

Course Design Considerations for Inclusion and Representation

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A QUALITY MATTERS WHITE PAPER

Course Design Considerations for Inclusion and Representation

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RECOMMENDED ACTION PLAN

- ☑ Explore and apply evidence-based best practices for developing and sustaining universally accessible environments online.
- ☑ Incorporate ways to amplify student voice and validate learners' diverse ways of knowing in the course development process.
- ☑ Implement multi-dimensional course design practices, such as collaborative learning and alignment of course content, and engagement strategies with learners' lived experiences.

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Welcome!



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**What comes to mind when YOU think of inclusive, equitable,
and representative online learning?**



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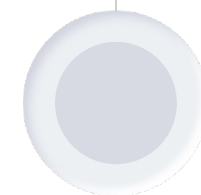
The Crucial Role of Inclusive Design

Inclusive Course Design Models

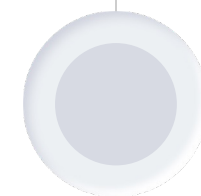
Theoretical Approaches for Inclusion and Representation

Practices for Promoting Inclusive, Representative, and Emancipatory Courses

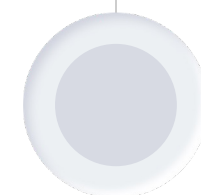
Objectives



Explain how inclusive and representative course design benefits, validates, and liberates all members of an online learning community.



Examine evidence-based models that normalize inclusive design practices in online spaces.



Explore practical strategies for incorporating inclusive, representative, and emancipatory design practices.



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Defining Diversity, Inclusion, and Equity in Online Education



Diversity

Diversity describes the richness of human differences including socioeconomic status, race, ethnicity, language, and individual aspects such as personality, learning styles, and life experience.

Equity

Equity underscores the existence of systemic and historical barriers that contribute to the disparities negatively impacting underrepresented and minoritized groups.

Inclusive Excellence

Inclusive excellence emphasizes student intellectual and social development and the need to create a welcoming community that values cultural differences.

“To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin.”

bell hooks



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Diversity + **Equity** + **Inclusion** = **Intercultural Learning**

Effective integration of diversity, inclusion, and equity in online education can promote environments ideal for engaging in intercultural learning which refers to the type of learning that:

- Fosters a learner's intercultural competence and enhances their understanding of diverse cultural preferences beyond their own.





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Universal Design for Instruction

Inclusive Design Thinking

Morrison, Ross, and Kemp Instructional Design Model



Universal Design for Instruction



Equitable use of instructional materials permitting learners with diverse abilities the ability to easily engage and interact



Flexibility in the ways in which instructors implement various strategies for supporting learners throughout the learning process



Simple and intuitive course design



Perceptible information that is easily accessible for learners



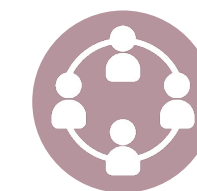
Course design should also allow for a tolerance for error



Low physical effort discourages implementing unnecessary physical exertion that may impact learning



Size and space of the educational environment should not prohibit learning



Develop a community of learners



Create an inclusive instructional climate that sets high expectations for all learners



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Inclusive Design Thinking

01 Empathize with your learners

02 Define learners' needs and articulate course objectives

03 Innovate for active, authentic learning

04 Prototype the course with activities for skill application





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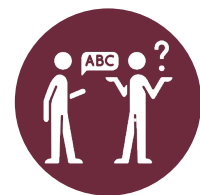
Inclusive Course Design Models

Theoretical Approaches for Inclusion and Representation

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Morrison, Ross, and Kemp Instructional Design Model



Articulate learning goals and identify challenges or barriers to instruction



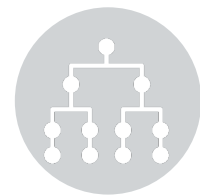
Consider learners' identities and their impact on course design decisions



Select course content and explicitly align these selections with the stated course goals



Explicitly define instructional objectives and outcomes learners should achieve by successfully completing the course



Verify a consistent, logical, and sequenced course structure



Create a plan for instruction that guides learners through content mastery and goal achievement



Encourage developers to craft the instructional message and determine a suitable modality for offering the course



