Connecting with Purpose

Proven Techniques for Strengthening Inclusivity
Session Facilitators

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Answer Garden

A word or short phrase that describes your experience at #OLCInnovate so far!

https://answergarden.ch/1815177
Purposeful Learning: It’s Where You Start and End
Purposeful Learning and Greater Inclusivity

Elements of Effective Learning

- Welcome & Introduction
- Outcomes-Aligned Assessment
- Active & Authentic Learning
- Intentional Instruction
- Humanizing & Learner Empathy
- Class as Community
- Accessible Content & Technology
- Equity & Inclusion

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Five Principles of Inclusive Teaching & Learning

1. Establish and support a climate that fosters belonging for ALL students
2. Set clear expectations and provide multiple means for achieving them
3. Embrace practices that recognize diversity and acknowledge barriers to inclusion
4. Design course elements for accessibility
5. Reflect on one’s beliefs about teaching (online) to maximize self-awareness and commitment to inclusion

Adapted from: Columbia University Center for Teaching and Learning
Your Main Goal for this Session

https://padlet.com/brettodlearn/olc_innovate_mar_2021
Principle #1

Reflect on one’s beliefs to maximize self-awareness and commitment to inclusion
Fostering Belonging in the Virtual Environment
Fostering Belonging in the Virtual Environment

[Image of a virtual meeting with participants in boxes labeled with issues such as Food Insecurity, Depression, Parent & Worker, Housing Insecurity, Unemployed, Low SES, Food Insecurity, Low Bandwidth, Anxiety, and Low Bandwidth.]
Starting with Learner Empathy

**Do**
- What will students need to do?
- What decisions will students need to make?
- What are different student roles?

**See**
- What concrete examples will students see?
- What will students watch and read?
- What are the learning targets?

**Say**
- What evidence will students use to support their ideas or opinions?
- How will students talk to each other?
- Does everyone have a voice?

**Think**
- What type of thinking will students be required to do?
- How will students ask good questions?
- When and how will they reflect critically?

**Hear**
- What will students learn from others?
- How will they hear from others?
- How are they influenced by media or other people?

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**Physical needs:**
- Do students have proper workstation?
- Do students have adequate technology and connectivity?
- Do students have supplies they need?

**Emotional needs:**
- Do students feel welcomed and respected?
- What are students fears, frustrations and anxiety?
- Are students aware of the learning expectations and routine?

**Social needs:**
- Are students deliberately grouped for collaboration?
- Are students encouraged to interact with and relate to others?
- Are students provided with support and feedback?

**Intellectual needs:**
- Is self assessment and peer feedback promoted?
- How is student voice supported?
- How is student diversity utilized?
- Are students thinking provoked?

This image was adopted from The Teacher Empathy Map by Allison Yang which is licensed under a Creative Commons Attribution-Non-Commercial 4.0 International License.
How I Reflect On And Question My Beliefs
Principle #2

Establish and support a climate that fosters belonging for ALL students
Role of Instructor Critical

- Course welcome
- Syllabus tone and language
- Learner connectedness
- Instructor presence
- Establishing community
- Actively inclusive
Course Welcome

Flipgrid as one way to provide instructor welcome while simultaneously inviting student introductions.
Humanizing Your Course Syllabus

MKT 490-01: Senior Marketing Internship
Fall 2011 Course Syllabus
Friday: 9:30 a.m. - 10:45 a.m. Joyce 311
Class Hashing: #mkt490

Faculty:
Dr. Elaine Young, Professor, Marketing
Contact info:
- tel: 802-865-5413
- e-mail: eyoun@champlain.edu
- social: Skype/Twitter/Facebook: eyoung97
- office: 214C, Ireland Global Business Center
Office Hours:
- T: 9:00 a.m. - 11:00 a.m.
- Th: 3:00 p.m. - 5:00 p.m.
- All other times via http://meetwith.me/elaineyoung

Course Description:
Marketing majors in their senior year who have demonstrated academic excellence based on GPA, course work, and faculty and staff recommendations, can apply for this competitive internship. **140 hours will be required** in this internship. Some sections of this course will utilize an online course management system for assignment submission, reflection and interaction outside of the classroom. Reliable Internet access outside of class required.

