

# INCLUSIVE PEDAGOGY IN ONLINE LEARNING ENVIRONMENTS

Bowling Green State University

Angela M. Nelson, [anelson@bgsu.edu](mailto:anelson@bgsu.edu)

# Workshop Presenter



Angela M. Nelson, Ph.D.  
Pronouns: She/Her/Hers  
Faculty Associate  
Center for Faculty Excellence  
Associate Professor  
Department of Popular Culture  
School of Cultural and Critical Studies  
College of Arts & Sciences

# Agenda

---

- Workshop Outcomes
- BGSU Resources
- Six Key Pedagogical Contexts
- Sample Teaching Strategies
- Two Actionable Tasks
- Note: The handout packet and PPT slides are attached to this video recording.

# Workshop Outcomes

---

1. Recognize six key pedagogical contexts
2. Learn inclusive teaching strategies
3. Identify two actionable tasks

# BGSU Resources



- BGSU 2019-20 Strategic Plan
- Division of Diversity & Belonging
- D & B 2020-2023 Comprehensive Strategy & Plan
- Office of Accessibility Services
- Information Technology Services
- Center for Faculty Excellence

# BGSU 2019-20 Strategic Plan

<https://www.bgsu.edu/focus-on-the-future/objective-3.html>

Focus on the Future

Mission, Vision and Core Values

Accelerating our Focus on the Future

TownHalls

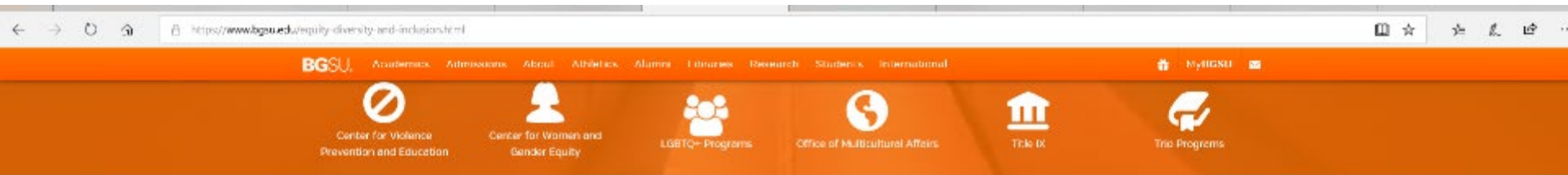
## Objective 3: Empowering and Supporting Our People to Achieve Excellence

Bowling Green State University / Focus on the Future / Objective 3

Support all individuals to build a quality learning community that fosters diversity and inclusion, collaboration, creativity, and excellence.

**Context:** To be a strong, thriving, competitive university, BGSU must ensure that all students, faculty, and staff have the opportunity to achieve excellence in their work. BGSU must be as diverse and inclusive as the communities it serves.

# Division of Diversity and Belonging



Division of Diversity and Belonging

Framework

Campus Resources

Committees

Champions Award

Workshops

Progress Report

University Terms and Definitions Key

Division Directory

Division Newsletter

## Division of Diversity and Belonging

207 Hayes Hall

[419-372-7120](tel:419-372-7120)

[diversity@bgsu.edu](mailto:diversity@bgsu.edu)

**SEE IT.  
HEAR IT.  
REPORT IT.**

Misconduct occurring on or off campus, Sexual assault or sexual harassment or, a behavior of concern you would like to bring to the attention of the Office of the Dean of Students

[Report an Incident](#)

[cfe@bgsu.edu](mailto:cfe@bgsu.edu)

## Division of Diversity and Belonging

Bowling Green State University / Division of Diversity and Belonging

### Message from Jennifer McCary, Chief Diversity and Belonging Officer:

The Division of Diversity & Belonging is here to serve the entire institution. Our hope is to continue to build a campus climate that fosters an inclusive environment that promotes and nurtures diversity, empowers and supports people, and builds up a community where all are welcomed, valued, and affirmed.

This division is home to the Office of Multicultural Affairs, LGBTQIA+ Programs, IRIO Programs, the Center for Women and Gender Equity, the Center for Violence Prevention and Education, and the Office of Title IX. Each department offers programs and services for students, faculty, and staff.

