



Community

Equity

Policy

Practice

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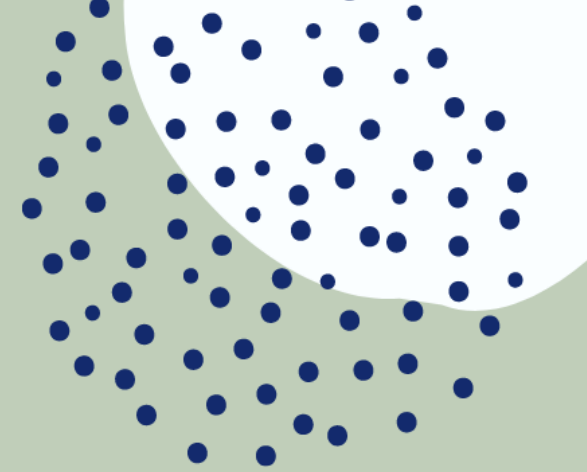
# Welcome to today's #WCETWebcast

**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.





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Webcast

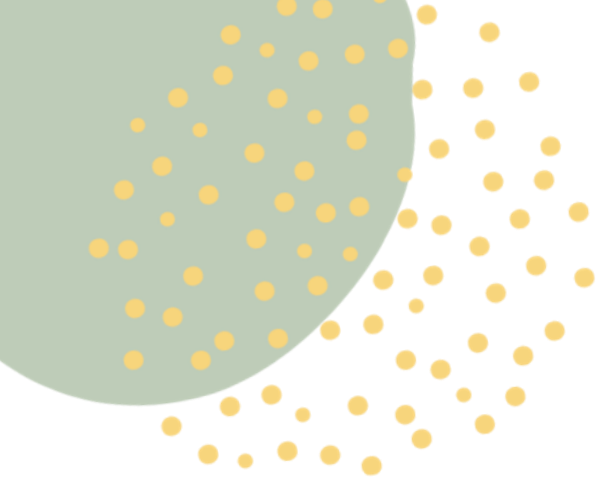
# Designing Inclusive Classrooms: Where to Start?

June 29, 2022

Hosted in partnership with:

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**WILEY** University Services



*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.*

# Welcome!



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# 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.*

# Moderator

**Norma Hollebeke**

Manager of Network Programs and  
Services, Every Learner Everywhere

WCET



# Speakers



**Cindy Gallatin**

Chief of Digital  
Learning Initiatives

University of New Haven



**Jason Rhode**

Executive Director and  
Chief Online Learning Officer

Northern Illinois University



**Jeanne Kim**

Senior  
Learning Designer

Wiley University Services



**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**



# Starting the conversation...

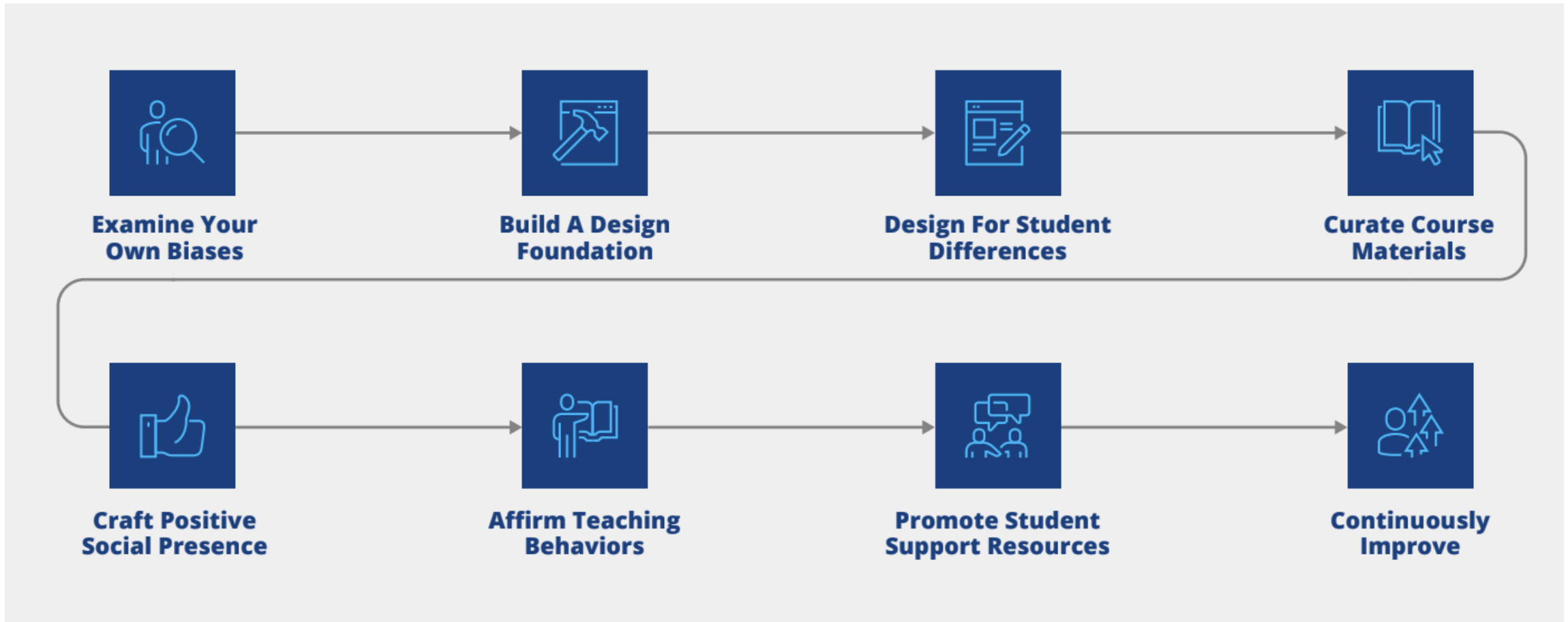
**What DE&I initiatives are being pursued at the university, program or department level?**

