




Pedagogical Approaches for Inclusive Online Instruction

CNIE Conference: Innovating Everyday

Robbi Davey, Lisa Dyck, Natalie Frandsen
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Introductions



Robline Davey, B.A., M.Ed.,
PhD Student



Natalie Frandsen, MN, RN,
PhD Candidate



Lisa Dyck, B.A., MET,
PhD Candidate

Session Agenda

1. Inclusive Learning Communities
2. Activity #1
3. Mental Health & Learning Design
4. Indigenous Pedagogy & UDL
5. Activity #2
6. Closing



Learning Communities



Inclusive & Responsive Teaching



“A lot of different flowers make a bouquet.”
- *Muslim Origin*

Activity #1

In your small group, create a list of visible & invisible challenges learners might face when participating in online learning communities. One person will share a summary with the larger group.

- What made you feel included or excluded in an online learning environment?
- What are your biases and/or beliefs about learners and/or inclusive learning environments? How might these influence the learning community?

Group sharing

- Language, access to tech, visible and invisible disability (incl. Mental health), chronic illness, interpersonal violence
- Introversion and extroversion (more room for quiet reflection)
- Economic background, SES, social capital
- Cultural ideation of 'what is learning?' - can lead to frustration
- Responsibilities
- Inclusion can be messy if you have done well in 'traditional' enviros
- Bandwidth, zoom fatigue, respectful communication (what is that?)
- Assessment - types may not work for all students (e.g., timed)
- Asynchro and synchro - benefits on either 'side'
- Biases: assumptions about bandwidth, comfort with tech, access to tech, household influences, digital literacy, systems navigation skill/comfort
- Solutions: having diverse design group to offer multiple perspectives

Invisible *and* prevalent: Mental health challenges



- Mental illness is ++ common (~20% of population)
- Mental health related and learning disabilities are the most common disabilities among youth
- The pandemic is disproportionately affecting some groups, including youth and people with disability

MENTAL HEALTH CONTINUUM MODEL

HEALTHY

REACTING

INJURED

ILL

- Normal fluctuations in mood
- Normal sleep patterns
- Physically well, full of energy
- Consistent performance
- Socially active

- Nervousness, irritability, sadness
- Trouble sleeping
- Tired/low energy, muscle tension, headaches
- Procrastination
- Decreased social activity

- Anxiety, anger, pervasive sadness, hopelessness
- Restless or disturbed sleep
- Fatigue, aches and pains
- Decreased performance, presenteeism
- Social avoidance or withdrawal

- Excessive anxiety, easily enraged, depressed mood
- Unable to fall or stay asleep
- Exhaustion, physical illness
- Unable to perform duties, absenteeism
- Isolation, avoiding social events

ACTIONS TO TAKE AT EACH PHASE OF THE CONTINUUM

- Focus on task at hand
- Break problems into manageable chunks
- Identify and nurture support systems
- Maintain healthy lifestyle

- Recognize limits
- Get adequate rest, food, and exercise
- Engage in healthy coping strategies
- Identify and minimize stressors

- Identify and understand own signs of distress
- Talk with someone
- Seek help
- Seek social support instead of withdrawing

- Seek consultation as needed
- Follow health care provider recommendations
- Regain physical and mental health

Mental health promoting learning design

- Reduce demands on working memory
- Reduce cognitive-flexibility demands (and preserve or promote problem-solving and goal-achievement)
- Reduce demands on inhibitory control
- Create online-learning environments where students develop confidence



