New Perspectives
on Inclusive Teaching
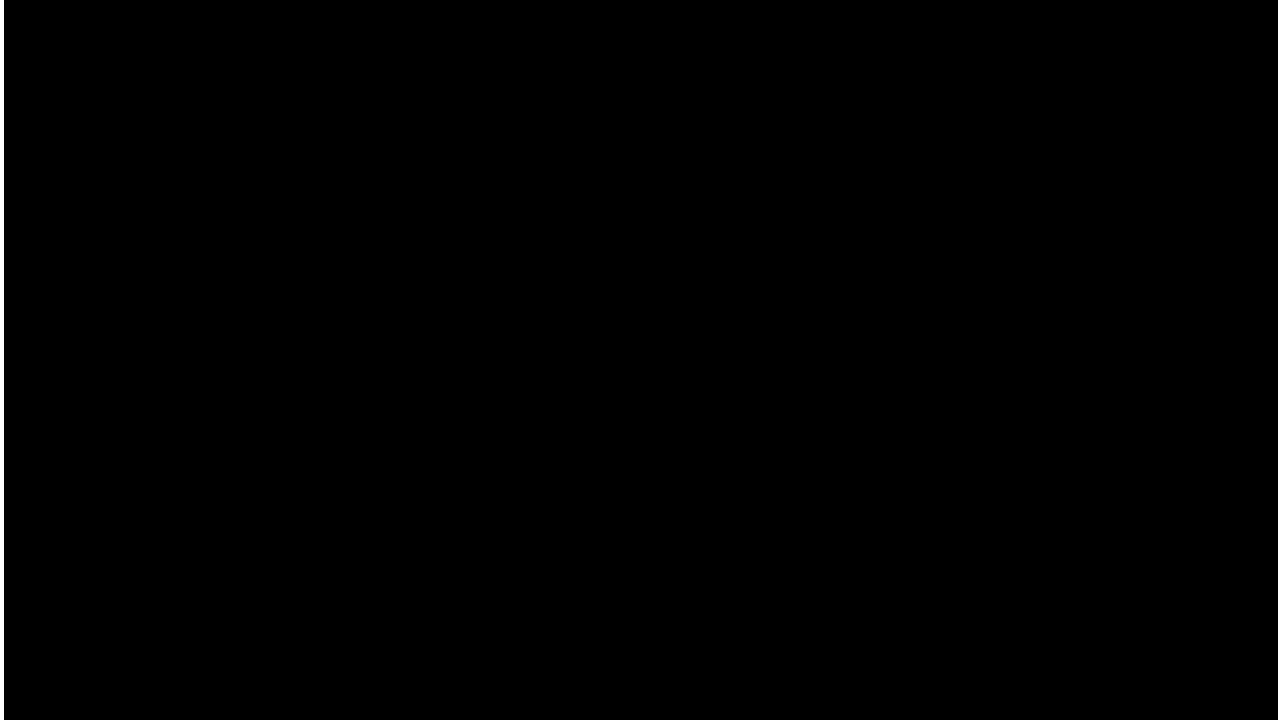
Inclusiveness

NOUN mass noun

1   The quality of covering or dealing with a range of subjects or areas.

1.1 The practice or policy of including people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of minority groups.

Oxford Dictionaries, Oxford University Press

University System of New Hampshire

Inclusion Starts with I

Video here: https://youtu.be/2g88Ju6nkcg

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Inclusive Teaching Project at UNH