Diversity & Belonging is also home to a number of diversity and inclusion initiatives including but not limited to the Diversity & Belonging Council, the Student Advisory Council on Diversity and Inclusion (SACODI), Beyond the Dream in partnership with the work of many areas, and the upcoming University Resource Groups.

To successfully effect change, we have to come together as a university and rely on the commitment and contributions of many individuals across our campuses.

In solidarity,

Jennifer McCary, CDP

Pronouns: She/her/hers



<https://www.bgsu.edu/equity-diversity-and-inclusion.html>

# D & B 2020-2023 Comprehensive Strategy & Plan

Division of Diversity and Belonging

Comprehensive Strategy and Plan

Divisional Strategic Plan

Taskforce Framework

Campus Resources

Committees

Champions Award

Workshops

Progress Report

University Terms and Definitions Key

Division Directory

Division Newsletter

Title IX

## Comprehensive Strategy and Plan

Bowling Green State University / Division of Diversity and Belonging / Comprehensive Strategy and Plan

[Download the Diversity and Belonging Comprehensive Strategy and Plan \(PDF\) ▶](#)

### 2020 – 2023

**Submitted: May 22, 2020**

If you have difficulty accessing any portion of this document, or if you need this document in a different format, please contact Accessibility Services, [access@bgsu.edu](mailto:access@bgsu.edu), 419-372-8495 or Diversity and Belonging, [diversity@bgsu.edu](mailto:diversity@bgsu.edu), 419-372-7100.

### BGSU Statement Affirming Diversity and Belonging

Bowling Green State University values diversity as essential to improving the human condition. Diversity and inclusion immeasurably enriches all that we do to engage, understand, and respect individuals. Within our community, the diversity of identities and life experiences determines how we perceive and contribute to society. We acknowledge that diversity has not always been understood or embraced in our society, yet, at BGSU, we will strive to understand and embrace diversity by breaking down barriers to meaningful participation to ensure that individuals are treated with dignity. As a community, we commit to advance this culture through a comprehensive strategy and diversity plan that focuses on the recruitment, retention, and success of a diverse student body, faculty, staff, and administration.

<https://www.bgsu.edu/equity-diversity-and-inclusion/comprehensive-strategy-plan.html>



# Office of Accessibility Services

Accessibility Services

- Exam Appointments - Spring 2020
- Students
- Faculty and Staff
- Employees with Disabilities
- Visitors with Disabilities
- National Test Center
- Disability Training
- Accessibility Services Complaint Procedure
- Web Accessibility
- Accessibility Services Feedback
- Ohio College2Careers

## Accessibility Services

Bowling Green State University / Accessibility Services

**Effective 3/23/20, our BG Campus and Firelands Campus offices will be staffed remotely. We are available Monday - Friday from 8:00 am - 5:00 pm via email: [access@bgsu.edu](mailto:access@bgsu.edu), or phone: 419-372-8495.**

Welcome to Accessibility Services at Bowling Green State University! The mission of Accessibility Services at Bowling Green State University is to provide equal access and opportunity to qualified students, faculty, and staff with disabilities. Our goal is to increase awareness of disability issues and support the success of students with disabilities by providing opportunities for full integration into the BGSU community.

### Peggy Dennis

Director, Accessibility Services  
Associate Director, Center for Health  
ADA/Section 504 Compliance Officer  
Title IX Deputy Coordinator  
Supervisor, National Test Center  
[access@bgsu.edu](mailto:access@bgsu.edu)

### Lea Anne Kessler

Assistant Director  
[access@bgsu.edu](mailto:access@bgsu.edu)

**BGSU** | DIVISION OF Student Affairs  
<mailto:access@bgsu.edu>

<https://www.bgsu.edu/accessibility-services.html>

# Information Technology Services

<https://www.bgsu.edu/its/>



In the event of a disruption to normal campus operations, classroom instruction and/or other academic functions resulting from prolonged campus or building closure, it is important to understand the options available for working, teaching and learning off-campus. In being prepared for such situations, we can help to ensure that learning and work can continue uninterrupted.

