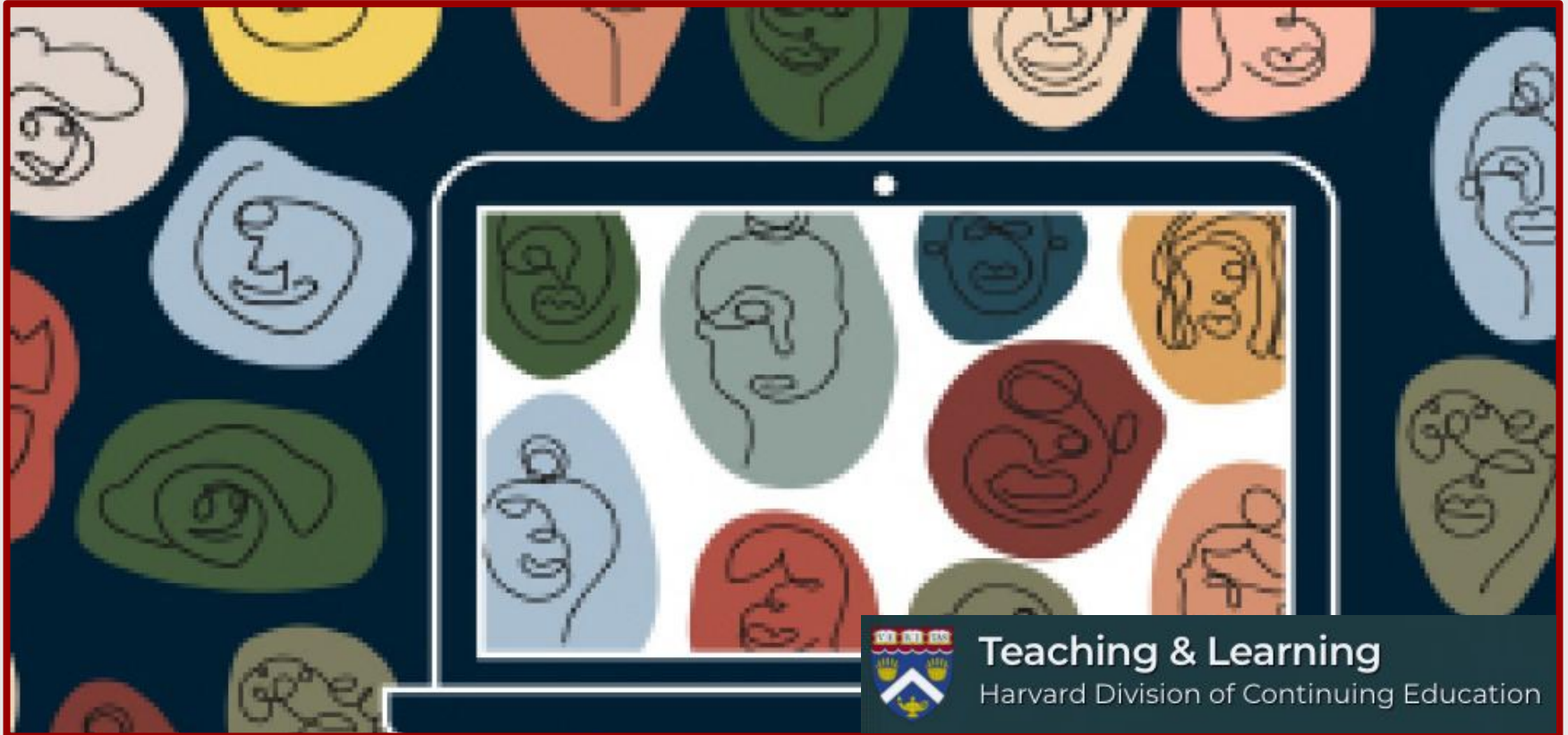


Inclusive Online Teaching Strategies

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Teaching & Learning

Harvard Division of Continuing Education

Warm Up



1. Reach
up to the
sky and
count to
10



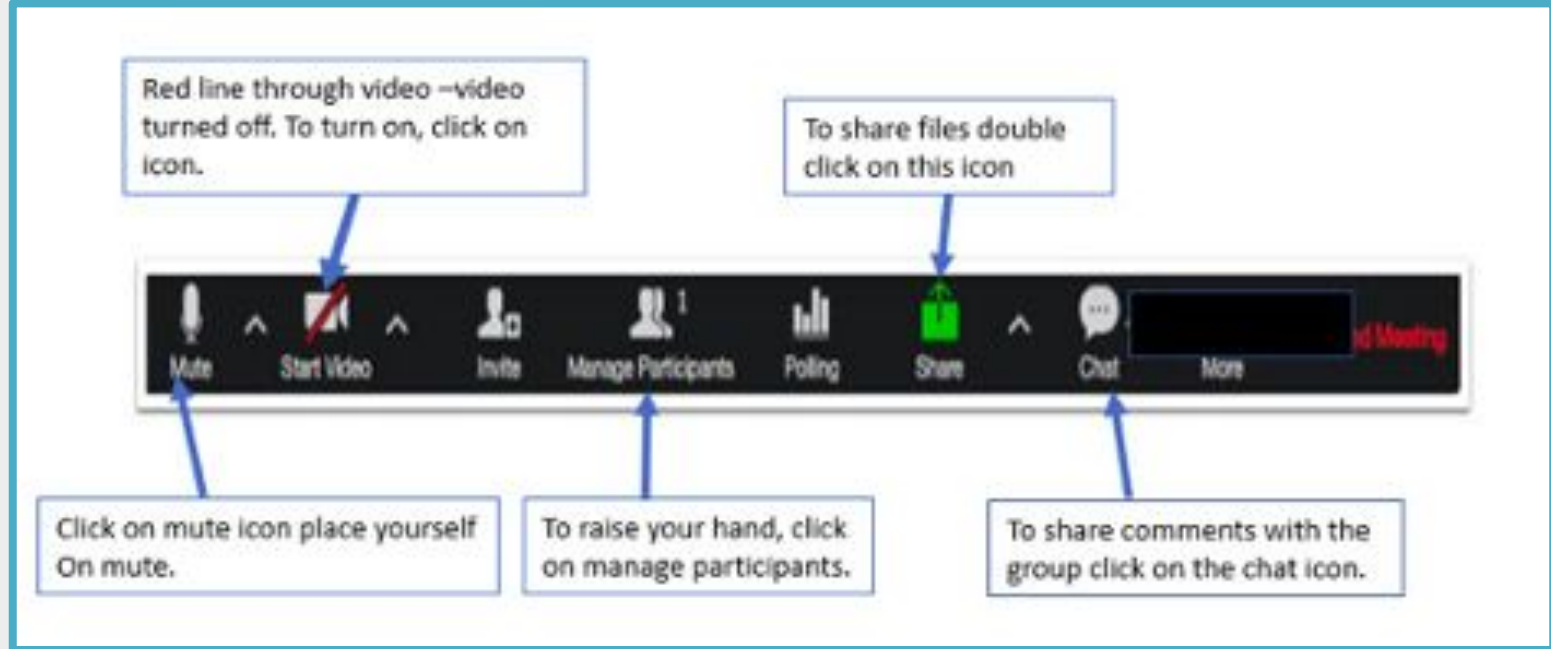
2. Touch
your toes
for 10
seconds!



3. Reach
out to your
side for 10
seconds!

Zoom Housekeeping

Situate yourself in a comfortable space without distractions, grab note-taking materials, refreshments, and turn your camera on to be present with our group and to actively participate by using the Zoom tools below:



Agenda & Essential Questions

WHY HERE?

What does inclusive online teaching & learning mean to you?

