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Community Equity Policy Practice

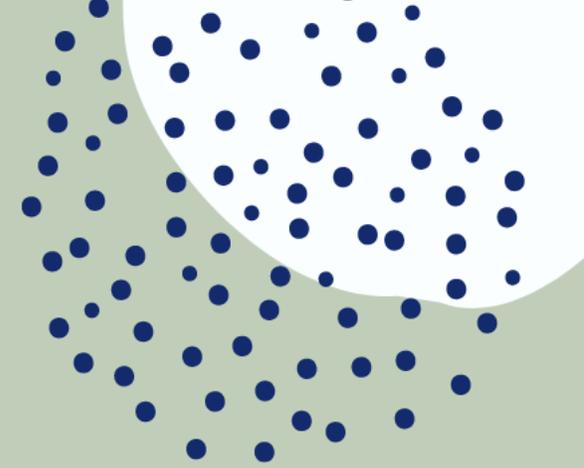wcet.wiche.edu

Welcome to today's #WCETWebcast

June 29, 2022

The webcast will begin shortly.

There is no audio being broadcast at this time.

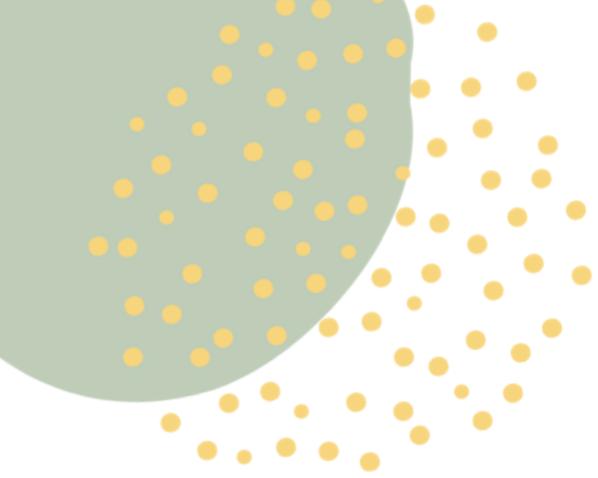An archive of this webcast will be available on the WCET website next week.

Designing Inclusive Classrooms: Where to Start?

June 29, 2022

Hosted in partnership with:

Welcome!

Use the question box for questions and information exchange.

Slides and shared resources will be emailed to attendees next week.

Slides can be downloaded via the link in chat.

Follow the Twitter feed: #WCETWebcast.

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#WCETWebcast

Questions from the Audience

If you have a question during the presentation, please add it to the question box.

We will monitor the question box and have time for Q&A at the end of the webcast.

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Moderator

Norma Hollebeke

Manager of Network Programs and Services, Every Learner Everywhere

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Speakers

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We are already trying to solve for myriad needs – where do you start with designing inclusive classrooms?

Career-connected programs

Credentials with quicker ROI for students

Curriculum that better prepares students for employment

More and better digital experiences

Our Design Philosophy

Learning experiences work when they are:

Real-World: Students are preparing to be practitioners, not theorists. We work with faculty to create authentic opportunities to practice real-world skills and bring in employers to inform our design every chance we get.

Inspired: We look to inspire our students with story-telling and connecting course concepts to the big picture impact of their discipline.

Connected: Community enriches every learning experience. We connect students with each other to create communities of inquiry that reach beyond the learning management system.

Begin With Faculty
Four C's Framework

Courses that have a strong, inclusive class community have faculty who demonstrate:

Curiosity	Candor	Courtesy	Courage

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Sedlovskaya, A. (2020, September 23). Building inclusive virtual classrooms. Harvard Business Publishing Education. https://hbsp.harvard.edu/inspiring-minds/building-inclusive-virtual-classrooms
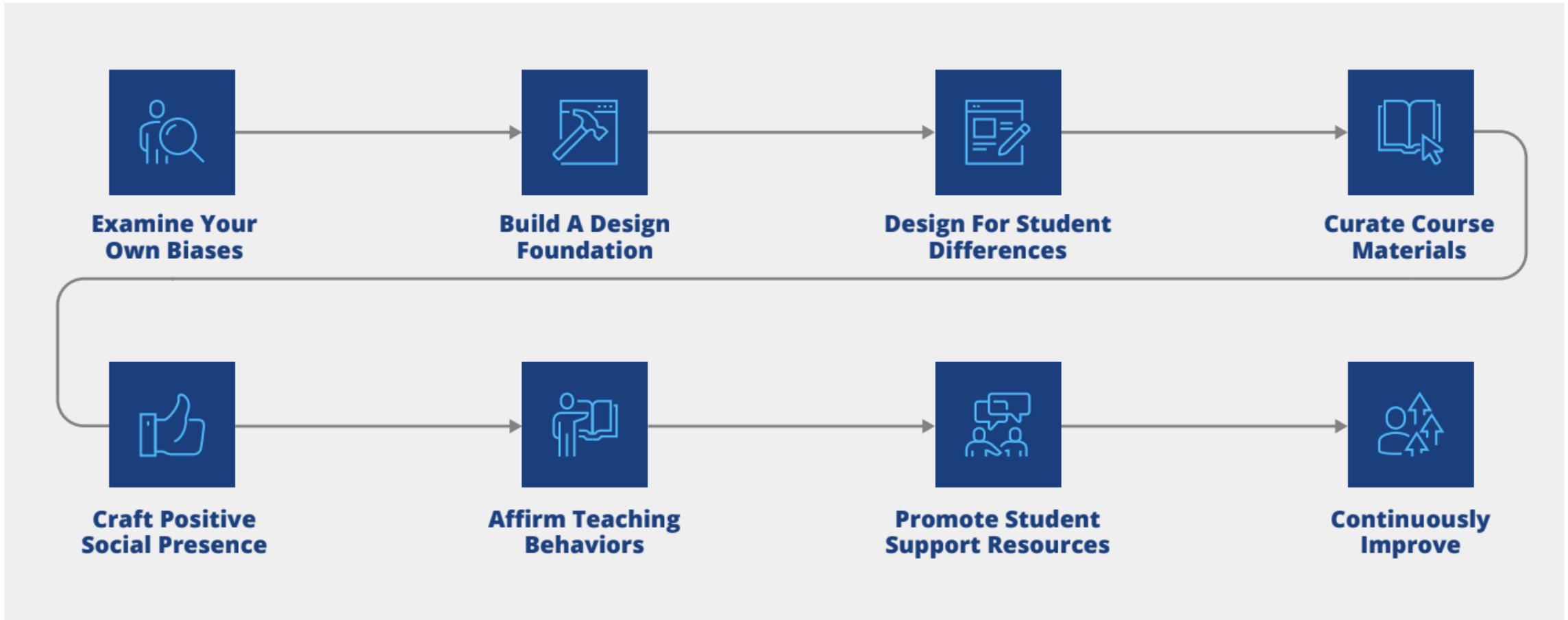
Starting the conversation...

What DE&I initiatives are being pursued at the university, program or department level?

Does your university have an inclusive language statement? An anti-racism statement?

Does your university or program offer bias training?

8 Recommendations / Areas of Focus

Examine Your Own Biases

- **Identify and reflect on your implicit biases and how they may impact the student experience.**

- **Commit to sustained education and professional development to counter implicit biases.**

- **Expand your network.**

Share your thoughts in the chat

Build a Design Foundation

Encourage learner autonomy by including opportunities to self-select topics, draw on personal interests, or share with peers.

Allow students to play an active role in online discussions.

Share examples of what successfully meeting learning objectives looks like.

Plan frequent, low-stakes assessment that begins early in the course.

Employ active learning techniques and apply universal design principles to learning activities.

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Design for Student Differences

Review your participation requirements

Verify that course materials are accessible

Offer students flexibility

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Curate Course Materials

Be transparent about material selection.

Evaluate your course materials to ensure that they reflect a diverse society and world.

Explicitly name and discuss the agenda(s) and historical biases of your field.

Supplement your course materials with background information and multiple types of examples to facilitate learning.

Reach out to on-campus resources or professional groups to provide role models and guest speakers.

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Craft Positive Social Presence

- **Include a syllabus statement that recognizes diversity and respects and affirms student identities.**

- **Proactively plan group formation.**

- **Foster belonging for all students by establishing and supporting a class climate based on the four Cs framework.**

- **Create courses with a strong, inclusive class community**
  - Reflect on how you share or do not share power in your classroom.
  - Provide opportunities for students to share their learning with each other building solidarity.
  - Be prepared to monitor student interaction.