Course Requirements:

#mkt490

MKT 490-01 SENIOR MARKETING INTERNSHIP
Dr. Elaine Young, Professor, Marketing. Fall 2011 Course Syllabus

Fridays: 9:30 a.m. - 10:45 a.m. Joyce 313

Office Hours
T: 9:00 a.m. - 11:00 a.m.
Th: 3:00 p.m. - 5:00 p.m.
All other times via http://meetwith.me/elaineyoung

Dr. Elaine Young, Professor, Marketing
Contact info:
tel: 802-865-5413
e-mail: eyoung@champlain.edu
social: Skype/Twitter/Facebook: eyoung97
office: 214C, Ireland Global Business Center

COURSE REQUIREMENTS

**REQUIRED TEXT**

Guerrilla Marketing for Job Hunters 5.0
How to Stand Out from the Crowd and Tap into the Hidden Job Market using Social Media and 999 other Tactics Today by Jay Conrad Levinson
http://www.jconl.com

ADDITIONAL READINGS

#mkt490

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Some Ideas for Connecting Early & Often

[QR Code]

Editable copy @ http://tiny.cc/odl-inclusivity-survey
Set clear expectations and provide multiple means for achieving them
Universal Design for Learning: Multiple Means of...

**EXPRESSION**
- Strategic Networks
  - Differentiate the ways that students can express what they know.

**REPRESENTATION**
- Recognition Networks
  - Present information and content in multiple ways.

**ENGAGEMENT**
- Affective Networks
  - Stimulate interest and motivation for learning.
Multiple Means = Multiple Pathways

This chart provides many techniques for facilitating active learning in the remote environment—both synchronous and asynchronous—and in a physically distanced classroom.

Think-pair-share .................................................. 2
Turn and Talk .......................................................... 2
Small group Discussions ........................................... 3
Posters & gallery walk ................................................. 3
Fishbowl ................................................................. 4
Polling ................................................................. 4
Four Corners ........................................................... 4
1 Minute Quiz .......................................................... 5
Quickwrite ............................................................. 5
Muddiest Point .......................................................... 5
Directed Paraphrasing .............................................. 6
Pro/con list ............................................................. 6
Concept map ............................................................ 6

Visual prompt ......................................................... 7
Entry/Exit Tickets ..................................................... 7
Collaborative Summaries ............................................ 7
Partial Outlines/PPTs provided for lecture ................... 8
What’s missing? ......................................................... 8
Aha wall ................................................................. 8
2 Truths, 1 Lie .......................................................... 8
Five Pictures ............................................................ 9
Common Ground ...................................................... 9
Analytic Memo .......................................................... 9
Brainstorming challenge ........................................... 10
Peer Review ............................................................ 10
Progress Chart for Whole Class ................................ 10
Online Polling Options .............................................. 11
Principle #4

Embrace practices and content that recognize diversity and acknowledge barriers to inclusion
Diversity can be “invisible”

Affordability of course materials can be a significant barrier to learning for all

- Adopting and adapting free and open educational resources (OER) for your courses can enable your economically stressed and hungry student to be included in the learning process

- MERLOT and SkillsCommons provide a comprehensive, free, and open library of free teaching and learning resources
  - [www.merlot.org](http://www.merlot.org)
  - [www.skillscommons.org](http://www.skillscommons.org)
Consider Open Pedagogy

By asking students to explore, evaluate, and select the educational resources that they find most useful for learning the course content opens the opportunities for inclusive designs for your students AND for YOU!

- MERLOT is free and open for students to create their own “bookshelf collections” and “course ePortfolios” that they can share with you and their fellow students
- Students can add resources to the MERLOT collection and be empowered to have their learning drive the design of the course

INVITE STUDENTS TO JOIN MERLOT
Affordable Learning Solutions

Resources
Tools
Strategies

In response to COVID-19, we have organized free resources to help teach and learn online.

HBCU Affordable Learning Solutions (AL$) Community Portal

http://hbcuals.org
Principle #5

Design course elements for accessibility
Equality vs. Equity vs. Inclusion (then)
Equality vs. Equity vs. Inclusion (now)

It is assumed that everyone will benefit from the same support.

Being treated equally.

Individuals are given different supports to make it possible for equal access.

Being treated equitably.

No need for support or accommodations for equitable user experience.

Systemic barrier removed.
Know Common Issues, Do What You Can

- What does accessibility mean in relation to primary resource types?
  - Word/Docs; PPT/Slides; Web pages; Audio; Video

- Understand common functions of main assistive technologies

https://ally.ac/covid19
Discussion: Connecting with a Purpose

● What are your greatest struggles with fostering belonging for ALL students?
● What will be your next effort toward greater inclusivity?

https://padlet.com/brettodlearn/olc_innovate_mar_2021
Wrap Up: What Common Themes Arose Today?
Call to Action: How We Can Help

- Empathy Map
- Enhanced Syllabus Checklist
- Learner Connectedness Survey
- Universal Design for Learning
- Techniques for Remote Active Learning
- MERLOT.org
- SkillsCommons.org
Let’s Keep Learning From Each Other

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