Curate and design assessments for evaluating learners' progress throughout the course



Select relevant, engaging, and representative resources to support the learning experience



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Course Design
Considerations for
Inclusion and
Representation

The Crucial Role of
Inclusive Design

Inclusive Course Design
Models

Theoretical Approaches
for Inclusion and
Representation

Practices for
Promoting Inclusive,
Representative, and
Emancipatory Courses

Theoretical Approaches for Fostering Inclusion and Representation





Course Design Considerations for Inclusion and Representation

The Crucial Role of Inclusive Design

Inclusive Course Design Models

Theoretical Approaches for Inclusion and Representation

Practices for Promoting Inclusive, Representative, and Emancipatory Courses

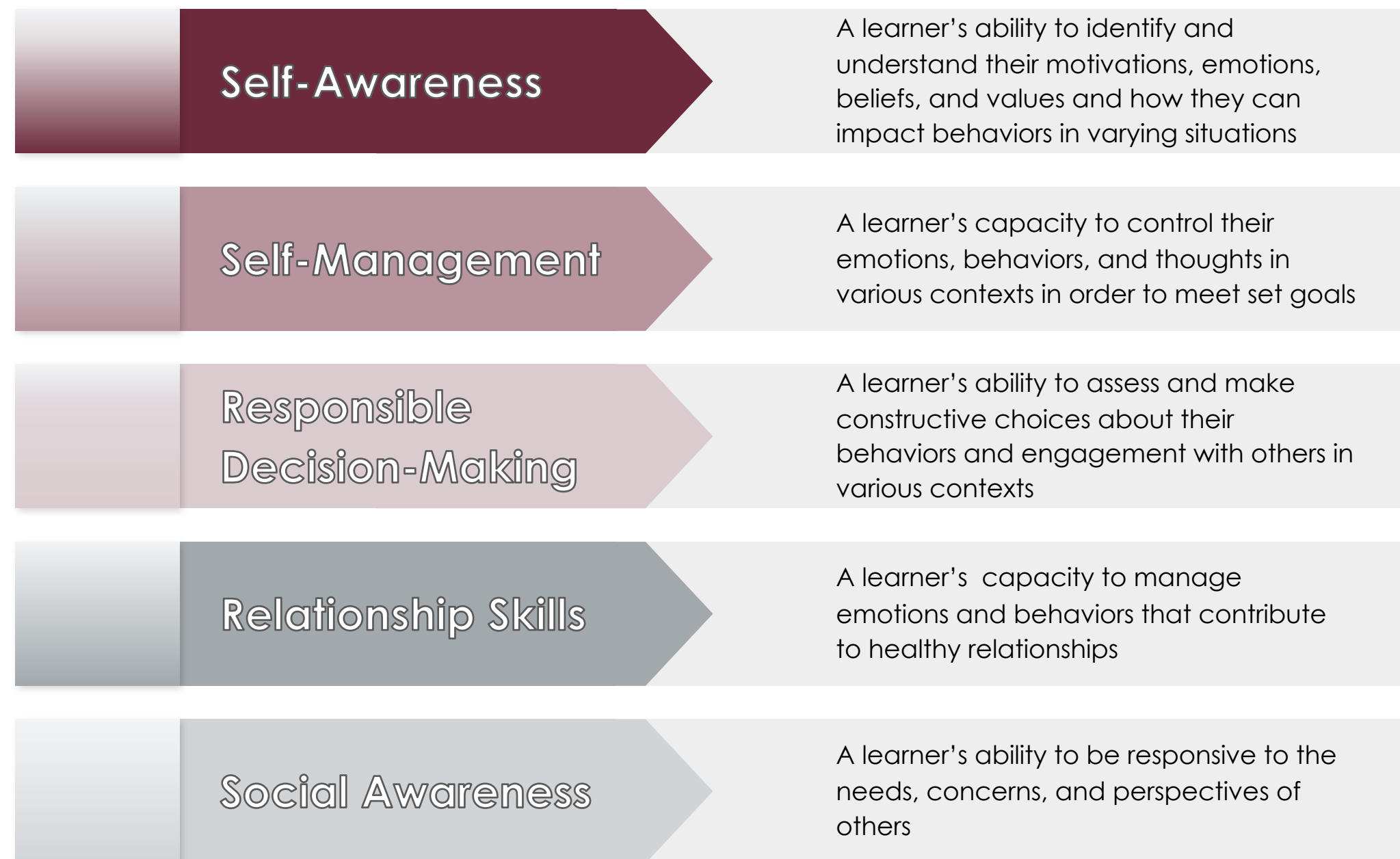
Social Emotional Learning (SEL) Framework