Learning Community Inclusivity

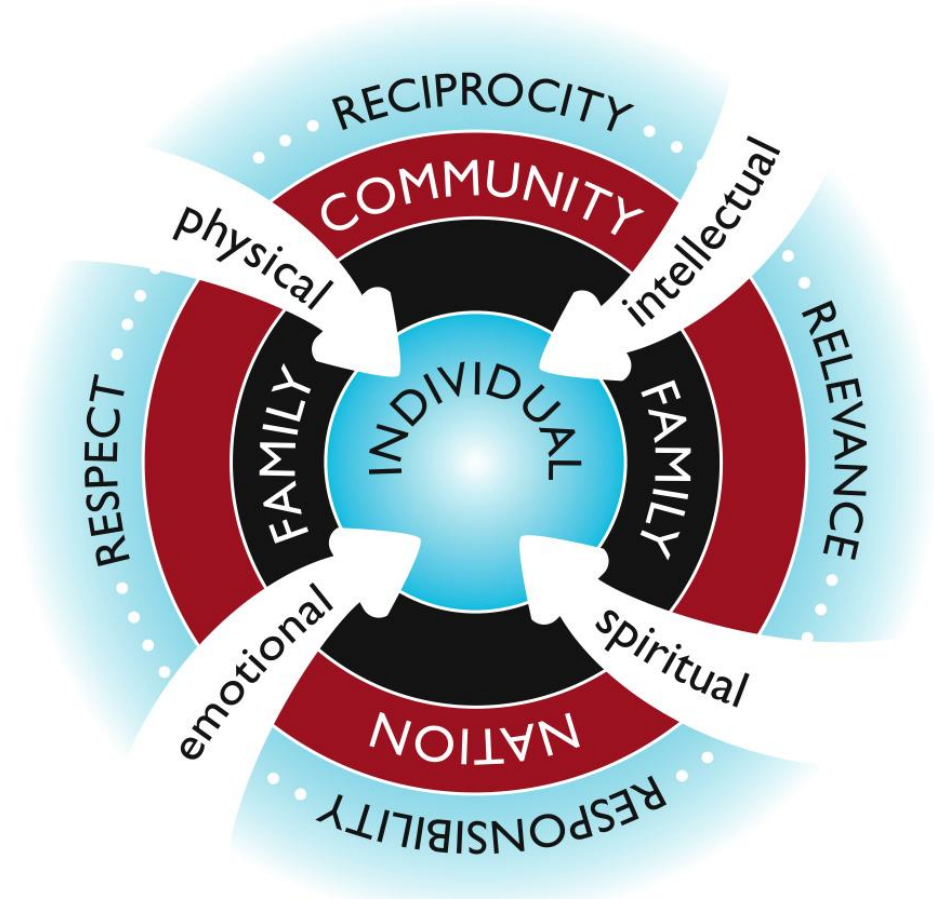


- **Online behaviour differs between cultures**
(Gallagher & Savage, 2013)
- **Whose experience is privileged? Valued?**
(Veletsanos & Kimmons, 2012)
- **Motivation to participate / share with others** (Phirangee, 2012)
- **Perceptions of privacy**
- **Inclusion creates opportunity for new perspectives**
- **Intercultural competency is learned**
- **Group work—balance cultural diversity**
(Morong & Desbiens, 2016)

Holistic Model

Model for Indigenous student success

(Pigeon, 2014)



Indigenous Pedagogy

- “**Netiquette**” details in course syllabi
- Co-create behavioural **class code** to foster student interactions
- **Establish expectations** of critical awareness
- Teach dialectical exchange—learned skill
- **Facilitate discussion**—intervene and change tone/direction of discussion
- **Peer moderation**—deliberately
- democratize educator/student roles
- **Create collaborative learning** scaffolded in activities (Morong & Desbiens, 2016)

Universal Design for Learning (UDL)

Provide multiple means of
engagement - *the why of learning*

Provide multiple means of
representation - *the what of
learning*

Provide multiple means of
expression & action - *the how of
learning*



Activity #2



One group member will share a summary with the larger group

- What strategies do you employ in your teaching practice that integrate any of: Indigenous pedagogy, mental health promotion, UDL?
- How has COVID impacted your teaching practice/how have you been able to foster inclusive online communities?
- Can you share anything that has been helpful for students in this context?

Group sharing (activity 2)

- **Group work** - consistent; most students and faculty don't love it at first - clear guidelines (co-construct) that reflect multiplicity of values; mix of individual and group work; building trust; peer evaluation
- Decolonize courses (not Indigenize) - start with paying attention to who we are (what privileges do we have, what are we bringing to the table); look at our own assumptions
- UDL - strategies: resilience curriculum (medical program) - was F2F and made self-directed modules; introducing SDOH and patient case studies (diverse examples); broadening assessment types (in all class sizes); UDL and student-centredness; inclusive environments allow students to have accommodations without needing accommodations:)
- Humanizing learning - meeting students where they are at; survey students at the beginning of class to learn about students - this can guide the course delivery; Michelle Pykanksy Brock (? sp); pedagogy of care
- <https://brocansky.com/humanizing>
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Thank you

Resources

UDL: <https://www.cast.org/impact/universal-design-for-learning-udl>

UDL and online courses (tips): <https://ualr.edu/disability/online-education/>

Mental health continuum model:

https://theworkingmind.ca/sites/default/files/resources/r2mr_poster_en.pdf

Canadian Health Promoting Campuses: <https://healthpromotingcampuses.squarespace.com/>

Mental health during Covid-19 pandemic:

<https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/mental-health.html>

Pidgeon, M (2014). Moving Beyond Good Intentions: Indigenizing higher education in British Columbia universities through institutional responsibility and accountability. *Journal of American Indian Education*, 53(2), 7-28.

Pidgeon, M., & Hardy Cox, D. (2002). Researching with Aboriginal peoples: practices and principles. *Canadian Journal of Native Education*, 26(2), 96-106.