

Teaching Diverse Student Populations Online: Training, Design, Accessibility

Sam Harlow & Jenny Dale
UNCG Libraries

The background features several large, overlapping, organic shapes in muted colors: a light beige circle in the center, a brownish-tan shape on the left, and a greyish-green shape on the right. A simple line drawing of a leafy branch is positioned at the top center.

**[https://go.uncg.edu/
ncla2teachdiverse](https://go.uncg.edu/ncla2teachdiverse)**

Introductions



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Land Acknowledgement



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

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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%)

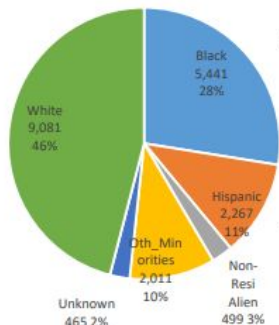
UNCG Demographics, at a glance

Fast Facts (Fall 2020)



Office of Institutional Research & Analytics (UNCG IRA). Sept. 2020.

Fall 2020 Total Headcount
Enrollment by Race



Fall 2020 Enrollment by Ethnicity				
		F	M	All
UG	Black	3,410	1,332	4,742
	Hispanic	1,416	655	2,071
	Non-Resi Alien	91	105	196
	Oth. Minorities	1,150	624	1,774
	Unknown	211	130	341
	White	4,426	2,445	6,871
	All	10,704	5,291	15,995
GR	Black	544	155	699
	Hispanic	143	53	196
	Non-Resi Alien	178	125	303
	Oth. Minorities	157	80	237
	Unknown	91	33	124
	White	1,532	678	2,210
	All	2,645	1,124	3,769
Total	Black	3,954	1,487	5,441
	Hispanic	1,559	708	2,267
	Non-Resi Alien	269	230	499
	Oth. Minorities	1,307	704	2,011
	Unknown	302	163	465
	White	5,958	3,123	9,081
	All	13,349	6,415	19,764

Data source: sdfe206.

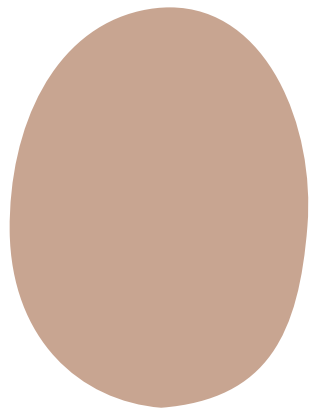
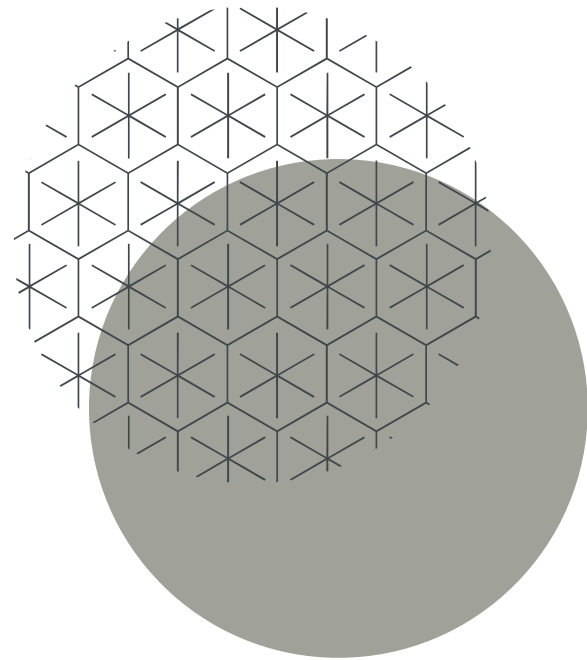
Fall 2020 Enrollment by Level and Class				
Undergraduate		F	M	All
Full-Time	Firsttime UG	1,642	756	2,398
	New Transfer	852	488	1,340
	Continuing UG	6,448	3,205	9,653
	All	8,942	4,449	13,391
Part-Time	Firsttime UG	21	13	34
	New Transfer	297	117	414
	Continuing UG	1,444	712	2,156
	All	1,762	842	2,604
Undergraduate Total		10,704	5,291	15,995
Graduate Full-Time	New GR	602	251	853
	Continuing GR	599	255	854
	All	1,201	506	1,707
Part-Time	New GR	471	176	647
	Continuing GR	973	442	1,415
	All	1,444	618	2,062
Graduate Total		2,645	1,124	3,769
Grand Total	Firsttime UG	1,663	769	2,432
	New Transfer	1,149	605	1,754
	Continuing UG	7,892	3,917	11,809
	New GR	1,073	427	1,500
	Continuing GR	1,572	697	2,269
	All	13,349	6,415	19,764

Data source: sdfe206.