Psychosociocultural Framework

Validation Theory



Social Emotional Learning (SEL) Framework



Collaborative for Academic, Social, and Emotional Learning (CASEL)'s Social Emotional Learning Framework



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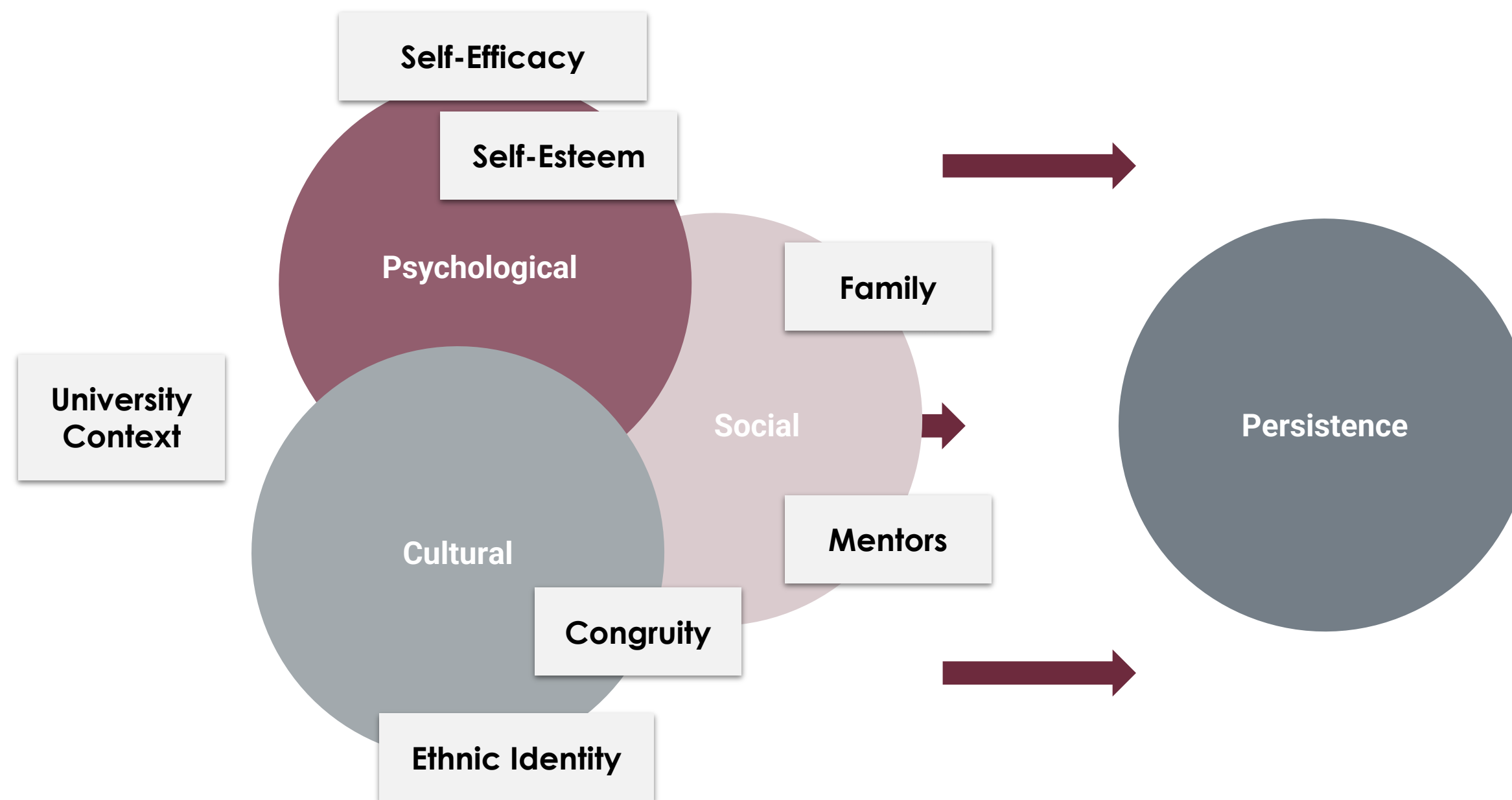
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Psychosociocultural Framework