Affirm Teaching Behaviors

- **Be aware of how well-versed students may be with the "hidden curriculum."**

- **Prioritize student well-being and model self-care behaviors.**

- **Archive recordings or resources.**

- **Consistently model and use inclusive language.**

- **Prepare for challenging moments.**

- **Share responsibility with students for taking on other perspectives.**

- **Engage students in a small-group introduction activity early.**
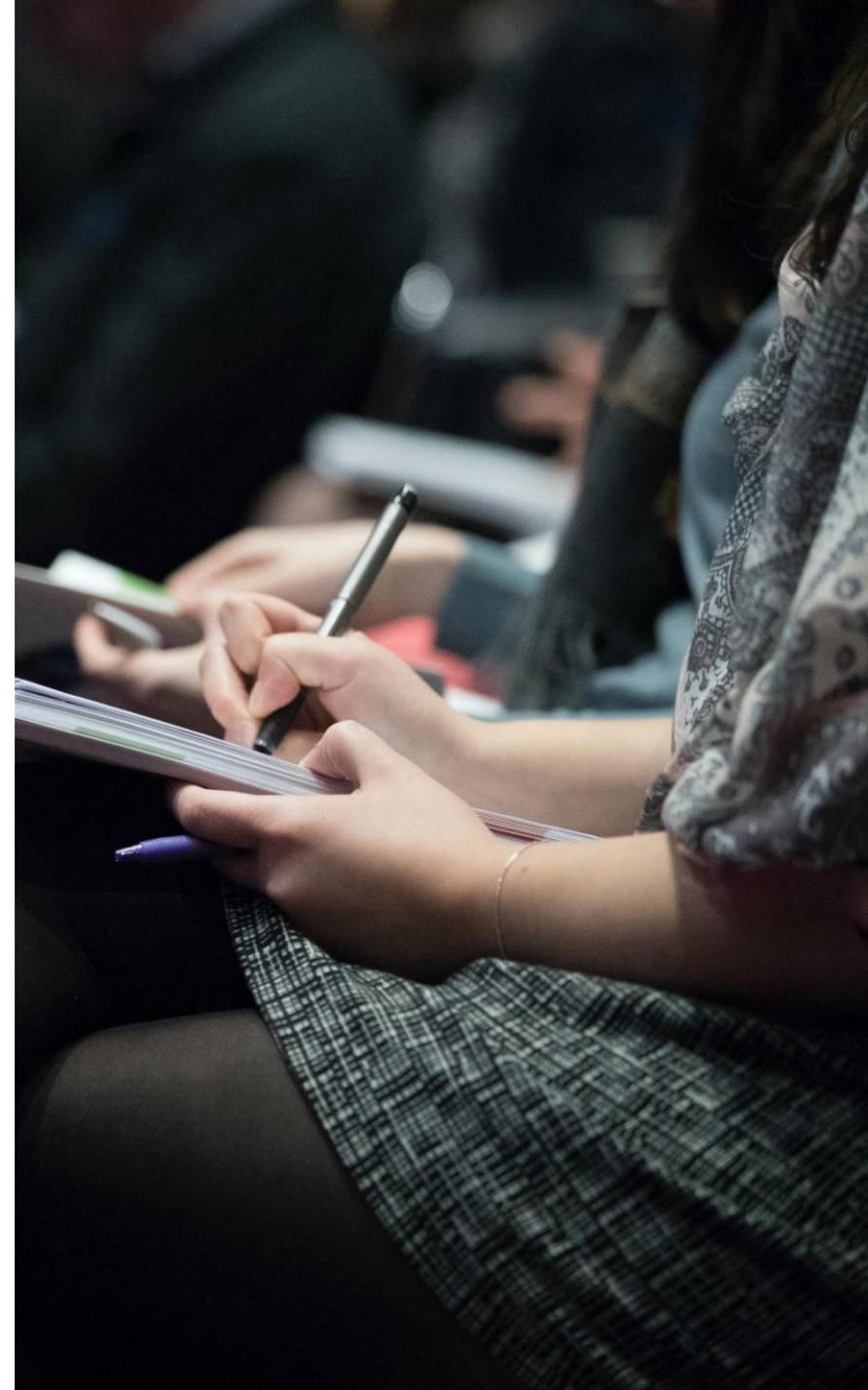
How do you manage conflicts that arise in your classrooms today?
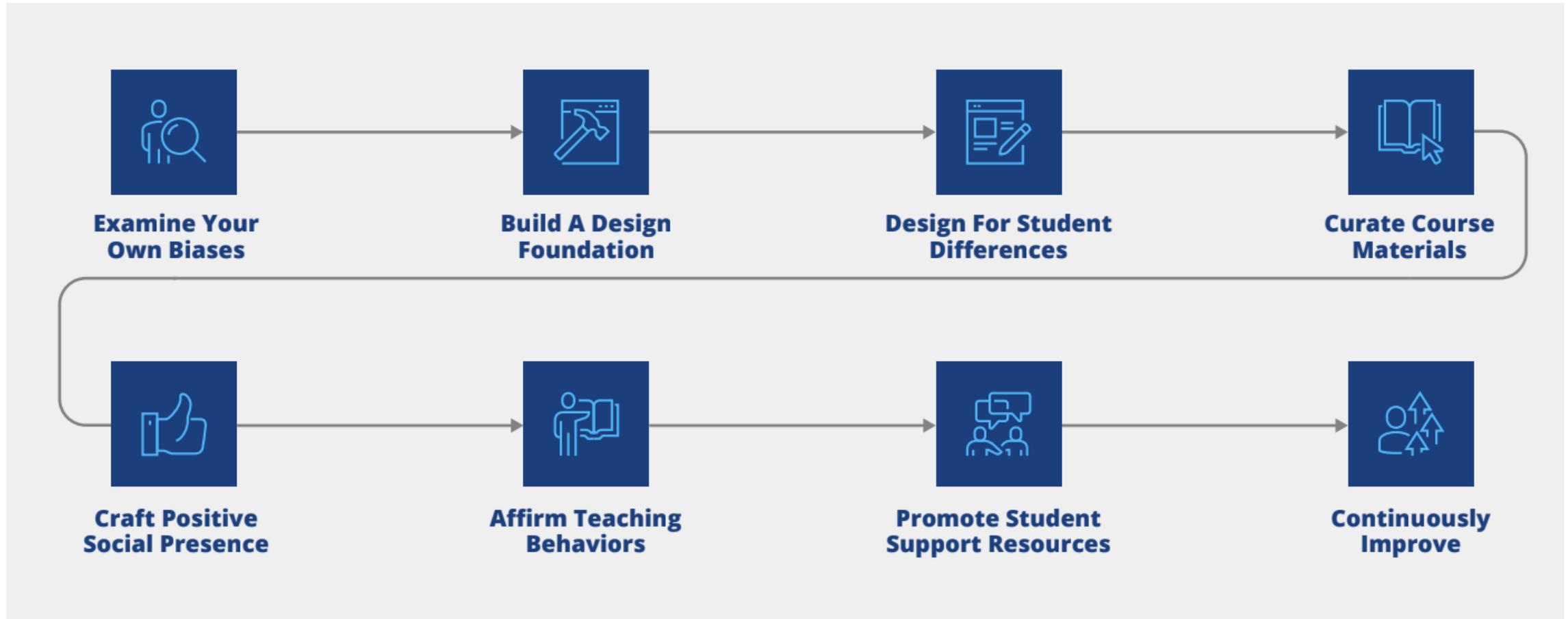
Promote Student Support Resources