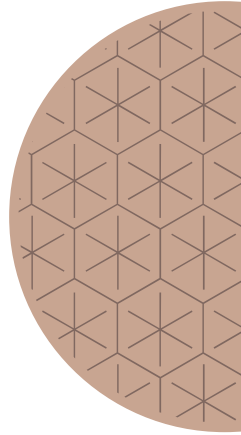
02

COVID-19



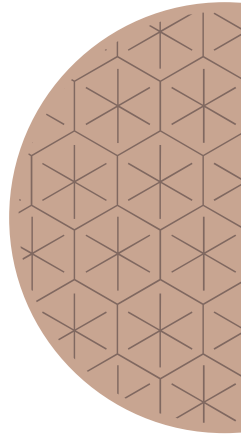
Spring 2020

- 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

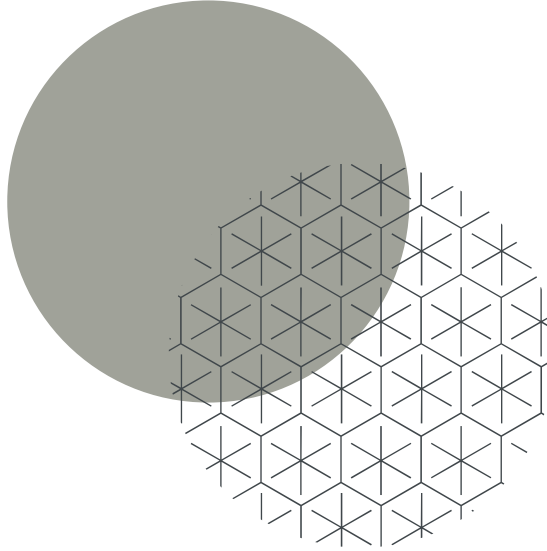
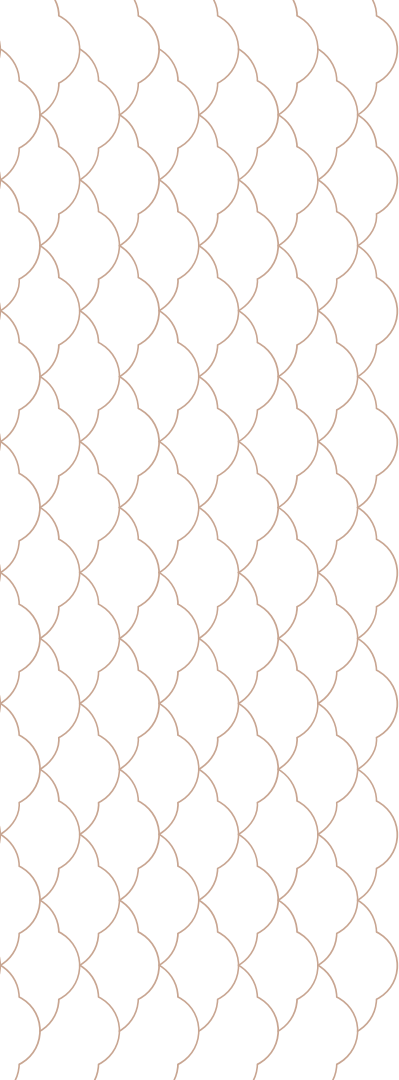
- Major push for a “return to normal” on campus
- Instructors were strongly encouraged to teach in person
- Library instruction for high-enrollment first-year courses 100% online
- Other instruction decisions left up to the individual librarian
- Still a lot of online teaching happening



