Teaching Diverse Student Populations Online: Training, Design, Accessibility

Sam Harlow & Jenny Dale
UNCG Libraries
https://go.uncg.edu/ncla21teachdiverse
Introductions

Sam Harlow
Online Learning Librarian, Liaison Librarian
UNC Greensboro (UNCG)
she/her/hers
slharlow@uncg.edu
Jenny Dale
Information Literacy Coordinator, Liaison Librarian
UNC Greensboro (UNCG)
she/her/hers
jedale2@uncg.edu
We acknowledge that the land on which we are virtually gathered has long served as the site of meeting and exchange amongst a number of Indigenous peoples, specifically the Keyauwee and Saura. We also want to acknowledge the long history and lasting legacies of slavery on these lands.

Image credit: "Greetings from Greensboro N.C." in North Carolina Postcard Collection (P052), North Carolina Collection Photographic Archives, Wilson Library, UNC-Chapel Hill
Table of contents

01 UNCG Demographics
03 Inclusive Online Learning
05 Reflections and Looking Ahead
02 COVID-19
04 Teaching Examples
06 Wrap-up and Q&A
01 Demographics
UNCG Demographics, important points

- In Fall 2020, UNCG enrolled 19,764 students in 76 baccalaureate programs, 58 master's programs and 28 doctoral programs. The students came from North Carolina and 47 other states and 78 foreign countries/regions.
- Minority-serving institution
- Many Pell eligible students (typically ~50%)
UNCG Demographics, at a glance

**Fast Facts (Fall 2020)**


<table>
<thead>
<tr>
<th>Fall 2020 Enrollment by Ethnicity</th>
<th>Fall 2020 Enrollment by Level and Class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UG</strong></td>
<td><strong>Undergraduate</strong></td>
</tr>
<tr>
<td>Black</td>
<td>Full-Time Firsttime UG</td>
</tr>
<tr>
<td>3,410</td>
<td>1,642</td>
</tr>
<tr>
<td>Hispanic</td>
<td>New Transfer</td>
</tr>
<tr>
<td>1,516</td>
<td>852</td>
</tr>
<tr>
<td>Non-Resi Alien</td>
<td>Continuing UG</td>
</tr>
<tr>
<td>91</td>
<td>6,448</td>
</tr>
<tr>
<td>Other Minorities</td>
<td>All</td>
</tr>
<tr>
<td>1,150</td>
<td>8,942</td>
</tr>
<tr>
<td>Unknown</td>
<td>Part-Time Firsttime UG</td>
</tr>
<tr>
<td>211</td>
<td>21</td>
</tr>
<tr>
<td>White</td>
<td>New Transfer</td>
</tr>
<tr>
<td>4,426</td>
<td>297</td>
</tr>
<tr>
<td>All</td>
<td>Continuing UG</td>
</tr>
<tr>
<td>10,704</td>
<td>1,444</td>
</tr>
<tr>
<td></td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>1,762</td>
</tr>
<tr>
<td></td>
<td>Undergraduate Total</td>
</tr>
<tr>
<td></td>
<td>10,704</td>
</tr>
<tr>
<td></td>
<td>Gradua Full-Time New GR</td>
</tr>
<tr>
<td></td>
<td>602</td>
</tr>
<tr>
<td></td>
<td>Continuing GR</td>
</tr>
<tr>
<td></td>
<td>599</td>
</tr>
<tr>
<td></td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>1,201</td>
</tr>
<tr>
<td></td>
<td>Part-Time New GR</td>
</tr>
<tr>
<td></td>
<td>471</td>
</tr>
<tr>
<td></td>
<td>Continuing GR</td>
</tr>
<tr>
<td></td>
<td>973</td>
</tr>
<tr>
<td></td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>1,444</td>
</tr>
<tr>
<td></td>
<td>Graduate Total</td>
</tr>
<tr>
<td></td>
<td>2,645</td>
</tr>
<tr>
<td></td>
<td>Grand Total</td>
</tr>
<tr>
<td></td>
<td>1,663</td>
</tr>
<tr>
<td></td>
<td>Continuing UG</td>
</tr>
<tr>
<td></td>
<td>7,892</td>
</tr>
<tr>
<td></td>
<td>New GR</td>
</tr>
<tr>
<td></td>
<td>1,073</td>
</tr>
<tr>
<td></td>
<td>Continuing GR</td>
</tr>
<tr>
<td></td>
<td>1,572</td>
</tr>
<tr>
<td></td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>13,349</td>
</tr>
</tbody>
</table>

