Building Inclusive Online Tutorials

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Today’s Agenda

Why:
• A little bit about my motivation in thinking about inclusive tutorials

How 1:
• Some basic principles of Accessibility and Universal Design

How 2:
• Inclusivity Principles and the Problems of Asynchronous Learning Objects

What Can I Do 1?:
• Some Basic Principles

What Can I Do 2?:
• Some Higher Order Principles

A Provocation:
• Student Agency

Questions and Discussion
My motivations

• Spent 20 some years as teaching faculty
  • PWI
  • In China for Three Years
  • HSI
  • NANTSI

• Part of my move into librarianship was about lasting impact and cross-campus collaboration

• Effectiveness is key for me: if we have tutorials, I want them to be used by students in meaningful ways

Students are more motivated to take control of their learning in classroom climates that recognize them, draw relevant connections to their lives, and respond to their unique concerns.

Why Tutorials?

Online tutorials have become increasingly prevalent in library instruction

Dennie, D., & Breier, S. (2021). Babe... you're a bit of a know it all: Student love and breakup letters to a library research skills tutorial. *Journal of Information Literacy*, 15(3), 41-55. [https://doi.org/10.11645/15.3.2887](https://doi.org/10.11645/15.3.2887)


Pandemic accelerated, but the trend predates it; reflects shifting conditions

“[a]s library budgets continue to tighten and technology continues to advance, libraries are flipping classrooms and deploying technology in order to better scale our instructional efforts.”

Tutorials as the forgotten element....

“Each course has unique assignment needs and student expertise, and students rightfully grow frustrated at the repetitive nature of standardized one-shots. While not all students have received information literacy instruction, libraries can cover the basics in other forms, such as online video tutorials. As with all classrooms and teaching environments, it is important to be cognizant of the various levels of expertise our students bring and accommodate them all as much as possible.”

How 1: Accessibility

**WCAG (Web Content Accessibility Guidelines) 2.0**

Matt Fitzwater
https://blogs.libraries.indiana.edu/redux/2018/06/13/understanding-the-4-principles-of-accessibility/
How 1: UDL

Robson Square in Vancouver by Arthur Erickson
How 1: UDL

Website for CAST, a nonprofit education research and development organization that created the Universal Design for Learning framework and UDL Guidelines.

Link to CAST’s guideline page with a complete word doc version of guidelines.
How 2: Inclusive Teaching

Inclusive classrooms are classrooms in which instructors and students work together to create and sustain an environment in which **everyone feels safe, supported, and encouraged to express her or his views and concerns.** In these classrooms, the content is explicitly viewed from the multiple perspectives and varied experiences of a range of groups. Content is presented in a manner that **reduces all students' experiences of marginalization** and, wherever possible, **helps students understand that individuals' experiences, values, and perspectives influence how they construct knowledge in any field or discipline.**

Instructors in inclusive classrooms use a variety of teaching methods in order to facilitate the academic achievement of all students. Inclusive classrooms are places in which **thoughtfulness, mutual respect, and academic excellence are valued and promoted.**

How 2: Inclusive Teaching

• Why do some types of students seem to participate more frequently and learn more easily than others?
• How might cultural assumptions influence interaction with students?
• How might student identities, ideologies, and backgrounds influence their level of engagement?
• Finally, how might course and teaching redesign encourage full participation and provide accessibility to all types of students?

https://poorvucenter.yale.edu/InclusiveTeachingStrategies
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10 Inclusive Teaching Practices

A classroom, whether physical or virtual, is a reflection of the world in which we live. Research has shown that students from underrepresented groups often face additional challenges. By implementing inclusive teaching practices, faculty can create learning environments in which all students feel like they belong and can learn at high levels.

To support instructors in creating inclusive learning environments, we’re offering a set of free resources including 10 inclusive teaching practices that can be immediately put to use to benefit both faculty and their students. These practices are tailored for online teaching but are also relevant to the physical classroom.