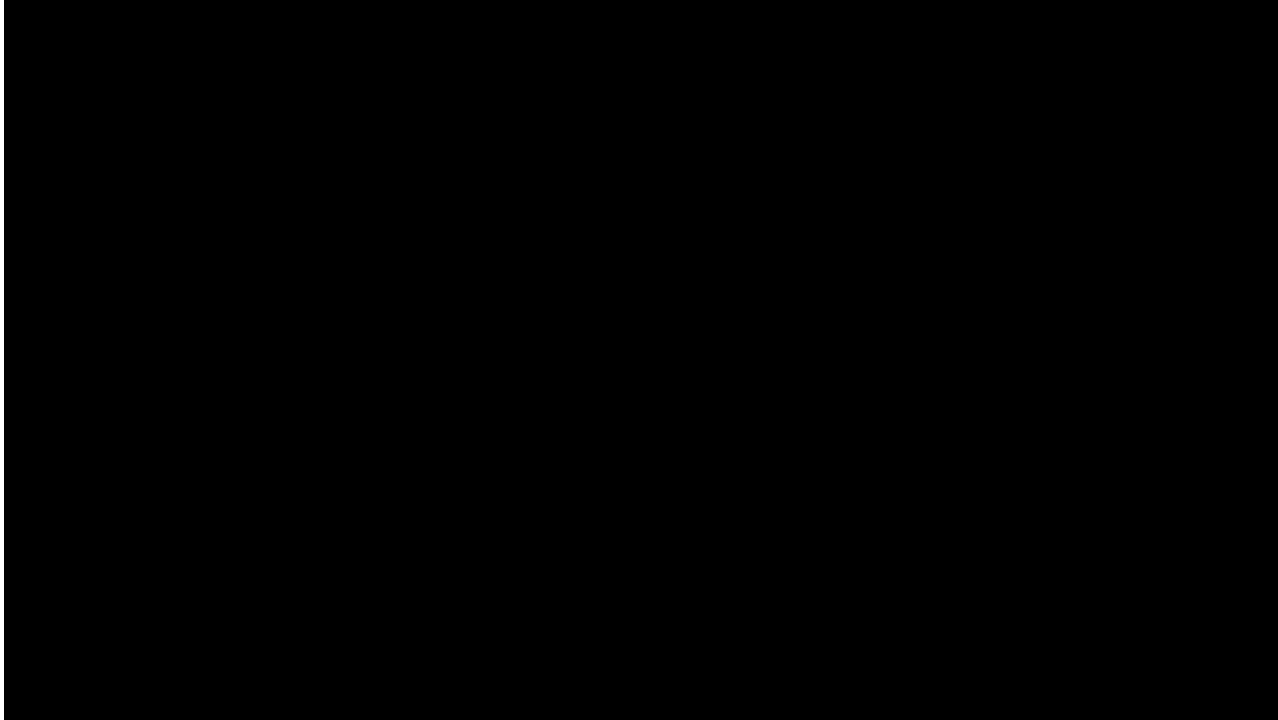How can an Instructional Design team impact student retention?

Inclusive Teaching Project at UNH

Defining Inclusive Teaching

Poll: What does Inclusive Teaching mean to you?
Type in the chat.
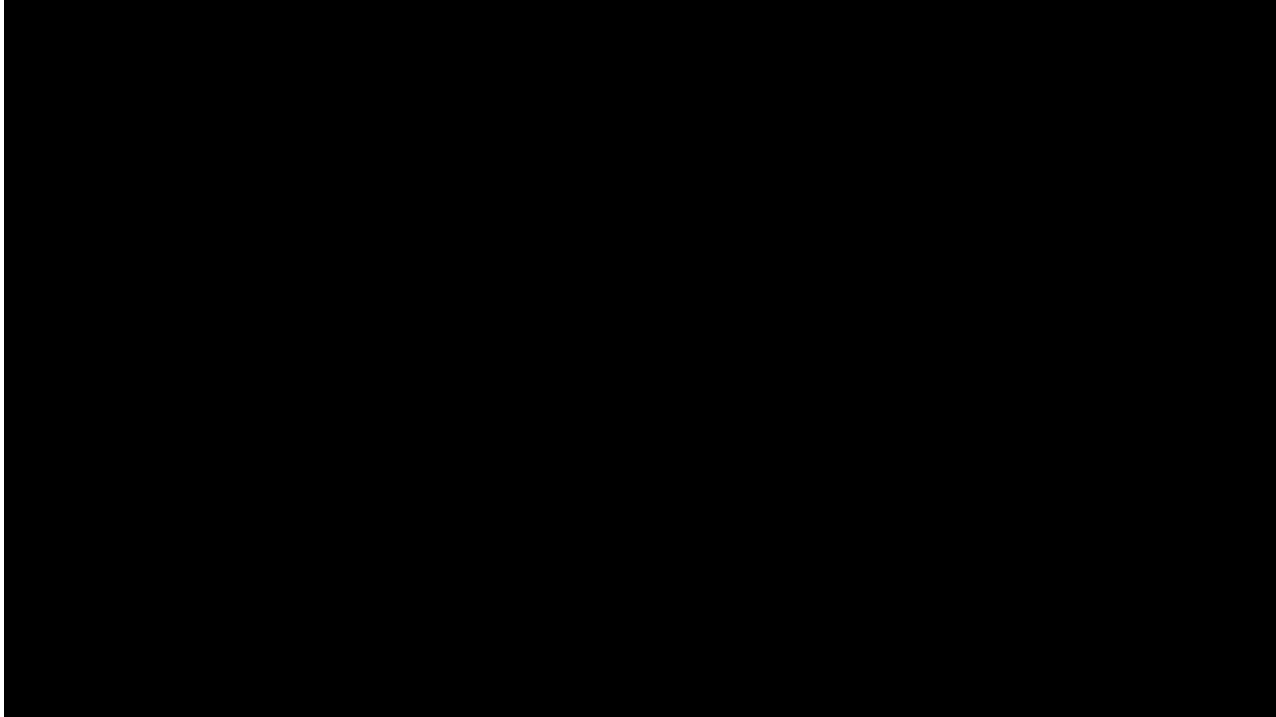
What does Inclusive Teaching Mean to You?

