

Introduction To Diversity, Equity, and Inclusion (DE&I) – Simple Strategies to Create More Inclusive and Equitable Courses

This workshop was offered Jan 20, 2021 and facilitated by Anna Donnell, Assistant Director – Innovative Pedagogy & Course Design at the [Center for the Enhancement of Teaching & Learning](#) at University of Cincinnati in partnership with the [Ohio Professional Development Consortium \(OPDC\) Inclusive Teaching in Higher Education Endorsement](#).

Resources shared in the chat:

Websites you can use to find images for your courses: [Pexels](#), [Pixabay](#), [Photos for class](#)

Kyoko Kishimoto (2018) Anti-racist pedagogy: from faculty's self-reflection to organizing within and beyond the classroom, *Race Ethnicity and Education*, 21:4, 540-554, DOI:

[10.1080/13613324.2016.1248824](https://doi.org/10.1080/13613324.2016.1248824)

[CET&L beginning of the course survey](#)

[Jamboard](#) – collaborative whiteboard (tool outside of UC)

[Padlet](#) – virtual bulletin board with post-it notes (tool outside of UC)

[CET&L Early Term Feedback survey](#)

Exam wrappers Lovett, M.C. 2013. Make exams worth more than the grade: Using exam wrappers to promote metacognition. In *Using reflection and metacognition to improve student learning*. (eds. Kaplan, et al.) Stylus Publishing. Sterling, Virginia.

<https://styluspub.presswarehouse.com/browse/book/9781579228248/Using%20Reflection%20and%20Metacognition%20to%20Improve%20Student%20Learning>

[DE&I section of CET&L's website](#)

Summary of participants' responses to chat activities:

How might our students benefit from inclusive and equitable classrooms?

- Affirming students' value in the academic space and the opportunity to thrive academically. Being accepted so they will be able to focus their energy and attention on learning,
- Students getting the sense that we in education value them and their individual needs as much as they value education.
- Space for everyone to contribute and for students' ideas to be acknowledged.
- Widen exposure to different cultures and students' life experience that might not be like their own.
- Fewer barriers to learning.
- Stronger sense of motivation, self-confidence, comfort, increased retention, improved relationships/connections with others in classroom.

- Feel comfortable to explore, to learn from possibly failed attempts and be assured that they are not judged.
- More engagement and participation. Deeper investment in the learning process
- Empowering students to change academia to make it more beneficial to all people, not just those traditionally assisted by higher education.
- Empowerment through self-actualization, collaboration that is fair and productive and transformative; a better society; a moral society; a just society. Cultural humility. A better world. Being part of that better world—the ripple effect. Our students will teach others.
- Students feel empowered to ask for help when needed, seek accommodations when needed, and speak out their opinions and experiences so others, including instructors, can learn from them.
- By having the opportunity to learn in an environment in which they feel safe asking questions and receiving valuable feedback.
- Inclusivity brings confidence to the students. It creates a more comfortable learning environment. It makes the learning environment fair, with equal access to all students.
- It allows all students to meet their potential instead of only those that have the privilege of extensive preparedness.
- Greater understanding of personal privilege, increased comfort in discussing difficult topics, increased sense of self-worth, compassion and empathy.
- With online learning, making sure all can complete assignments and be graded equally with or without printers/ textbooks, etc. Reduces stress and allows equal creativity/ learning for all.
- Students can feel more comfortable sharing their struggles in (and out) of the classroom. Students can have access to resources they need rather than just what we assume they need. Empowerment from being a part of the process.
- Gives students an opportunity to meet the course objectives. Improved learning outcomes for students.
- Stronger soft-skill development, meeting the needs of all students, making difference less different.
- More enthusiasm and optimism. Greater expectation to succeed. A sense that there are role models to pattern their careers after.
- They will have more empathy. Become more globally minded. Feel heard, welcomed and have a sense of belonging. These values are also imparted on instructors and potentially the lives of everyone in the students' and instructors' lives. Help with critical thinking and problem-solving skills.
- This would create richness in the ability to find meaning and diversity in the reflection of learning goals.

Diversity, Equity, and Inclusion Strategies shared by participants throughout the workshop

- Weekly video “What to expect in this module”.
- Starting class by asking students to show fingers or in the chat a scale of 1-10 how they are doing that day. It allows us all to start on a moment of acknowledging our humanity beyond the borders of our screen.
- Informal “office hours” chat after class if you are doing a synchronous meeting. Some students like to hang out and chat.

- After each week's Discussion Board, I give my professional input as well as share a clinical story if possible. (I teach hybrid and online Chemical Dependency). Students love this type of engagement online.
- Manipulating existing images helps with drawing; less intimidating. [Jamboard](#) is great for having students work with existing images this way.
- To use along with the beginning of the course survey - survey students to find a time for a video session student hang out so they can get together online to discuss info rather than just basic office hours.
- Using a tool like [Padlet](#) to post more conversational topics (like favorite tv show, favorite podcast, etc.). Or "share a meme for your current mood." Or share your most used emoji!
- For small classes, encouraging them to set up study groups, WeChat threads, etc. Our small cohort of first-year students have never met in person due to pandemic -- but they are bonded through regular WeChat discussions.
- First class I like to do 2 truths and 1 lie. Students like this. Students have to guess the "lie". Uses critical thinking skills based on minimal knowledge.
- Polling using a tool like Pear Deck.
- Students collaborating using a tool such as Google slides/sheets.
- A quick "show and tell" where students get an item from near them that describes them, and explain why they chose that item!
- Give students a prompt to talk about before the class that has nothing to do with the class content.
- Smaller stakes rubrics; a few of us questioned why we use them for the undergrad level, but not for graduate level.
- Using a get to know you tactic. Use questions that identify what things the students can do, instructor can do, etc to aid them in the course.
- Opening up your video session a few minutes early for a puppy/pet show and tell.
- Student guided discussion boards- they choose topics/questions.
- Asking students to reflect on how their professors help them succeed, their peers, and themselves (and Barriers at each level).