**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.**



# Design for Student Differences



**Review your participation requirements**



**Verify that course materials are accessible**



**Offer students flexibility**

# 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.**

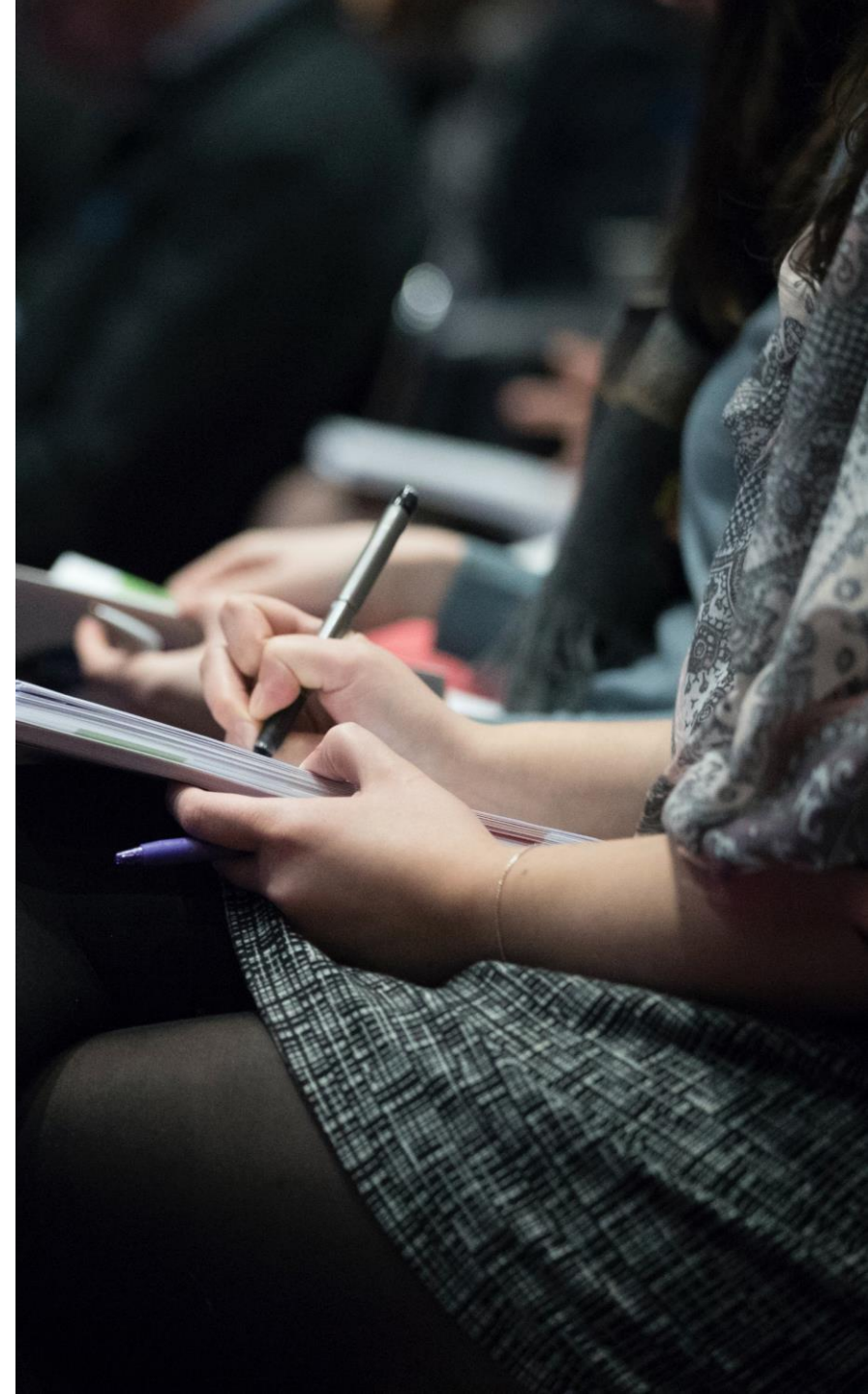
## Craft Positive Social Presence

- **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