# Center for Faculty Excellence

<https://www.bgsu.edu/center-for-faculty-excellence/>

Center for Faculty Excellence

[Find a Workshop](#)

[Join a Community](#)

[Get Certified](#)

[Find a Resource](#)

[Explore the CFE Archive](#)

[Meet the CFE](#)

[Essential Guide for Transitioning to Remote Learning](#)

[FALL FLEX CONFERENCE](#)

## Center for Faculty Excellence

[Bowling Green State University](#) / [Center for Faculty Excellence](#)

The **Center for Faculty Excellence** is the University's lead resource for teaching and learning support for faculty, staff, and graduate students. The CFE provides professional development workshops, consultations, web resources, learning communities, and more—all designed to help those involved in teaching to create an engaged and articulate learning experience for all BGSU students.

The Center offers a broad range of services directly aligned with the University's strategic goals to support student success. The CFE helps faculty and instructional personnel to:

- Articulate clear and challenging expectations for students
- Develop and use pedagogical strategies that engage students in learning and academic success
- Create supportive environments for students both inside and outside the classroom
- Develop, use, and analyze assessment methods and strategies that help increase student academic performance

## Quality Matters Emergency Remote

[Essential Guide for Transitioning to Remote Learning](#)

[Instructional Resources](#)

[Canvas Course Template](#)

[Canvas Basics: Guides and Videos](#)

[Quality Matters Emergency Remote Instruction](#)

[Teaching Online: Simple Solutions](#)

[ACUE Online Teaching Resources](#)

## CENTER FOR FACULTY EXCELLENCE

103 Olscamp Hall

419-372-6898

[cfe@bgsu.edu](mailto:cfe@bgsu.edu)

# Pedagogy

---

- **Pedagogy** is our method, our practice of teaching. This practice of teaching encompasses strategies, tactics, principles, goals, plans, and maps.

# Pedagogy

---

- **Pedagogy** involves
  - delivering content
  - assessing student learning
  - fostering student engagement  
(Emory University CFDE).

# Inclusion & Equity

- **Inclusion**—is the practice of creating an inviting and engaging learning environment where all students feel welcomed and supported.
- **Equity**—is the practice of ensuring that each student receives what they need to succeed in higher education—access to opportunities, networks, resources, and supports—based on where they are and what their goals are.

# Inclusive Pedagogy

- **Inclusive Pedagogy** is a student-centered and equity-focused approach to the practice of teaching that considers the interaction of the contexts of one's society and world; educational institution; peers' identities, perspectives, and experiences; instructor's identities, perspectives, and experiences; students' identities, perspectives, and experiences; and course content.

# Online Learning Environment



Online learning environments are in virtual settings and have no physical location. Instructors teach and students learn through the use of computers and the Internet employing such learning management system (LMS) platforms as Moodle, Blackboard, D2L, and Canvas.



# BGSU Online Learning Environments

---

- ▣ In-Person/Hybrid Delivery Model
- ▣ Remote Delivery Model
- ▣ Online Delivery Model

# BGSU Online Learning Environments

- ▣ **In-Person/Hybrid Delivery Model**
- ▣ **Face-to-face instructional activities are combined with synchronous, remote activities that meet according to the official schedule.**
- ▣ When the technologies used for education and communication outside the classroom are used to supplant some, but not all face-to-face instruction, reducing the time actually spent in the classroom, the result is an in-person/hybrid classroom course.

# BGSU Online Learning Environments

- ▣ **Remote Delivery Model—(Synchronous)**
- ▣ **All or most course activity is completed online in a synchronous manner, with required sessions that meet according to the official schedule.**
- ▣ Remote courses primarily engage students through Webex and/or Zoom and Canvas and mirror traditional face-to-face courses, though the instructor and students are not in a physical classroom. Remote courses may incorporate some asynchronous elements.

# BGSU Online Learning Environments

- ▣ **Online Delivery Model—(Asynchronous)**
- ▣ **All (100%) course activity is done online; there are no required face-to-face sessions and no requirements for on-campus or synchronous activity.**
- ▣ Online courses eliminate geography as a factor in the relationship between the student and the institution. They consist entirely of online elements that facilitate the three critical student interactions: with content, the instructor, and other students.

