

Creating and Curating LGBTQ-Inclusive Open Materials

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Agenda

- Introduction
- What is LGBTQ inclusion?
 - Discussion
- What does it have to do with open education?
- Framework for inclusion
- Workshop

Shared Language

LGBTQ

Lesbian, gay, bisexual, transgender, queer

Gender Identity

The gender(s) you are

Gender Presentation

The way(s) you present yourself to the world

Sexuality

The gender(s) to which you're attracted

Nonbinary

Someone who identifies outside the gender binary

Transgender

Someone whose gender identity does not align with the sex they were assigned at birth

Pronouns

The pronouns people use when referring to you



Defining LGBTQ Inclusion

What is LGBTQ inclusion?

Materials that allow everyone, but especially those with marginalized identities, to see themselves reflected and represented.

Types of LGBTQ Inclusion in Materials

- LGBTQ-specific content
 - i.e. history
- Non-LGBTQ specific content
 - i.e. math
- “Queering” concepts
 - i.e. biology



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What isn't LGBTQ inclusion?

1. Mapping queer experiences onto the default, mainstream mold
2. Overcompensating to make everything LGBTQ-focused
3. LGBTQ inclusive materials that aren't intersectional



Why LGBTQ-Inclusive OER?

- Anyone can access and use OER
- OER can be adapted and updated to reflect evolving understanding of LGBTQ identities
- OER are becoming more widely used—it's important that the resources many folks are using are quality
 - Quality = inclusive



Questions?
Concerns?
Additional definitions?



LGBTQ Materials and Open

Why make OER LGBTQ inclusive?

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How do we make materials inclusive?

- Together
- By learning
- With intention
- Constantly



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Making Open Resources Inclusive

To consider: **Student Agency**

- What agency do students have to decide which content they want to learn about?
- What agency do they have in accessing information about current events that directly impact them?
- Who's there to help them?

To consider: **Teacher Preparation**

- Are teachers prepared to teach the content that students most want to learn?
- What might help them become more comfortable teaching inclusive content, such as LGBTQ history or stories?

Three types of inclusion to consider for content creators, curators, and adapters:

- 1. Gendered language**
- 2. Visual representation**
- 3. Non-LGBTQ specific considerations**

Gendered Language

1. When and where are gendered pronouns used?
 - a. Where could gender-neutral pronouns (they) be used?
2. What gender stereotypes does the content evoke?
3. What gendered assumptions underlie the content?
4. What gendered assumptions underlie the names used?
5. Are Ms., Mrs., or Mr. used?
 - a. Could they be replaced with a gender-neutral term (Mx) or eliminated entirely?

Visual and Content Representation

1. Are masculine-, feminine- and androgenous-presenting people portrayed in roughly equal rates in photos?
2. Is there visual diversity among the LGBTQ people portrayed?
 - a. Visibly-queer people who hold additional marginalized identities?
3. Is there an LGBTQ-specific section of the content? Should there be?
 - a. Does the content touch on something that is obviously influenced by LGBTQ people or history, but fails to acknowledge it?
4. If history, ELA, or general humanities: Does the content mention LGBTQ historical figures, icons, events, or influences where appropriate?



Non-LGBTQ Specific Considerations

1. Is the content presented in black font against a white background, sized 12, in either Arial or Times New Roman?
2. Is alt text provided for photos? Is the alt text accurate, descriptive, and free of personal bias?
3. Are there audio clips of the printed text available?
4. Consider the point of view of the author. Is the content presented through a white lens? What privileges must be present for someone to understand the POV of the author?
5. In word problems, what examples or hypotheticals are used? Which background(s) must someone come from in order to understand these examples?



Testing Our Knowledge

Example 1

“William is a homeowner trying to sell his house. He has to pay his real estate agent, John, 7% commission. He wants to make at least \$150,000 on the sale after he pays John.

What price (to the nearest dollar) does William need to sell his house for in order to make at least \$150,000?”



Example 2

“In Town A, 70% of the men are married to 90% of the women. What percentage of the adult population in Town A are married?”



Example 3

1. Transgender females are males who have such a strong emotional and psychological connection to the feminine aspects of society that they identify their gender as female.
2. Transgender individuals who attempt to alter their bodies through medical interventions such as surgery and hormonal therapy—so that their physical being is better aligned with gender identity—are called transsexuals.

Lingering questions?



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Resources

1. [Questions to Consider When Creating and Curating LGBTQ+ Inclusive Content](#)
2. [Leveraging OER for LGBTQ-Inclusive *Teaching*](#)
3. [Leveraging OER for LGBTQ-Inclusive *Learning*](#)
4. [Teaching Tolerance's Glossary of Terms](#)
5. [Full list of resources](#)
6. [LGBTQ+ Studies: An Open Textbook](#)



Thank you

Feel free to contact me at prescott@newamerica.org.