Castellanos and Gloria's Psychosociocultural Framework for Latina/os in Higher Education



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Inclusive Course Design Models

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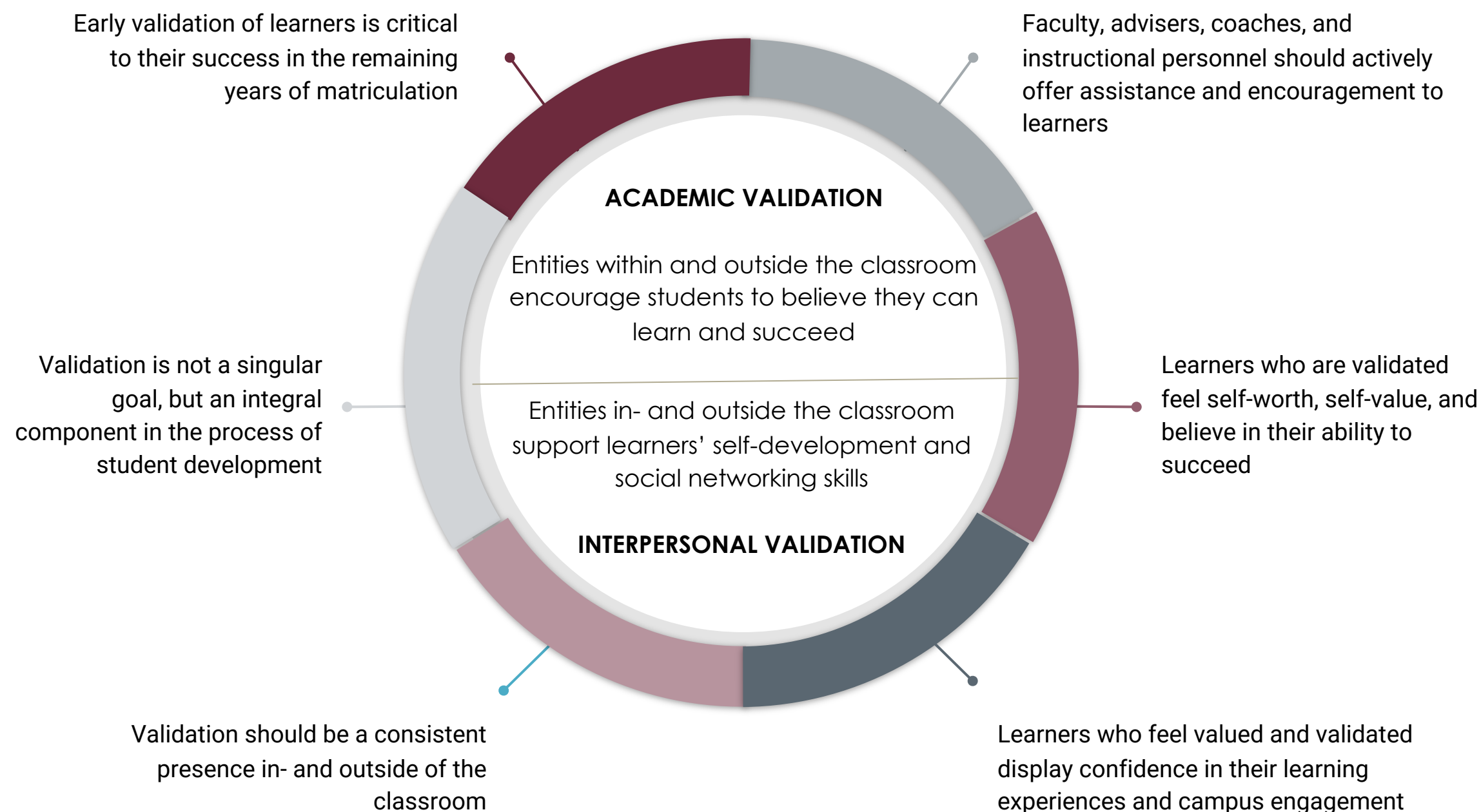
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Validation Theory