Data source: sage206.
02
COVID-19
Spring 2020

- In mid-March 2020, a large majority of courses were moved online and most residential students left campus.
- Most scheduled library instruction was canceled or shifted to an online format – either synchronous or asynchronous.
- Research, Outreach, and Instruction department shifted to remote services by late March 2020.
Summer 2020

- UNCG planned for a mix of online, hybrid, hybrid flex, and socially distanced in-person classes
- Department heads of all teaching units in the University Libraries agreed that all library instruction for Fall 2020 would be virtual
- We began preparing library personnel for online teaching, mostly through the University Libraries Virtual Learning Community and our existing Library Instructional Technology Training Series
2020-2021

- 100% online library instruction continued through Spring 2021
- Internal professional development continued, covering topics such as: accessibility, engaging online learners, designing effective slideshows, best practices for video tutorials, Universal Design for Learning, and more.
Fall 2021

- Major push for a “return to normal” on campus
- Instructors were strongly encouraged to teach in person
- Library instruction for high-enrollment first-year courses 100% online
- Other instruction decisions left up to the individual librarian
- Still a lot of online teaching happening
03 Inclusive Online Teaching
Inclusive teaching refers “to the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all. It embraces a view of the individual and individual difference as the source of diversity that can enrich the lives and learning of others.” (Hockings, 2010)

Flinder’s University, Inclusive Teaching
Inclusive design refers to “design that considers the full range of human diversity with respect to ability, language, culture, gender, age and other forms of human difference.”
–Jess Mitchell, Inclusive Design Research Centre (IDRC), BCcampus webinar series on Inclusive Design
Accessibility

Accessibility is an issue in both libraries and online learning. It’s important to consider all the issues under ADA compliance and WCAG 2.0, 2.1.

Accessibility for All presentation
Invisible Disability

An invisible disability is a physical, mental, or neurological condition that is not visible from the outside, yet can limit or challenge a person’s movements, senses, or activities.

Invisible Disabilities Association
Implicit Bias

Implicit Bias in Education “refers to unconscious attitudes, reactions, stereotypes, and categories that affect behavior and understanding. In higher education, implicit bias often refers to unconscious racial or socioeconomic bias towards students, which can be as frequent as explicit bias (Boysen, et. al 2009).”

Awareness of Implicit Bias, Yale Center for Teaching and Learning

Examples

- Assumptions about struggling students, backgrounds, accents or language abilities
- Students who are affiliated with a particular identity group may be treated as experts on issues related to that group
- Many more!
- Implicit Bias Test
Universal Design for Learning (UDL)

Universal Design for Learning is an approach to curriculum that minimizes barriers and maximizes learning for all students. It asks the designer or teacher to provide multiple means of representation, action and expression, and engagement.

CAST “UDL at a Glance” Video
The UDL Guidelines can be used by educators, curriculum developers, researchers, parents, and anyone else who wants to implement the UDL framework in a learning environment. 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.
04 Teaching Examples
# Free Tools to Use for Inclusive UDL Teaching

<table>
<thead>
<tr>
<th>Polling</th>
<th>Groups</th>
<th>LMS</th>
<th>Meetings</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentimeter</td>
<td>Google Docs</td>
<td>Modules or Folders</td>
<td>Use the chat (if virtual)</td>
<td>Google Forms</td>
</tr>
<tr>
<td>Google Forms</td>
<td>Google Sheets</td>
<td>Ungraded Quizzes</td>
<td>Take breaks</td>
<td>Google Docs (reflection)</td>
</tr>
<tr>
<td>Zoom/WebEx</td>
<td>Padlet</td>
<td>Discussions</td>
<td>Check-in with students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Google Jamboard</td>
<td>Repositories and OER</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Google Forms
- Google Docs
- Google Sheets
- Padlet
- Google Jamboard
- Modules or Folders
- Ungraded Quizzes
- Discussions
- Repositories and OER
- Use the chat (if virtual)
- Take breaks
- Check-in with students
- Google Forms
- Google Docs (reflection)
UNCG Libraries Research Tutorials