Video here: https://youtu.be/-akUss3uj0M

What does Inclusive Teaching Mean to You?

Inclusiveness means something different to each individual, depending on their personal experience. It is informed by who they are.

Inclusive Teaching considers the needs and backgrounds of *all students* to create an environment in which they feel valued and have equitable access to learning.

Hidden Disability – Chloe's Story

Video here: https://youtu.be/jfFpQLaAiNE

implicit bias. [im-**plis**-it **bahy**-*uh*s]

noun Psychology.
bias that results from the tendency to process information based on unconscious associations and feelings, even when these are contrary to one's conscious or declared beliefs

implicit bias

We all have implicit biases – they come from our personal lifetime of experience.

Implicit.Harvard.edu

tinyurl.com/unh-inclusive

Inclusive Teaching Course

Course Content
Teaching Practices
Interactions

Visit the course here:
https://mycourses.unh.edu/courses/54722

Introduction to Inclusive Teaching

- An Introduction to Inclusiveness and Inclusive Teaching
- Explore Teaching Strategies and Examine Teaching Practices
- Implementing Inclusive Teaching
- Resources

Explore Teaching Strategies and Examine Teaching Practices

- Course Organisation and Content
- Instructional Practices
- Interactions

Introduction to Inclusive Teaching

https://tinyurl.com/unh-inclusive

Inclusive Interactions Checklist

https://tinyurl.com/unh-intsurvey

Inclusive Teaching: Shifting to Flexible Instruction

"We are all in this together ..."

https://www.youtube.com/watch?v=FSbx19GSGg0

"We can Learn…We can Teach"

Let's take a couple of minutes to share and discuss into Chat:

What inclusive aspects have you already incorporated into flexible instruction?

Inclusive Flexible Instruction Considerations

- Practice community care and empathy

- Knowing the University status and planning for any changes

- Staying up-to-date with latest COVID-19 information

- Flexible attendance policy

- Recognize students learning spaces

- Acknowledge time zone differences

Inclusive Flexible Instruction Technology Considerations

- Pre-recorded asynchronous captioned lecture
- Live virtual class meetings, office hours, discussions and group work
- Student access to all course materials through LMS
- Active Learning activities and low-stakes assessments
- Library resources for digital course materials (eBooks, media streaming)
- Make classroom software available
- Expanded learning through external websites (Ted Talks, YouTube videos)

Remote Learning Experiences

"I didn't have WIFI for the beginning of this and the internet."

"It was hard to make the switch to online classes...."

*"I used my iPhone for most of my classes, as I do not have internet where I live.
So I would have to use my hotspot for my laptop or just use my zoom app on my iPhone."*

"Recorded meetings/lectures was very helpful."

"Recording the few classes that did occur on zoom and subtitling would have been a big help.

Guiding Principles

Professor Bayne from University of North Carolina at Chapel Hill who teaches a large face-to-face class had to re-think his approach in the online environment.

He developed guiding principles after polling his students on *" how they were doing, where they were at, what sort of access they had to their textbook, and to the internet and technology."*

He discovered *" there was a whole range of emotions going on, and a whole range of family contexts, and a whole range of differential access to material."*

Five Guiding Principles:

1. **Nobody signed up for this.**
2. **The humane option is the best option.**
3. **We cannot just do the same thing online.**
4. **We will foster intellectual nourishment, social connection, and personal accommodation.**
5. **We will remain flexible and adjust to the situation.**

Thank you!

Scott Kimball – Manager, Learning Development and Innovation (LDI)
Ken Mitchell – Instructional Designer, Learning Design and Technology (LDT)
April Rau – Instructional Designer, Learning Design and Technology (LDT)