03

Inclusive Online Teaching





Inclusive Teaching

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

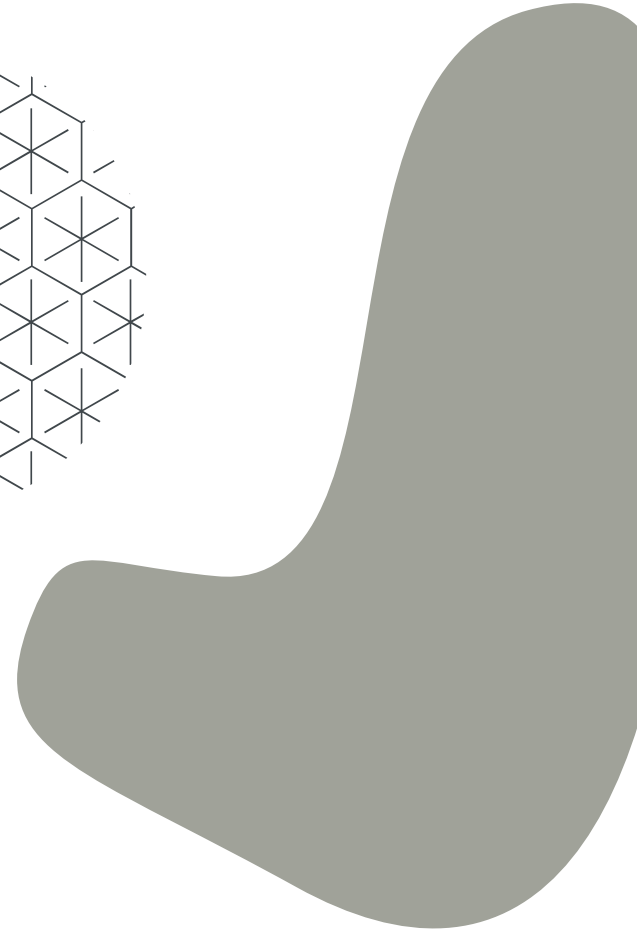
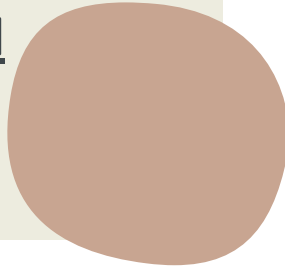
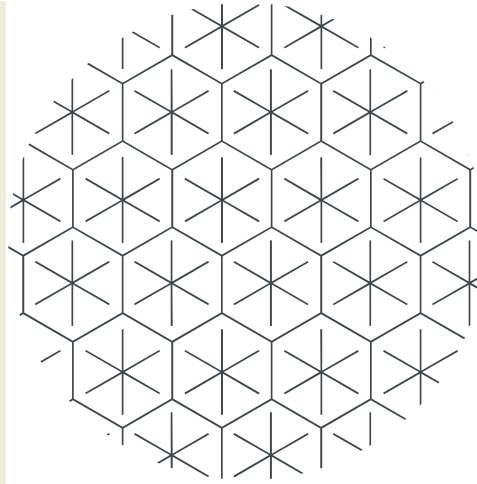
Inclusive design refers to “design that considers the full range of human diversity with respect to ability, language, culture, gender, age and other forms of human difference.”

–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.

