and Inclusion Statements

*In your Breakout Rooms, please read
some sample DEI statements, then discuss:*

*What messages does a DEI statement give to students?
How might having such a statement impact your class
climate?*

(You have about 10 minutes)



Establish Course Values

**We listen to
each other**

**We assume
positive intention**

**We don't speak
over each other**

**We critique ideas,
not people**

**We take responsibility
for the quality
of our discussions**

**We treat others
with respect**



Establish Course Values

- Present some of your own values for the class on a slide
- Ask students for suggestions on first day of class in chat – download the chat
- Compile and/or distill and present back to students as the group's values



Inclusive Practices

- Survey students
- Review student data
- Give an MQI

**Know your
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**Structure
for Equity**

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learning
spaces**

- Explain remote course components
- Give low-stakes assessments
- Add culturally-responsive elements

- Build community
- Include a Diversity, Equity and Inclusion statement
- Establish course values



On your own - Handout 3: Inclusive Teaching Practices Inventory

Center for Educational Effectiveness
Creating an Inclusive Remote Class Environment

3

Handout 3: Inclusive teaching practices inventory

Instructions: Skim the list of inclusive teaching strategies. Mark the strategies that you are already using and choose 2-3 that you would like to try in your redesigned course, as follows:

✓= I use this in my teaching or ☆ = I would like to try this in my teaching

Instructor-Student Interactions

- ☐ Learn and use students' names -- what they choose to be called and how they pronounce it.
- ☐ Clarify how you want students to address you, especially if you teach students from a range of educational and cultural backgrounds.
- ☐ Distribute a student background questionnaire early in the term to learn about students' Experience with the course topics, educational background, professional ambitions, general interests, etc.
- ☐ Encourage students to visit office hours, and use that time to ask about their experiences with course topics as well as their interests outside the class.
- ☐ Communicate high expectations and your belief that all students can succeed.
- ☐ Allow for productive risk and failure. Make it known that struggle and challenge are important parts of the learning process, not signs of student deficiency.
- ☐ Seek multiple answers or perspectives to questions.
- ☐ Avoid making generalizations about student experiences.
- ☐ Avoid making jokes at students' expense.
- ☐ Refrain from asking individual students to speak for a social identity group.
- ☐ Communicate concern for students' well-being and share information about campus.



On your own - Handout 4: Action plan for inclusive remote teaching

Action plan for inclusive remote teaching

Dimension	Definition	Example	Your plan
Know your students	Learning about your students provides insights that can inform your teaching choices. This includes knowledge about courses they have already taken, their interests, their career goals, and their experiences with remote learning. When you learn about your students, you learn about their various lived experiences. This can help you to design an equitable class.	(1) Taking a survey of students at the beginning of class to get to know their interests, goals, preferred name, preferred pronouns, time zone they're studying in, background in the subject area you're teaching, etc. (2) Get data at knowyourstudents.ucdavis.edu	
Structure for equity	Building equitable practices into your course improves student learning. This means that course artifacts, such as the syllabus, remote course map, and course schedule, as well as course content, policies, and your stated teaching philosophy, are designed with the idea of making the course more equitable for a diverse student population.	Writing up a clear remote course map that tells students exactly how to navigate your course remotely on a daily basis.	
Create safe learning spaces	Ensuring that your students feel valued and respected enhances learning. An important way to do this is to create an environment in your class where respect is the norm.	Working with students to establish course values or agreements.	



Cultivate a diversity mindset: Additional Resources

Online Course:

[ACCELERATE Asynchronously: An asynchronous online course on remote and online teaching](#)

Readings:

Beyond the Margins: Meeting the Needs of Underserved Students
American Council on Higher Education

<https://www.higheredtoday.org/policy-research/student-support-success/meeting-needs-underserved-students/>

Diversity, Equity and Inclusion Teaching Resources

University of Southern California

<https://libguides.usc.edu/diversityandinclusion/teachingresources>



Cultivate a diversity mindset: Additional Resources

Readings:

Faculty Focus (2016). Diversity and Inclusion in the College Classroom. Magna Publications.

<https://provost.tufts.edu/celt/files/Diversity-and-Inclusion-Report.pdf>

Five Principles for Creating Equity by Design - Center for Urban Education, University of Southern California, Rossier School of Education

https://www.aacu.org/sites/default/files/CUE_equity_design_principles.pdf



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Thank you

For more information on
topics in this webinar or
to talk about teaching:

cee@ucdavis.edu

Handout here: tinyurl.com/UCDinclusive

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