Rendón's Validation Theory



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Considerations for
Inclusion and
Representation

The Crucial Role of
Inclusive Design

Inclusive Course Design
Models

Theoretical Approaches
for Inclusion and
Representation

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Promoting Inclusive,
Representative, and
Emancipatory Courses

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Inclusive Course Design Models

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Applying the Psychosociocultural Framework

Psychological

- Acknowledge potential concerns students may have. **(SRSs 1.9, 7.3)**
- Provide prompt, consistent, and reassuring communication. **(SRSs 3.5, 5.3)**
- Openly indicate a willingness to support learners with diverse needs. **(SRSs 7.2, 7.3, 8.3, 8.4)**

Social

- Invite learners to discuss the implementation of assigned accommodations in the online learning environment. **(SRSs 7.2, 8.3, 8.4)**
- Host live, consistent check-ins to help learners stay organized, assess their growth, and monitor their progress. **(SRSs 3.5, 5.3)**

Cultural

- Promote student voice and perspective-sharing through engagement in learning communities. **(SRSs 5.2, 5.3)**
- Select instructional materials and learning activities that are applicable, interesting, and reflective of diverse backgrounds and value systems. **(SRSs 4.4, 4.5, 5.2)**



Validation Theory In Practice

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Inclusive Course Design Models

Theoretical Approaches for Inclusion and Representation

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Academic

- Provide representative exemplars through the selection of texts, guests speakers, and leaders that allow students to imagine their future successful selves. (SRSs 4.4, 4.5)
- Incorporate learning activities framed by topics grounded in learners' diverse histories and experiences. (SRSs 4.4, 5.1, 5.2)
- Infuse opportunities to engage in community service learning within the curriculum. (SRSs 2.1, 2.2, 4.4, 5.1, 5.2)
- Reexamine instructional approaches that prioritize monoculturalism over diverse ways of knowing. (SRSs 4.4, 4.5, 5.1, 5.2)

Interpersonal

- Plan consistent meaningful interactions to allow learners to actively support and be supported by their learning communities. (SRSs 3.5, 5.2, 5.3)
- Employ means of continuous and authentic communication that foster supportive and caring learner-instructor relationships. (SRSs 1.8, 1.9, 3.5, 5.3)
- Provide opportunities to safely share and address potential concerns regarding *cultural collisions* in the learning environment. (SRSs 3.5, 5.1, 5.3, 7.3, 7.4)
- Promote contemplative learning strategies that encourage learners to engage in reflection, metacognition, and social emotional learning. (SRSs 2.1, 2.2, 5.1, 5.2)



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Emancipating Engagement Practices

Emancipatory

Provide students multiple opportunities to engage in voice and choice
SRSs 3.4, 4.5, 5.2, 6.2

Transformative

Incorporate learning preferences and multiple intelligences in the creation of learning activities
SRSs 5.2, 5.4

Empowering

Provide learners with a clear description of how all course components are aligned to support the achievement of the objectives
SRSs 2.1, 2.2, 3.1, 4.1, 5.1, 6.1

Validating

Challenge learners to apply their own experiences and prior knowledge to solve real-world problems
SRSs 2.5, 3.4, 4.4, 4.5, 5.2, 6.2

Comprehensive

Incorporate positive reinforcement (e.g., leaders, scholars, advocates representing diverse communities).
SRSs 4.1, 4.4, 4.5

Multi-dimensional

Include authentic learning activities and assessments that celebrate learners' ethnocultural identities, such as collaborative and cooperative learning.
SRSs 3.1, 3.4, 5.2



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Considerations for
Inclusion and
Representation

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Inclusive Design

Inclusive Course Design
Models

Theoretical Approaches
for Inclusion and
Representation

Practices for
Promoting Inclusive,
Representative, and
Emancipatory Courses

Applying the Psychosociocultural
Framework

Validation Theory in
Practice

Emancipating Engagement
Practices



Voices of the Experts

Dr. Geneva Gay on Multicultural Education





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