- Ask students to reach out to you if they have issues accessing the technology.

- Adapt relevant faculty resources for student use.

- Communicate with students about how the online learning format may influence their study strategies.

- Share resources for student support, and explicitly encourage their use.

- Guide students seeking help to the appropriate service or resources.

Continuously Improve

|	
Practice	**Practice active reflection regarding your course materials, delivery, and interaction.**
Develop	**Develop a continuous improvement plan with concrete steps.**
Learn	**Learn how to recognize and address microaggressions and concerning language.**
Engage	**Engage in development opportunities to improve your understanding of students.**

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Recap: Recommendations

Examine Your Own Biases → Build A Design Foundation → Design For Student Differences → Curate Course Materials → Craft Positive Social Presence → Affirm Teaching Behaviors → Promote Student Support Resources → Continuously Improve

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Conclusion

Integrating inclusivity and anti-racism in teaching and learning is a complex and holistic endeavor. It's truly a journey, not a destination.

The most important step is to commit to this essential work — the work of inclusivity and anti-racism — and embrace a mindset of continuous learning.

Questions from the Audience
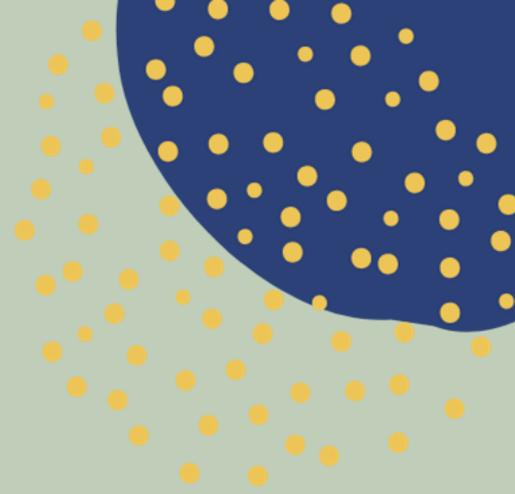
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Visit wcet.wiche.edu to explore our Policy and Practice work, Events, Membership, and Sponsorship.

Learn more about the benefits of joining our community: wcet.wiche.edu/join-us

WCET is the leader in the practice, policy, & advocacy of digital learning in higher education.

1	2	3	4
Community	Equity	Policy	Practice

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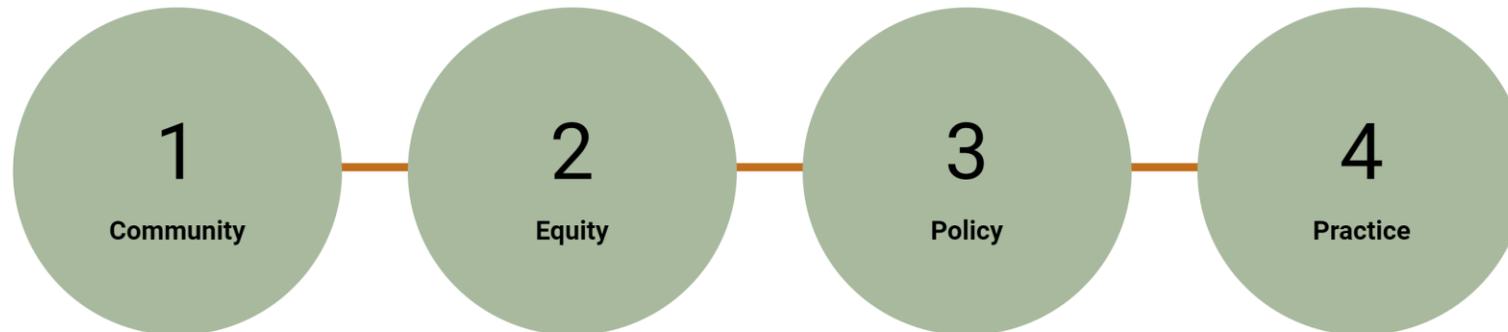
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Additional Information and Resources

The webcast recording and additional resources will be available in the next week: wcet.wiche.edu/events/webcasts.

To access free research, infographics, podcasts and more from Wiley, visit universityservices.wiley.com.
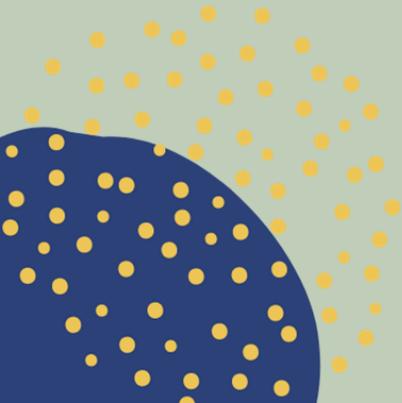
Join us at the WCET Annual Meeting!

Learn more and register:

bit.ly/346rTS2

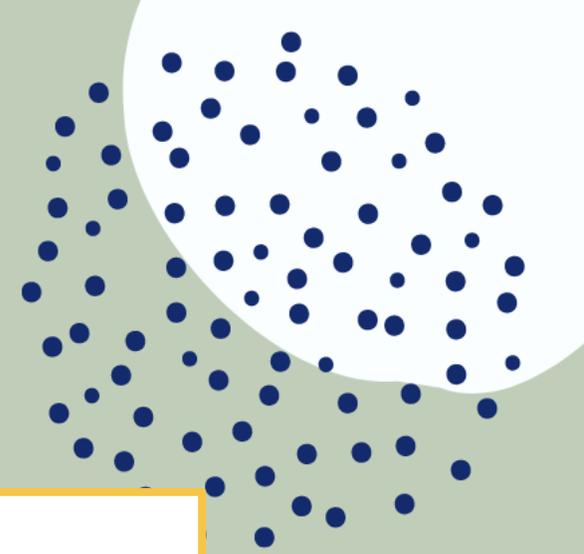WCET 34th Annual Meeting
October 19 - 21, 2022
Denver, Colorado

#WCET2022

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