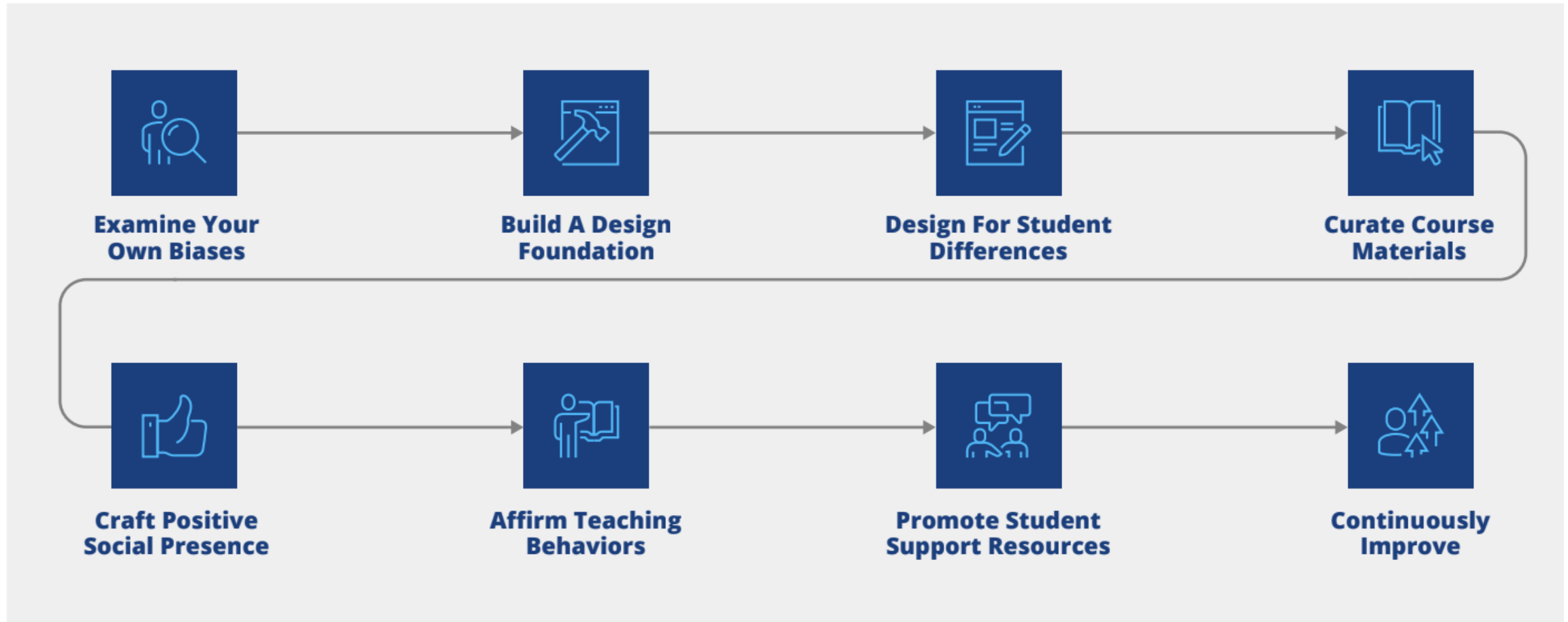
- **Ask students to reach out to you if they have issues accessing the technology.**
- **Adapt relevant faculty resources for student use.**
- **Communicate with students about how the online learning format may influence their study strategies.**
- **Share resources for student support, and explicitly encourage their use.**
- **Guide students seeking help to the appropriate service or resources.**