These 10 practices include:

1. Ensure your course reflects a diverse society and world.
   - Be intentional when selecting your multimedia (images, videos, blogs), required readings, and illustrative examples so that your course site and curriculum reflect diverse people, voices, and viewpoints. For example, seek articles from publications outside of your discipline’s main journals, in journals published outside the U.S., and in open-access databases. [View resources]

2. Ensure course media are accessible.
   - Making your course media — including videos, images, documents, PowerPoint presentations, and so on — accessible benefits all of your students. [View resources]

3. Ensure your syllabus sets the tone for diversity and inclusion.
   - An inclusive syllabus includes policies and resources that help ensure all students are supported in their learning process. Including a diversity statement that explains why diversity and inclusion are important to education helps students understand the importance and relevance of diversity and inclusion. [View resources]

4. Use inclusive language.
   - Students feel acknowledged when we adopt current terminology about various identity groups. Using inclusive language can help build a stronger campus community and further our ability to thrive in an increasingly diverse environment. [View resources]

5. Share your gender pronouns.
   - Model inclusion and send a message that your course is a safe space for students across the gender spectrum by including your pronouns on your syllabus, on your signature line, and in your LMS profile. [View resources]

6. Foster an inclusive learning environment.
   - Create a learning environment where students feel valued and included. Encourage respectful dialogue and provide opportunities for students to work together in diverse pairs or groups. [View resources]

7. Provide accessible course materials.
   - Ensure that all course materials are accessible to students with disabilities. This may include providing alternative text for images, transcribing videos, and offering accessible versions of documents. [View resources]

8. Promote an inclusive culture.
   - Encourage diversity and inclusion by promoting an inclusive culture in your classroom. This may involve celebrating diverse perspectives and experiences and creating a safe space for all students to share their ideas. [View resources]

9. Encourage feedback.
   - Encourage students to provide feedback on how you can improve your teaching practices. This may involve conducting anonymous surveys or having open discussions about the effectiveness of your inclusive practices. [View resources]

10. Focus on continuous improvement.
    - Continuous improvement is key to creating an inclusive learning environment. Regularly review your teaching practices and seek feedback from students to identify areas for improvement. [View resources]

Step 6: Learn and use students’ preferred names.
Remember that students’ preferred names may not always match what is on your course roster. Ask students to ensure that their preferred name appears in their LMS profile and on accompanying their video on any live meetings. View resources

Step 7: Engage students in a small group introductions activity.
During the first week of your course, provide an opportunity for students to learn more about each other, in order to help everyone feel more comfortable and to start developing a sense of belonging and community. View resources

Step 8: Use an interest survey to connect with students.
Use an online questionnaire that asks students about their preferred name/pronouns, work experience, plans for the future, what they are most looking forward to and most concerned about related to your course, to help you connect with them and better meet their learning needs. View resources

Step 9: Offer inclusive office hours.
Remove barriers to students meeting with you by offering a variety of times (time of day and length of meeting), formats (e.g., video conference, phone call, text message, email), and structures (e.g., one-on-one and in groups). View resources

Step 10: Set expectations for valuing diverse viewpoints.
Engaging students in a discussion about online communication norms and guidelines at the very beginning of a course is an essential step in fostering community and creating a productive learning environment. Decide together on a list of guidelines to help ensure that everyone feels valued and included in the course discussions. View resources

How 2: Inclusive Teaching

What Can I Do 1?
Some Basic Principles

Focus on emphasizing that academic study is done by and about diverse peoples so that students can see themselves as part of an academic community

• Use Gender Neutral Language
• Seek examples that center scholarship around diverse populations and questions
• Take advantage of multimodal affordances to allow contextualization and representation
Use Gender Neutral Language

“Characters were referred to as the student instead of using binary pronouns. In hindsight, we should have specifically used a mixture of pronouns to acknowledge various gender identities.”
https://www.inthelibrarywiththeleadpipe.org/2021/equitable-but-not-diverse/

As you listen/read, think about what Wendle chooses to quote (by having the experts speak), what to paraphrase, and what to summarize. Also listen for how they create a "quote sandwich" as they introduce ideas.