- Welcome: Introductions & Overview of Inclusive Teaching Pedagogy

WHY NOW?

Why is inclusive teaching pedagogy relevant?

- Inclusive Online Teaching Strategies (Tools & Discussion Protocols)

WHAT NOW?

What inclusive online teaching strategy will you implement?

- Action Plan of Inclusive Teaching Strategy for Your Online Classroom

REFLECTION:

- Appreciative Pause & Critical Incident Questionnaire

1. WHY HERE?

Thought Starter

What does inclusive online teaching & learning mean to you?

Tool: Zoom Chat Box



1. WHY HERE?

SMALL GROUP BREAKOUT ROOM DISCUSSION (5 min)

What inclusive teaching strategies are you already using in your online classroom?

Tool: Padlet

Choose Your Role in the Group:

- 1) **Facilitator:** ensures each group member has responded to the question
- 2) **Notetaker/Reporter:** records notes on group's Padlet column
- 3) **Timekeeper:** keeps group on track for time and informs group when 2 minutes remain

Padlet Link (will be provided in the Zoom Chat Box):

<https://padlet.com/zahraahmed3/4ord9hag970lk02e>

1. WHY HERE?

GROUP SHARE BACK

What is one of your group's recommended strategies for inclusive online teaching?

Strategy: Circle of Voices Discussion Protocol

Resource: from Stephen Brookfield & Stephen Preskill's Book, *Discussion as a Way of Teaching: Tools & Techniques for Democratic Classrooms*

STEP 1: Start with 1 minute of silent reflection about the question

STEP 2: Each person gives a 1 sentence response with no interruptions allowed (for this exercise we will ask notetakers/reporters 1-2 sentence responses)

STEP 3: Move into open conversation, but only talk about what somebody else said

2. WHY NOW?

Why is inclusive teaching pedagogy relevant?

- A sense of belonging is a predictor of academic success ([Moallem, 2013](#))
- It serves our students at Harvard Extension School -- the non-traditional student, the international student, the part-time student
- Makes intuitive sense!

2. WHY NOW?

Why is inclusive teaching pedagogy relevant?

Resource: from Georgetown University's Teaching Commons, *What is Inclusive Pedagogy?*

<https://commons.georgetown.edu/teaching/design/inclusive-pedagogy/#evidence>

1. **Content:** Accessibility and relevance of course materials
2. **Pedagogy:** Meaningful student engagement
3. **Assessment:** Applying of learning into practice
4. **Climate:** Feeling a part of a learning community
5. **Power:** Empowering students and shifting dynamics between student and instructor

4 Step Process for **Inclusive Teaching & Learning** Implementation

1. Co-Create an Inclusive & Brave Space for Teaching & Learning

2. Cultivate Inclusive Relationships between Instructor-Student & Student-Student

3. Design an Inclusive Curriculum for Learner-Centered Instruction

4. Assess, Evaluate, & Reiterate Inclusive Teaching & Learning Implementation



1. Co-Create an
Inclusive &
Brave Space for
Teaching &
Learning



Setting Expectations through Community Agreements

We will collectively source community agreement in addition to the

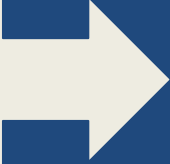
Four Agreements from Glenn Singleton's *Courageous Conversations* (2014):

1. Stay engaged
2. Speak your truth
3. Accept and expect discomfort
4. Accept and expect a lack of closure

As your Facilitator:

1. I will step in if the agreements are not upheld.
2. I will support further questioning if needed.
3. I will take notes to document and support next steps.
4. I will seek to foster a space for repair and growth.
5. I will serve as a thoughtful facilitator and partner.