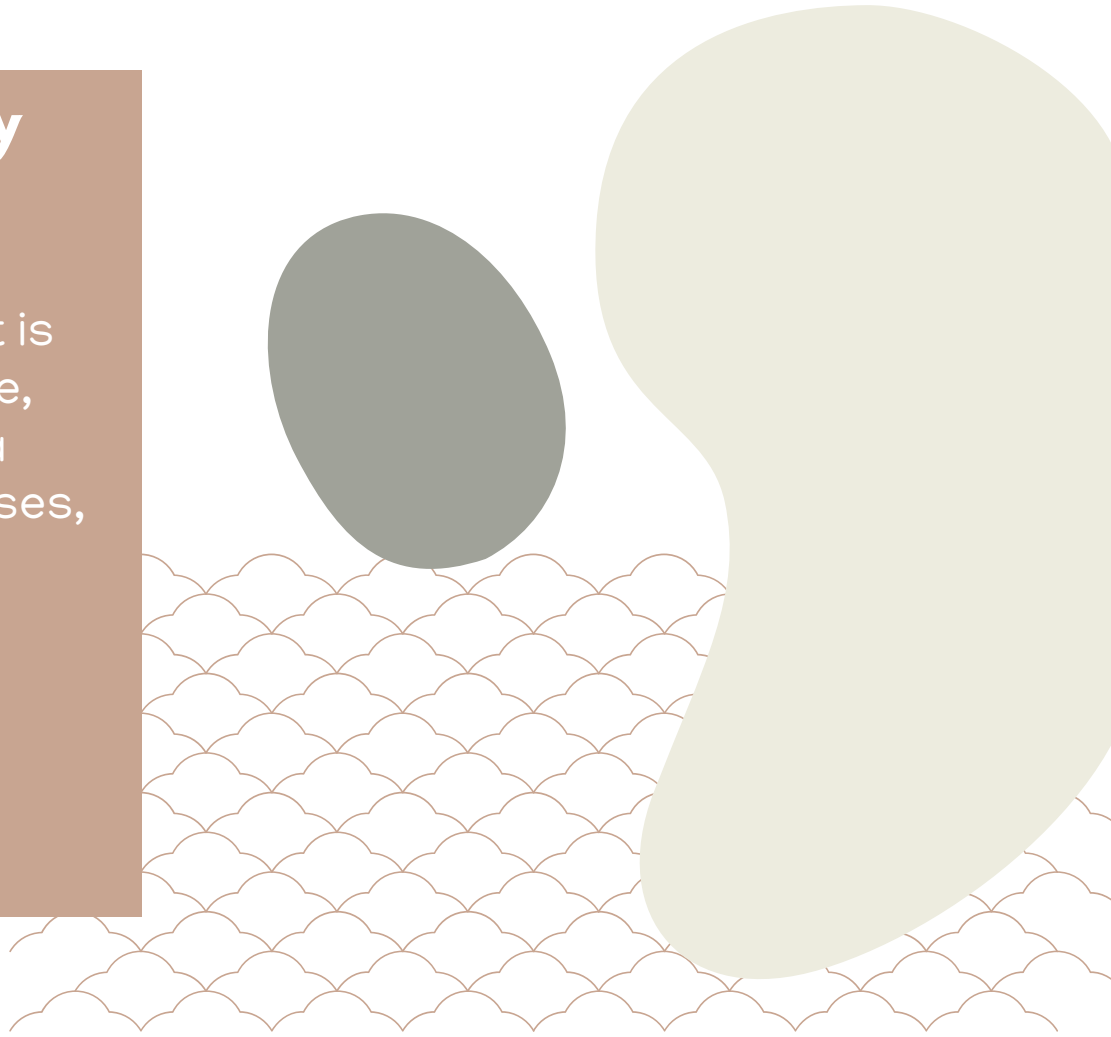
Accessibility for All
presentation



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

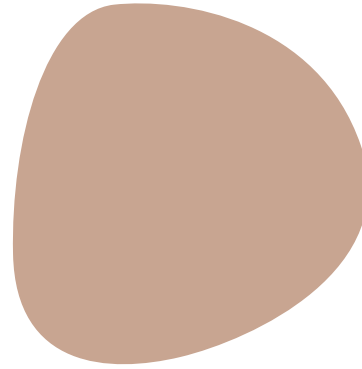
Examples

- 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.