# Six Key Pedagogical Contexts

---

- Society & World
- Educational Institution
- Peers' Identities
- Instructor's Identities
- Students' Identities
- Course Content

# Pedagogy as Interface & Mediator Between...

- ▣ Instructor and society/world
- ▣ Instructor and educational institution
- ▣ Instructor and students
- ▣ Instructor and instructors
- ▣ Instructor and content
- ▣ Students and society/world
- ▣ Students and educational institution
- ▣ Students and instructor
- ▣ Students and students
- ▣ Students and content

# Society & World

- United States of America
- Global/International
  - **COVID-19; Economic recession; Unemployment; Illness & deaths**
- Activity: *Please take a moment to reflect on other characteristics of this context that impact our pedagogy.*

# Educational Institution

- Geographical location
- Personnel demographics
- Policies
- Technology
- Activity: *Please take a moment to reflect on other characteristics of this context that impact our pedagogy.*



# Technology

- Accessibility
- Canvas LMS
- External Learning Apps/Tools  
(GoReact, LockDown Browser, Studio, WebEx, Zoom, etc.)
  - ▣ See *‘Online Instruction Survey,’*  
*‘Inclusion, Equity’* & *‘An Equitable Transition’* (in packet)

# Peers' Social Identities

---

- Instructor's Peers
- Students' Peers

# Instructor's Social Identities

## Social Group Identity

- Gender Identity
- Racial Identity
- Dis/Ability Identity
- Intersection of Social Identities, e.g., Gender and Race Identities

## Professional Identity

- View research and teaching as means to achieve positive social change
- Pursue faculty position solely to fulfill personal quest for intellectual growth and enlightenment
- Prioritize research productivity over teaching proficiency

# Students' Social Identities

- Sex/Binary Gender: Female, Male
- Transgender/Gender Non-Conforming/Non-Binary
- Lesbian, Gay, Bisexual, Transexual/Pansexual, Asexual, Queer
- Students of Color/Multiracial
- Students with Disabilities
- First Generation
- Veterans (Source: Vaccaro)

# Students' Social Identities

- Low Socioeconomic Status
- Non-Dominant Religious Groups
- International & Undocumented (Source: Vaccaro)
- Mothers/Parents
- Military
- Pre-College
- Students with intersecting social identities

# Course Content



- Curricular
- Canvas LMS
- Rhetoric
- Syllabus

# Course Content

- Curricular: Activities, Assessments, Assignments, Texts (readings, screenings, audio, internet links)
- Canvas LMS: Assignment Descriptions, Messages, Announcements
- Rhetoric: Oral, Written (examples, metaphors)
- Syllabus: Course Description, Learning Outcomes, Modules, Policies

# Course Content: Syllabus

---

- See 'Checklist for Designing an Inclusive Syllabus' (in packet)
- Review guidelines



# Overarching Objective of Inclusive Pedagogy

- To create and maintain an inclusive learning environment for all students regardless of mode of delivery.

# Inclusive Teaching Strategies

- See ACUE, '10 Inclusive Teaching Practices' (in packet)
- 0-Download & use BGSU CFE Canvas Course Template
- 3-Ensure your syllabus sets the tone for diversity and inclusion.
- 4-Use inclusive language.
- 5-Share your gender pronouns.
- 6-Learn and use students' preferred names.
- 7-Engage students in a small-group introductions activity.
- 8-Use an interest survey to connect with students.
- 9-Offer inclusive office hours.
- 10-Set expectations for valuing diverse viewpoints.
- 2-Ensure course media are accessible.
- 1-Ensure your course reflects a diverse society and world.

# Inclusive Teaching Strategies

## □ 0-Download & use BGSU CFE Canvas Course Template

□ <https://www.bgsu.edu/center-for-faculty-excellence/canvas-course-template.html>

Home

Syllabus

Modules

### BGSU Template Preview

Type Your Course Title Here



#### Welcome!

Add a short introductory (welcome) message in this spot. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Integer nec odio. Praesent libero. Sed cursus ante dapibus diam. Sed nisi. Nulla quis sem at nibh elementum imperdiet. Duis sagittis ipsum.