2. Cultivate
Inclusive
Relationships
between
Instructor–Student
& Student–Student



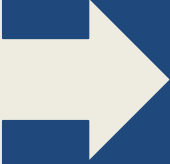
Facilitating Equity of Voice, Active Listening, & Critical Thinking through Discussion Protocols

Circular Response Discussion Protocol

Resource: from Stephen Brookfield & Stephen Preskill's Book, *Discussion as a Way of Teaching: Tools & Techniques for Democratic Classrooms*

- **STEP 1:** One person starts and the following person responds to them (can be building upon, agreeing/disagreeing, clarifying etc.)
- **STEP 2:** After everyone has spoken, move into an open conversation with no ground rules

3. Design an
Inclusive
Curriculum for
Learner-Centered
Instruction



Leveraging Students Funds of Knowledge through Online Discussion Boards

Tools:

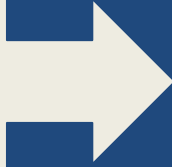
1. Padlet
2. Discussion Boards in Canvas

Prompts for Learner-Centered Instruction:

1. Prior Knowledge: Have you experienced this before?
2. Encourage Reflection (i.e. Appreciative Inquiry: What is a time when you have felt appreciated in your life?) / What would you do in this situation?

**4. Assess, Evaluate,
& Reiterate**

Inclusive Teaching
& Learning
Implementation



Assessing & Evaluating Teaching & Learning through Critical Incident Questionnaires

Please complete today's survey.

Your feedback will help us enhance our future learning opportunities.

Survey Link:

<https://forms.gle/GJZUnFW6vW3eaS8A8>

WHAT NOW?

What inclusive online teaching strategy will you implement?



Inclusive Online Teaching Strategic Action Plan (4 min)

Inclusive teaching strategy I want to implement in my online classroom:



- Benefits of Implementation:
- What does success look like?
- Possible Barriers:
- Possible Solutions:
- Needed Resources:

Steps for Implementation:

- Step 1:
- Step 2:
- Step 3:

Make a Copy of the Google Document (link will be provided in the Zoom chat box):

<https://docs.google.com/document/d/1tZLweB9x7qFvqY2Wht6dOZ0ZqDh0qvmJ/edit?usp=sharing&ouid=104973960785294341743&rtpof=true&sd=true>



My Inclusive Online Teaching Strategic Action Plan .DOCX



File Edit View Tools Help Last edit was made 6 days ago by Zahra Ahmed

Share

New

Copy

Make a copy

Save as Google Docs

My Inclusive

Name:

Copy document



Name

My Inclusive Online Teaching Strategic Action Plan.docx

Comments and suggestions will be copied over

Folder

My Drive

Cancel

OK

For After:

Videos of Your Inclusive Online Teachable Moment

Share your inclusive online teaching strategy in action by uploading a brief 1 - 3 min video of yourself responding the questions listed below:

1. **PROCESS OF IMPLEMENTATION:**

How did you implement the strategy in your online classroom to create an inclusive learning environment?

2. **REFLECTION ON STUDENT LEARNING & ENGAGEMENT:**

How did your students respond to this strategy?

3. **REFLECTION ON YOUR TEACHING PEDAGOGY & PRACTICE:**

How has this strategy impacted your teaching pedagogy and practice?



Flipgrid Link to upload your videos (linked will be provided in the Zoom Chat Box and emailed to you):

<https://flipgrid.com/a7f6a133>

APPRECIATIVE PAUSE

What did you appreciate about what somebody said or did today?
(i.e. the way somebody listened to you, the way somebody stretched your thinking)



With Gratitude

Thank you for engaging with us today and contributing your perspective and insight! We look forward to continuing our conversation with you through our ongoing community of practice.

Feel to contact us with your thoughts, questions, or ideas.

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Zahra Ahmed: zahraahmed@g.harvard.edu

Upcoming Workshops (Fall Semester Dates TBD)

Universal Design for Learning (UDL) for Online & In-Person Teaching
Culturally Responsive & Sustaining Education (CRSE) Teaching Practices
Social-Emotional Learning (SEL) for Online & In-Person Teaching