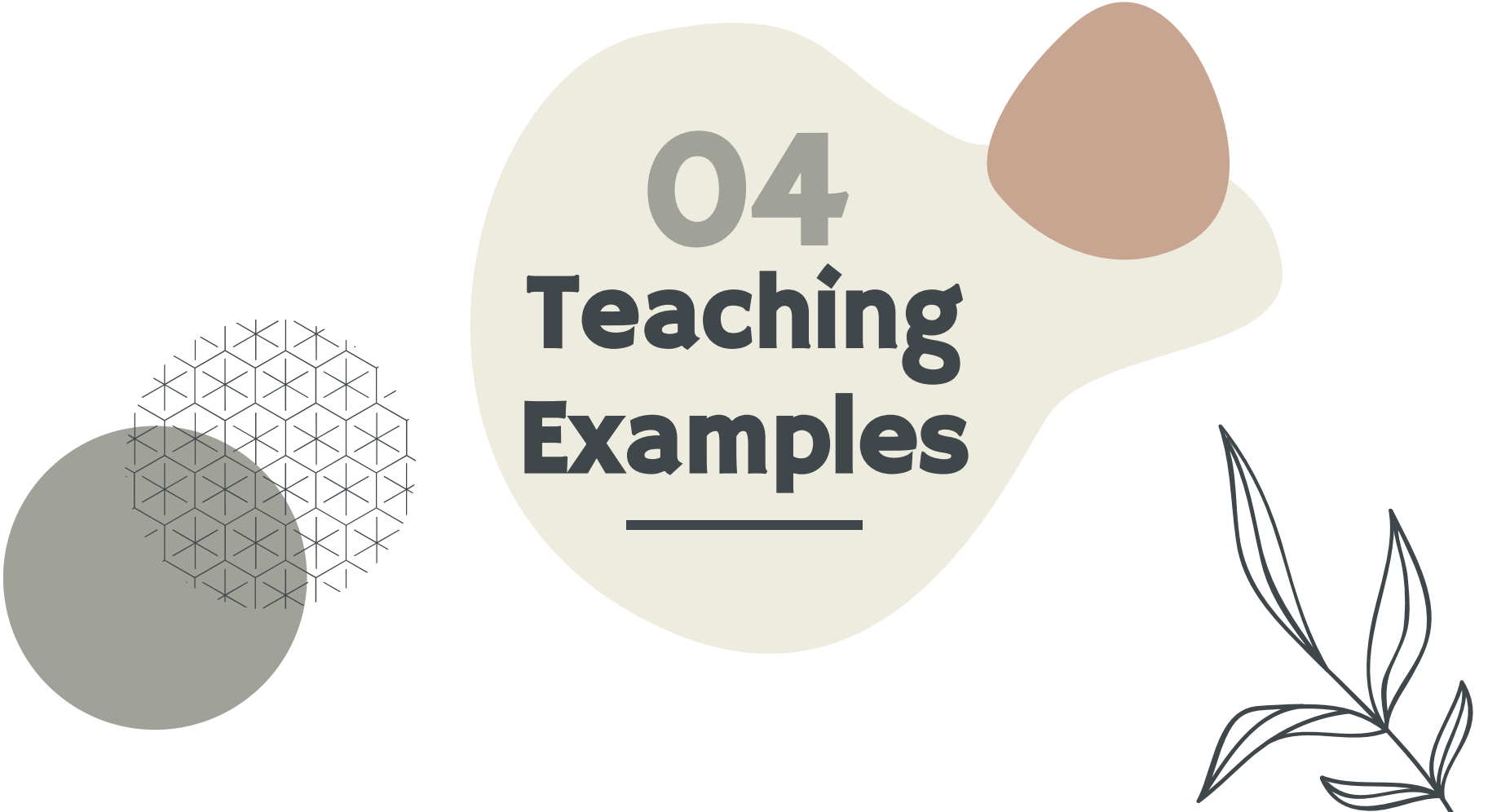
[CAST “UDL at a Glance”](#)
[Video](#)



UDL Guidelines

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

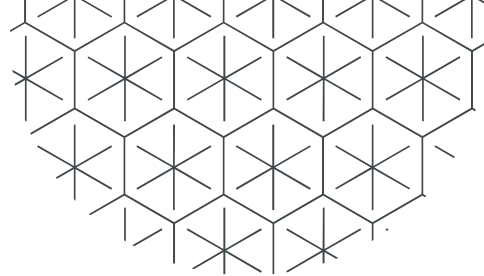
Polling	Groups	LMS	Meetings	Assessment
Mentimeter Google Forms Zoom/WebEx	Google Docs Google Sheets Padlet Google Jamboard	Modules or Folders Ungraded Quizzes Discussions Repositories and OER	Use the chat (if virtual) Take breaks Check-in with students	Google Forms Google Docs (reflection)



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



RESULTS

MODULE
UNCG Libraries Tutorial: Find:
Navigating Library Resources:
Undergraduate - Graduate
Rachel Olsen
41 2

MODULE
UNCG Libraries Tutorial: Find:
Library Databases
Undergraduate - Graduate
Rachel Olsen
30 0

MODULE
UNCG Libraries Tutorial: Find:
Library Catalog
Undergraduate - Graduate
Rachel Olsen
21 1

PAGE
UNCG Libraries: Getting
Started Resources
Undergraduate - Graduate
Sam Harlow
4 1

MODULE
UNCG Libraries Tutorial: Find:
Permalinks
Undergraduate - Graduate
Rachel Olsen
6 0

MODULE
UNCG University Libraries
Plagiarism Tutorial
Undergraduate - Graduate
Rachel Sanders
68 3