• Normalizes use for students in an academic setting
• Doesn’t require students to hunt down preferred pronouns for each author or suggest that academic writing requires self-disclosure
Seek examples that center scholarship around diverse populations and questions.

• Highlight the ways that academic study can attend to the experiences of non-hegemonic groups.
Take advantage of multimodal affordances to allow contextualization and representation.

- Don’t assume student has same academic knowledge as you and will recognize a certain scholar/topic as diverse.
- Allow students to see and hear diverse people in positions of authority / topics as worthy of study.

Join the Academic Party! Part 3: Citations (In Text)

Quiz 3 (In Text Citation): Question 2

You read the following sentence in Sylvia Walby’s 1989 article "Theorising Patriarchy."

“Some women of colour, such as Hooks (1984) have argued that since the family is a site of resistance and solidarity against racism for women of colour, it does not hold the central place in accounting for women's subordination that it does for white women.”

[for your information--found on page 217. Also, bell hooks, cried here, chose to spell that name with no upper case letters, although Walby has capitalized it here]

What citation format is it in?

(required)

- MLA
What Can I Do?
Some Higher Order Principles

- Utilize varied experiences to leverage asset-based thinking
- (But) attend to possible emotional impact of examples for various users
- Acknowledge points of tension, especially vis-à-vis authority

Focus on highlighting students’ previous experiences and knowledge in order to emphasize skills they bring to the table while recognizing potential road-blocks.
“deficit thinking operates under the assumption that a given population exists in a state of need. Most often, the ideal means of addressing this need is for the people experiencing a perceived deficit to apply themselves, to conform, or otherwise to assimilate to dominant culture.”


Baseline: avoid language that pathologizes/criminalizes “lack”
“Knowledge is created, validated, stamped as truth by the oppressors and we have filled our physical spaces with it. By selecting what we consider to be worthy enough to be in our collections, we also signaled what and who are not worthy to be in our collections, our spaces”

Leverage various experiences to leverage asset-based thinking

• Speaks to an experience many students have encountered—stress and college
• Acknowledges that racial and ethnic identity are a factor in such considerations

The below is part of an APA style bibliography from the article "The impact of racial identity, ethnic identity, Asian values and race-related stress on Asian Americans and Asian International College students’ psychological well-being." What is wrong with how this entire bibliography is arranged? [Big hint:
Leverage culturally diverse examples to leverage asset-based thinking
Leverage culturally diverse examples to leverage asset-based thinking.
“removing a historical reference point that does not consider the emotional impact held by other world views”


(But) attend to possible emotional impact of examples for various users

Keep in mind that trauma effects cognitive skills, so consider possible effects of examples

https://ibiblio.org/msmckoy/summer2004/lcsh.html
"Knowledge is created, validated, stamped as truth by the oppressors and we have filled our physical spaces with it. By selecting what we consider to be worthy enough to be in our collections, we also signaled what and who are not worthy to be in our collections, we have filled our physical spaces with tension, points of contestation, especially vis-à-vis authority vis-à-vis our spaces."

Acknowledge points of tension, especially vis-à-vis authority.

Ultimately, Pennycook argues that understanding attitudes toward plagiarism in Hong Kong (where they spent the majority of his teaching career) requires understanding both a different conception of language in which language creates reality as opposed to reflecting and describing it so that “the issue is not one of understanding the world and then mapping language onto it but rather of acquiring language as texts as a precursor to mapping out textual realities” (222) and the way learning was presented to students, in terms of emphasizing the learning of others’ ideas and lectures (so why did the language need to be original?) and English as an outside, colonial, imposition that had little to do with their everyday lives and knowledge.

