feeling valued + adding value

Inclusive Online (and Hybrid) Teaching
University of Miami
RSMAS
August 28, 2020
Goals for Today

Share information on best practices for inclusive teaching (focusing on social identities such as race, gender, disability status, etc.)
Agenda

- Stereotype threat and implicit bias
- Resources on Universal Design for Learning/accommodations for students with disabilities (SWD)
- Inclusive teaching methodology for Zoom
- Values Affirmation activity and impact on STEM students
- Views on Fixed and Growth Mindset and implications for teaching
- Resources for reviewing syllabi for inclusive practices
- Small and large group discussions
Who’s in Our Classrooms?
Student Demographics: Undergraduate

Racial and Ethnic Distribution of All Undergraduates
Fall Semester, 2019

- White: 47%
- Hispanic or Latino: 27%
- Black: 10%
- Asian/Pacific Is.: 12%
- American Indian: 0%
- 2 or More Races: 4%

Adjusted Percentage by Ethnicity

<table>
<thead>
<tr>
<th>College/School</th>
<th>Hispanic or Latino</th>
<th>Black</th>
<th>Asian/Pacific Is.</th>
<th>American Indian</th>
<th>2 or More Races</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>38%</td>
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<td><strong>TOTAL</strong></td>
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Note: Students (including international students) have been categorized by their self-reported race/ethnicity (they were able to indicate more than one race/ethnic category). Percentages have been adjusted to exclude unknown race/ethnicity.

Source: CanesLink
# Student Demographics: Graduate

<table>
<thead>
<tr>
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<td>Law</td>
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<td>Cont Std/Grad Sch/Joint Pgms</td>
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How students define a Culture of Belonging

Students report they feel a sense of belonging when faculty do things like:

- Take students' opinions into account
- Give concrete assistance to students to reach academic goals
- Show empathy to students when they are distressed
- Offer emotional support to students who are facing challenging situations
Challenges:

Why students may feel like they don’t belong
Definition:

Stereotype threat refers to being at risk of confirming, as a self-characteristic, a negative stereotype about one's social group (Steele & Aronson, 1995)
Examples of research on stereotype threat:
- Women who are placed in groups with men showed lower problem solving ability on math problems (but not verbal problems) (Inzlicht & Ben Zeev, 2000)

- A hostile environment (created by displaying a derogatory cartoon about women’s math ability in a classroom) caused women to perform more poorly than men on a math test (number of problems attempted and answered correctly). Removing the hostile environment by informing women that “men and women perform equally” on the math test led to improved performance by women. (Oswald & Harvey, 1999)
Microaggressions can influence feelings of stereotype threat

- What are microaggressions?
Microaggressions

What does the research literature tell us about microaggressions?

- Belonging
- Persistence
Implicit Bias

Definition:

Implicit Bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

Implicit Association Test (IAT)
https://implicit.harvard.edu/implicit/education.html
Approximately 26% of people in the US have a disability*

Common reasonable accommodations in higher education involve:
- changes to course formats and schedules,
- examination accommodations,
- timing changes,
- course loads,
- alternative methods of demonstrating or obtaining practical skills,
- and extra time to complete projects.

Less common accommodations may also be required, such as
- extensions of degree-completion requirements,
- alterations to required-course requirements, or in-person attendance requirements,
- leaves of absence, or part-time schedules.

Source: Hill et al. (2020)
Best Practices & Research
What is Universal Design for Learning (UDL)?

Developed by CAST, the UDL Guidelines are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.
Could you please shovel the ramp?

All these other kids are waiting to use the stairs. When I get through shoveling them off, then I will clear the ramp for you.

But if you shovel the ramp, we can all get in!

Clearing a path for people with special needs clears the path for everyone!
Universal Design Principles

- Provide multiple means of engagement
  - Ex. Survey students about their interests, strengths, and needs. Incorporate the findings into lessons.

- Provide multiple means of representation
  - Ex. Make it easy for students to adjust font sizes and background colors through technology.

- Provide multiple means of action and expression
  - Allow students to show what they know through a variety of formats.
Values Affirmation Exercise

Has been shown to reduce gender achievement gap in college science.

Example:
- What are you good at in school?
- What do you care about in terms of your academic work?
- Do you love to participate in large class discussions, or do you prefer working in smaller groups?
- Are you a good leader on group projects?
- What do you consider to be your strengths? If I know about what you’re good at, maybe we can find a way for you to use it in this course.

Adapted from Lang (2020). Also see Miyake et al. (2010), Yeager & Walton (2011)
A Few Strategies for Inclusive Zoom Teaching

▪ Allow students to post questions anonymously by temporarily removing screen names
▪ One minute stretch question (allows for individual differences in processing time)

**Stretch Break**

▪ Video optional
▪ Preferred Pronouns (adding preferred pronouns to Zoom – easy to do!)
Step 1: Go to Zoom.miami.edu

Step 2: Click on Profile

Step 3: Add pronouns after last name

Step 4: Click on “Save Changes”
According to Dweck:
• When a student has a fixed mindset, they believe that their basic abilities, intelligence, and talents are fixed traits.
• In a growth mindset, students believe their abilities and intelligence can be developed with effort, learning, and persistence.
Mindset

- Faculty beliefs about mindset can impact the racial achievement gaps and motivation of students in their classrooms
- Student mindsets can impact their own success and persistence

Canning et al. (2019), Dweck (2007)
What can you do in your classroom?

- Handle microaggressions (yours and those of students)
- Consider creating Community Agreements on the first day of class (expectations for student/faculty behavior in class)
- Think about how you give feedback to students (growth mindset approach)
- Review your syllabus and course design with UDL principles in mind
- Consider using a Values Affirmation activity at the beginning of the semester to get to know your students and their strengths
- Ask students for their preferred name and pronouns
- Be gender neutral in language and on your syllabus
- Provide location of inclusive restrooms (for in-person classes)
Instructor Reading Group for One Book, One U:
- Tuesdays
  - (9/15, 9/29, 10/13 – 12:30-1:45)
- Wednesdays
  - (9/16, 9/30, 10/14 – 5:00-6:30)

UDialogue:
- Opportunity for dialogue across difference with faculty and staff
- Evening program
- Next cohorts begin in Spring, 2021

IBIS Ally program (UM LGBTQ Center)

Camner Center for Academic Resources

Religious Holiday Calendar
([https://culture.miami.edu/resources/religious-holiday.html](https://culture.miami.edu/resources/religious-holiday.html))
Breakout Discussions

- Which of these ideas resonated with you the most?
- How can you make your teaching more inclusive this fall?
- Breakout room discussions
- Sharing with large group
- Q & A
• Hogan & Sathy (2020) 8 Ways to Be More Inclusive in Your Zoom Teaching
• Getting started with Universal Design for Learning (UDL)
• Hill et al. (2020) Higher Education’s Next Great Challenge: Ensuring Full Inclusion for Students with Disabilities
• Lang (2020) What I’m learning about my students during an impossible semester (values affirmation exercise)
• Miyake et al. (2010) Reducing the Gender Achievement Gap in College Science: A Classroom Study of Values Affirmation (research on values affirmation exercise)
• Canning et al (2020) STEM faculty who believe ability is fixed have larger racial achievement gaps and inspire less student motivation in their classes (research on fixed and growth mindset in STEM)
• Brantmeier et al. (n.d.) Inclusion By Design: Survey Your Syllabus and Course Design
• Steele, C. (2011) Whistling Vivaldi: How stereotypes affect us and what we can do
Thank You!

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