MODULE
UNCG Libraries Tutorial:
Credit: Citation
Undergraduate - Graduate
Rachel Olsen
31 0

MODULE
UNCG Libraries Tutorial:
Create: Annotated
Undergraduate - Graduate
Rachel Olsen
5 0

Canvas (asynchronous): College Writing Module



UNCG Libraries College Writing Research Module

MODULE

Preview

Details

Version notes











Modules (1)

Pages (17)

Quizzes (15)

Files (34)

UNCG Libraries College Writing Research Module

 A note to College Writing instructors about this module	✓
 A note to College Writing students on completing this module	✓
 Research is a process	✓
 Quiz: Research is a Process: The Big Picture of Research 4 question(s) / 4 assigned	5 points ✓
 Picking and developing a topic	✓
 Quiz: Picking & Developing a Topic 5 question(s) / 5 assigned	5 points ✓
 Keyword creation	✓
 Quiz: Keyword Creation 5 question(s) / 5 assigned	5 points ✓
 Search strategies	✓
 Quiz: Searching Strategies 5 question(s) / 5 assigned	5 points ✓



Import/Download

10.68 MB - IMS Common Cartridge File (.imscc)










Add to Favorites

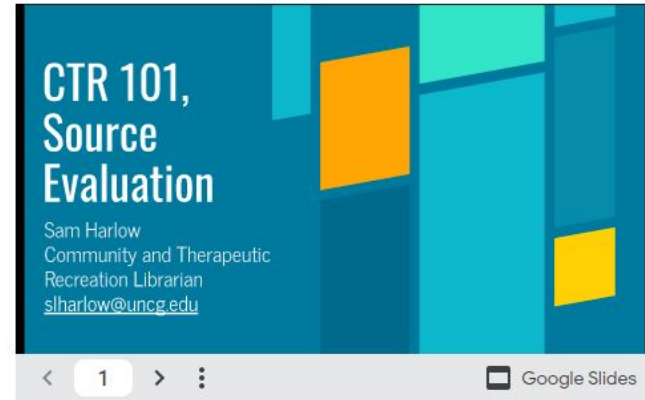


Copy Resource Link

Canvas (asynchronous): CTR IOI

-  **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 to use resources like [MedlinePlus](#), you can start to think through how to evaluate these resource frameworks to evaluate materials, but one that is good to consider for this course and reading online reading. Here is a quick presentation on reading laterally for this course:



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.

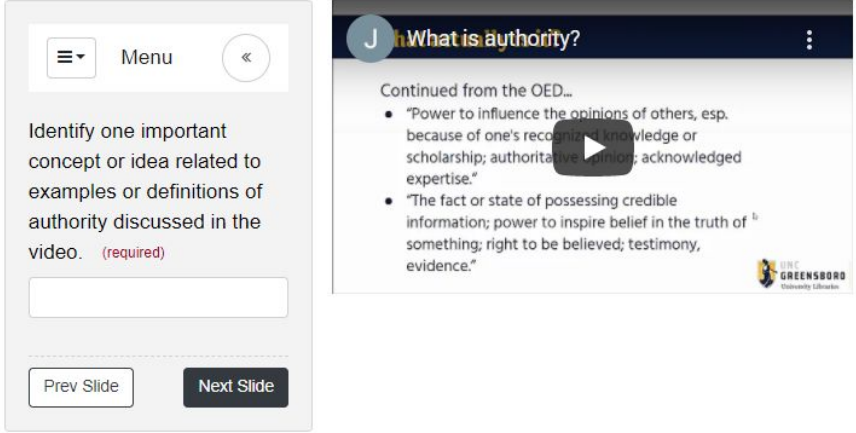
Standalone LibWizard (asynchronous): BIPS 201

- Online, asynchronous version of an interactive face-to-face workshop
- Mix of formats
- Multiple interaction points
- Available at

<https://uncg.libwizard.com/f/authority101bips>

Authority 101 for BIPS

What is authority?



Identify one important concept or idea related to examples or definitions of authority discussed in the video. (required)

Continued from the OED...

- "Power to influence the opinions of others, esp. because of one's recognized knowledge or scholarship; authoritative; gained; acknowledged expertise."
- "The fact or state of possessing credible information; power to inspire belief in the truth of something; right to be believed; testimony, evidence."

UNCG GREENSBORO
University Libraries

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

05

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?
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