Pennycook is explaining, then, the different ways academic writing may be understood in different contexts.

https://vimeo.com/657069319
Acknowledge points of tension, especially vis-à-vis authority.

Of course, it is not at all like everyone in the West has the same take on intellectual ownership.
Acknowledge points of tension, especially vis-à-vis authority.

Avoid a “one right way” /fixing a deficit mindset.

“Feedback should strive to acknowledge the way learners create meaning within their existing cultural schemas.”

“We could ask: how might students use and shape their educations? How do their educations use and shape them? And how might they resist, hack, change, or simply prefer not to? We don’t get to stop asking questions about the why and whether of our teaching simply because the digital provides algorithms that approximate answers.”

A Provocation: Centering Agency

“adaptive design that enables personalization and flexible configuration of shared core objects, tools, platforms, and systems provides a path out of the tension between the diverse needs of individual users and the economic advantages of a large-scale user base.”

Web-based instruction should be "flexible enough to encourage novices while not boring advanced learners."

Web instruction should "request production of knowledge" such as by open-ended questions that challenge learners to think about the information and use the information to create new knowledge.

“a linked table of contents in a separate frame not only provides a continual overview of the material for the learner, but it also allows the user to select the elements and their order. If users choose to leave before completion, the linked contents page allows them to resume at another time without unnecessary repetition. Internal navigational aids such as buttons, icons, and text links allow users to review material, move between and within sections as needed, and receive additional explanations if desired.... This flexibility allows the learner to customize the instruction, thus keeping the learner's interest, an intrinsic motivational factor.”
A Provocation: Centering Agency

Which of the following outcomes is NOT a reason for careful citation?
(required)

- Not losing points on an assignment or facing academic sanctions up to separation from the university
- Not getting arrested
- Allowing others a way to trace the conversation
- Giving yourself a way to understand
- The discussion already taking place about the topic

Correct! Academic citation is an ethical, not a legal, requirement. Copyright covers the legal rights to use others' intellectual property and is focused on how much is used and for what purposes. (If you're interested, quoting for academic purposes/arguments falls under "Fair Use" and is completely legal--so you're safe!)
In this video...

This is really more about some larger questions

- what does “originality” mean?
- how does it vary in different contexts?
- are there issues with the Western scholarship model?

than a concrete skill. Along the way, though, we’ll look at how these ideas have been explored and developed in Western scholarship so it’s a model of joining the academic conversation!

(je, if you want to skip this video—skip this video)
Use Cases
- Model of citation as building scholarly community
- Academic discussions about specific citation practices (#citeblackscholars; Constellations example)

Alternate Models (Decenter Authority)
- The idea of authorship in various cultures
- Western shift to enlightenment ideas of intellectual ownership
- Tik Tok trends and ownership

Specific Cases
- Citing a Book
- Citing Instagram

Centering Agency in Practice

Why

In Depth How

Short needs based tutorial
How to cite in APA

Active Practice

Evaluate Multiple Choice--Pick proper form

Formative Give a quote to work into a sentence w/ proper citation
Thank you!!

I’m excited to answer any questions I can and to hear your thoughts on some of these approaches, as well as what has worked for you.

Also please feel free to reach out to me at amann@iwu.edu

The next page has my works cited—this presentation will be available on the Carterette website.
References and Links by Slide Number

Slide 3:

Slide 4:


Slide 5:

Slide 6:
WCAG (Web Content Accessibility Guidelines) 2.0 https://blogs.libraries.indiana.edu/redux/2018/06/13/understanding-the-4-principles-of-accessibility/

Slide 8:
https://www.cast.org/about/about-cast
https://udguidelines.cast.org/more/downloads

Slide 9, 11:

Slide 10:
https://poorvucenter.yale.edu/InclusiveTeachingStrategies

Slide 12, 13:

Slide 15:

Slide 20:

Slide 21:

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Slide 26:

Slide 27-29:
https://vimeo.com/657069319

Slide 29:

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