# Continuously Improve

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

# Recap: Recommendations

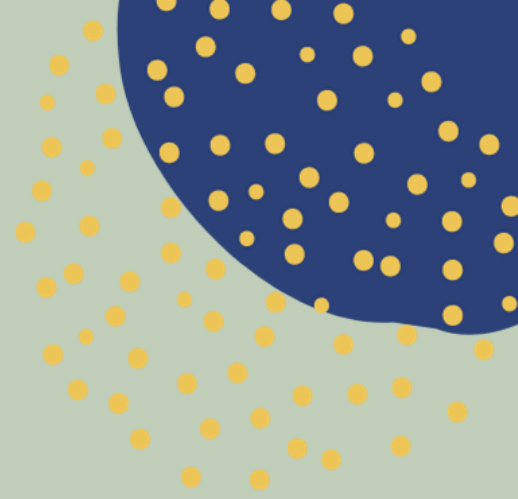




# Conclusion



# Questions from the Audience



# Contact Information



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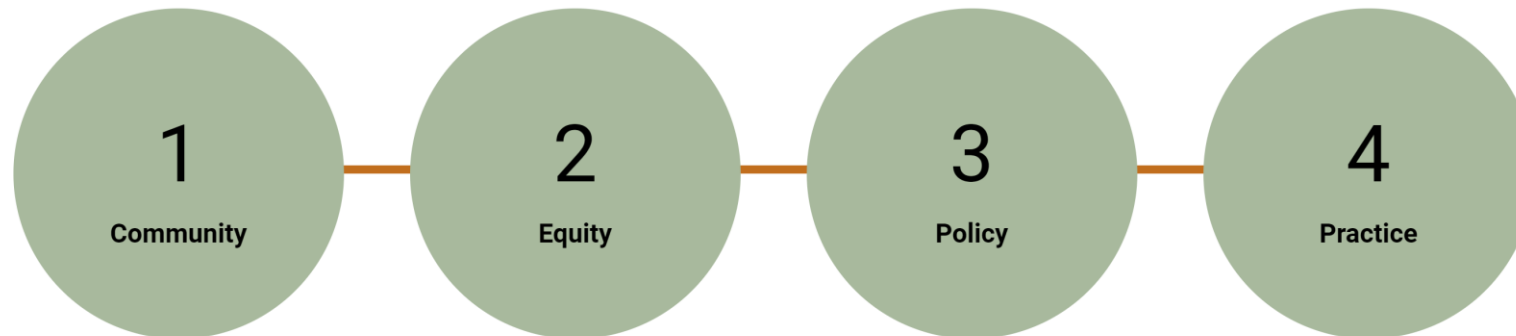
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WCET is the leader in the practice, policy, & advocacy of digital learning in higher education.



# Additional Information and Resources

The webcast recording and additional resources will be available in the next week:

[wcet.wiche.edu/events/webcasts](http://wcet.wiche.edu/events/webcasts).

To access free research, infographics, podcasts and more from Wiley, visit [universitieservices.wiley.com](http://universitieservices.wiley.com).



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Webcast

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Annual Meeting!

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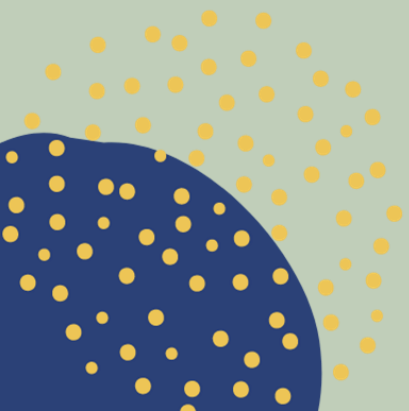
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Blackboard

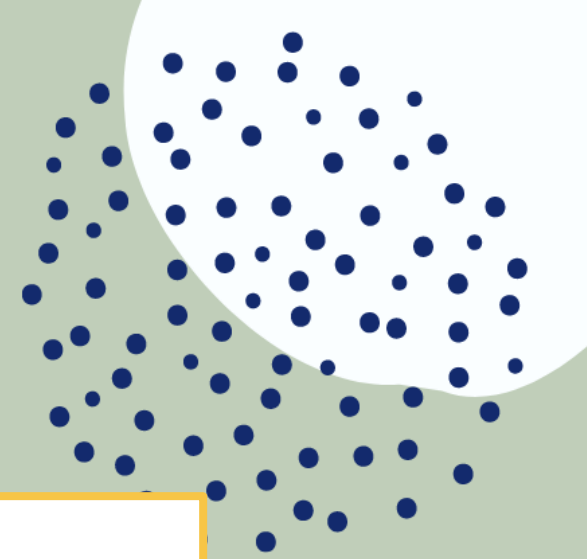


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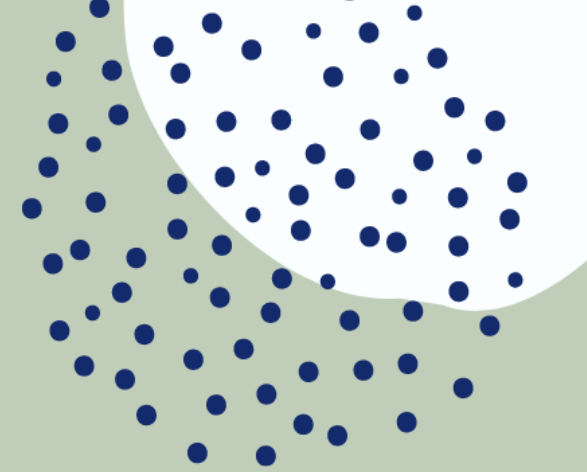


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