Developed with UDL in mind to engage students through low stake Quick Checks (H5P) and have option for certificate creation. Also available in Canvas Commons.
Adaptations of Tutorials

Canvas Commons allows instructors and librarians to download individual research modules and adapt to programs, courses, and student learning objectives
Examples of UNCG Libraries Research Tutorial Adaptations

- College Writing Module
- Communication Studies 105
- Community and Therapeutic Recreation (CTR) 101
- Music 205 – open pedagogy course
- And more!
Canvas Commons
<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>A note to College Writing instructors about this module</td>
<td></td>
</tr>
<tr>
<td>A note to College Writing students on completing this module</td>
<td></td>
</tr>
<tr>
<td>Research is a process</td>
<td></td>
</tr>
<tr>
<td>Quiz: Research is a Process: The Big Picture of Research</td>
<td>5 points</td>
</tr>
<tr>
<td>Picking and developing a topic</td>
<td></td>
</tr>
<tr>
<td>Quiz: Picking &amp; Developing a Topic</td>
<td>5 points</td>
</tr>
<tr>
<td>Keyword creation</td>
<td></td>
</tr>
<tr>
<td>Quiz: Keyword Creation</td>
<td>5 points</td>
</tr>
<tr>
<td>Search strategies</td>
<td></td>
</tr>
<tr>
<td>Quiz: Searching Strategies</td>
<td>5 points</td>
</tr>
</tbody>
</table>
Canvas (asynchronous): CTR 101

Technology

Campus Resources

UNCG Libraries: Searching for and Evaluating Health Info Online
Aug 20 | Mark done

UNCG Libraries: Citing and APA
Aug 20 | Mark done

Unit 1- Discussion Board Assignment #1
Aug 20 | 30 pts | Contribute

Signed Syllabus Agreement Form Quiz
Aug 20 | 10 pts | Submit

Final Thoughts for Unit 1

Now that you’ve watched this video on some tips and tricks of searching for health information online, you can start to think through how to evaluate these resources and frameworks to evaluate materials, but one that is good to consider for this course and reading. Here is a quick presentation on reading laterally for this course:

CTR 101, Source Evaluation
Sam Harlow
Community and Therapeutic Recreation Librarian
slharlow@uncg.edu

After going through this presentation, fill out this quick Google Form. Your librarian Sam Harlow will email the entire class through an announcement. Please email slharlow@uncg.edu with any questions about information online.
Standalone LibWizard (asynchronous): BIPS 201

- Online, asynchronous version of an interactive face-to-face workshop
- Mix of formats
- Multiple interaction points
- Available at https://uncg.libwizard.com/f/authority101bips
Honors 209: The Classical Art of Persuasion

- First of three synchronous online sessions; this session was focused on source evaluation
- **Group brainstorming activity** using Google docs
- **Small group evaluation activity** using a folder of Google docs
  - Each group evaluated a different source
  - Students got a heads up that they would be looking at recent sources on a then frequent topic of national discussion – defunding the police

*For more on examples of using Google tools in online teaching, see [UNCG Libraries Winter 2020 PD: Engaging Synchronous Online Sessions with Google Suite](#)*
Public Health 314: Disease Investigations

- Moved online due to COVID, but had librarian come for a one-shot synchronous
- Intro to the library
- Mentimeters
- Lateral reading activity – Google Docs
- Final assessment – Google Forms
Looking Ahead
Lessons Learned?

What will we improve?
- Confusion about tutorial platform
- Reviewing assessment as a group
- Repositories of online learning content beyond tutorials

What will we keep?
- Option for asynchronous and virtual information literacy instruction beyond COVID
- Hybrid and flipped spaces when face-to-face teaching becomes safer
We’d love to hear from you virtually on our Jamboard
Thanks!

Do you have any questions?
Jenny Dale jedale2@uncg.edu
Sam Harlow slharlow@uncg.edu

CREDITS: This presentation template was created by Slidesgo, including icons by Flaticon, infographics & images by Freepik