[Insert getting started video here]



**Course Overview:** This page provides you with a general class overview that includes Learning Objectives, Expectations, and Grading Scheme. For more detailed information about lessons and assignments, refer to the [Syllabus](#).



**Course Question Board:** This is our class question board where you can post general class questions. If you have a question about your grade or another matter, [contact your instructor](#).



**Learning Modules:** All of the learning content is in Learning Modules. You can view the learning structure of the course, access all of the course components, and track your progress here.

#### Navigation Tip:

- Select the icons above to access important elements of the course.
- On the left-hand navigation bar select:
  - Home - to return to this page at any time.
  - Announcements - to view current and important information from your instructor.
  - Syllabus - to view the assignments and events in the course.
  - Modules - to view the learning modules.
  - Discussions -

# Inclusive Teaching Strategies

- 3-Ensure your syllabus sets the tone for diversity and inclusion.
- 4-Use inclusive language.

# Inclusive Teaching Strategies

- **5-** Share your gender pronouns.
- **6-** Learn and use students' preferred names.
- **7-** Engage students in a small-group introductions activity.
- **8-** Use an interest survey to connect with students.

# Inclusive Teaching Strategies

- 9-Offer inclusive office hours.
- 10-Set expectations for valuing diverse viewpoints.
- 2-Ensure course media are accessible.
- 1-Ensure your course reflects a diverse society and world.

# Inclusive Teaching Strategies

---

- See article ‘Structure Matters’ (in packet)
  - Five Objectives
  - 21 Strategies

# Inclusive Teaching Strategies

*Giving students opportunities to think and talk about XYZ subject/field/discipline.*

- 1. Wait time
- 2. Allow students time to write
- 3. Think–pair–share
- 4. Do not try to do too much



# Inclusive Teaching Strategies

*Encouraging, expecting (demanding), and actively managing the participation of all students.*

- 5. Hand raising
- 6. Multiple hands, multiple voices
- 7. Random calling using Popsicle sticks/index cards/M & M candies
- 8. Assign reporters for small groups
- 9. Whip (around)
- 10. Monitor student participation

# Inclusive Teaching Strategies

*Building an inclusive and fair XYZ class community for all students.*

- 11. Learn or have access to students' names
- 12. Integrate culturally diverse and relevant examples
- 13. Work in stations or small groups
- 14. Use varied active-learning strategies
- 15. Be explicit about promoting access and equity for all students

# Inclusive Teaching Strategies

*Monitoring (your own and students') behavior to cultivate divergent XYZ subject/field/discipline thinking.*

- 16. Ask open-ended questions
- 17. Do not judge responses
- 18. Use praise with caution
- 19. Establish class community and norms

# Inclusive Teaching Strategies

- *Teaching all of the students in your XYZ subject/field/discipline.*
- 20. Teach them from the moment they arrive
- 21. Collect assessment evidence from every student, every class

# Self-Assessment of Inclusive Teaching Strategies (10 minutes)

- **See Table 1 (p. 324) in 'Structure Matters' (in packet)**
- **Complete self-assessment**
- **Discuss**
- *Optional: Pause recording for 5-10 minutes to complete self-assessment.*

## 2 Actionable Tasks (5 minutes)

- **See** ‘My Action Plan’ (in packet)
- **Think** of at least ONE strategy, tool, or design you can implement this semester to become a more inclusive instructor
- **Write** the strategy, tool, or design on the “My Action Plan” document in the workshop packet.
- Optional: *Pause recording for 3-5 minutes to answer prompt.*

# Comments & Questions?

My contact information:

Angela Nelson, [anelson@bgsu.edu](mailto:anelson@bgsu.edu)

419-372-0284

WebEx Conferencing

([bgsu.webex.com](http://bgsu.webex.com))

249 Shatzel Hall



# INCLUSIVE PEDAGOGY IN ONLINE LEARNING ENVIRONMENTS

Bowling Green State University

Angela M. Nelson, [anelson@bgsu.edu](mailto:anelson@bgsu.edu)