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Inclusive Strategies for the Global Virtual Classroom

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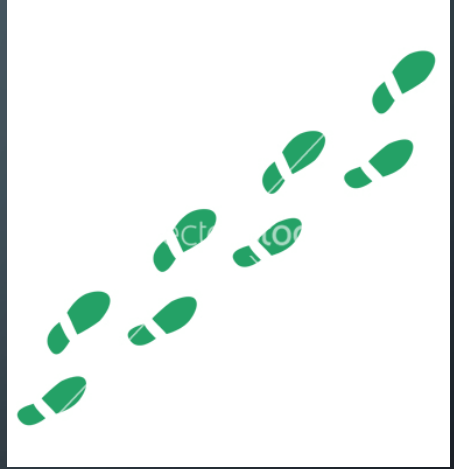
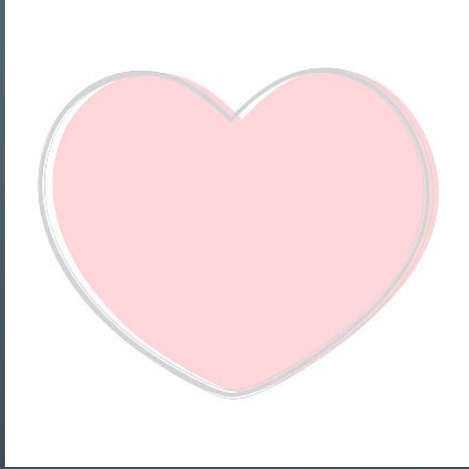
INCLUSIVE STRATEGIES FOR THE GLOBAL VIRTUAL CLASSROOM

ANGELA ATWELL

FACULTY DEVELOPMENT INSTRUCTOR


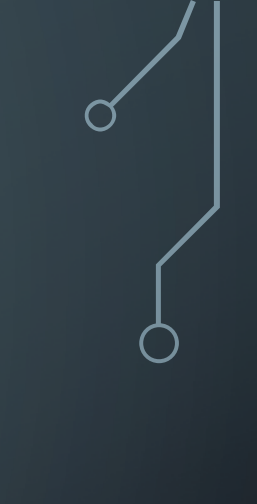
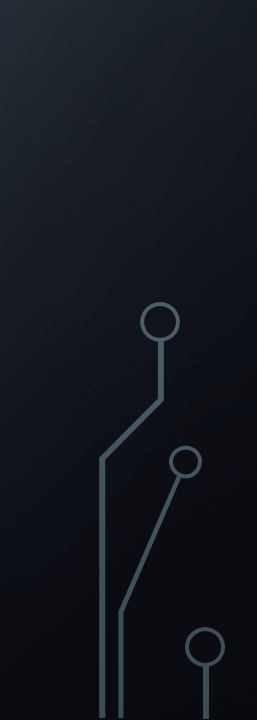
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AGENDA

- Misconceptions About Online Education
 - Challenges in the Diverse Online Classroom
 - Strategies for Inclusion and Engagement
 - Action Plan
- 
- 
- 



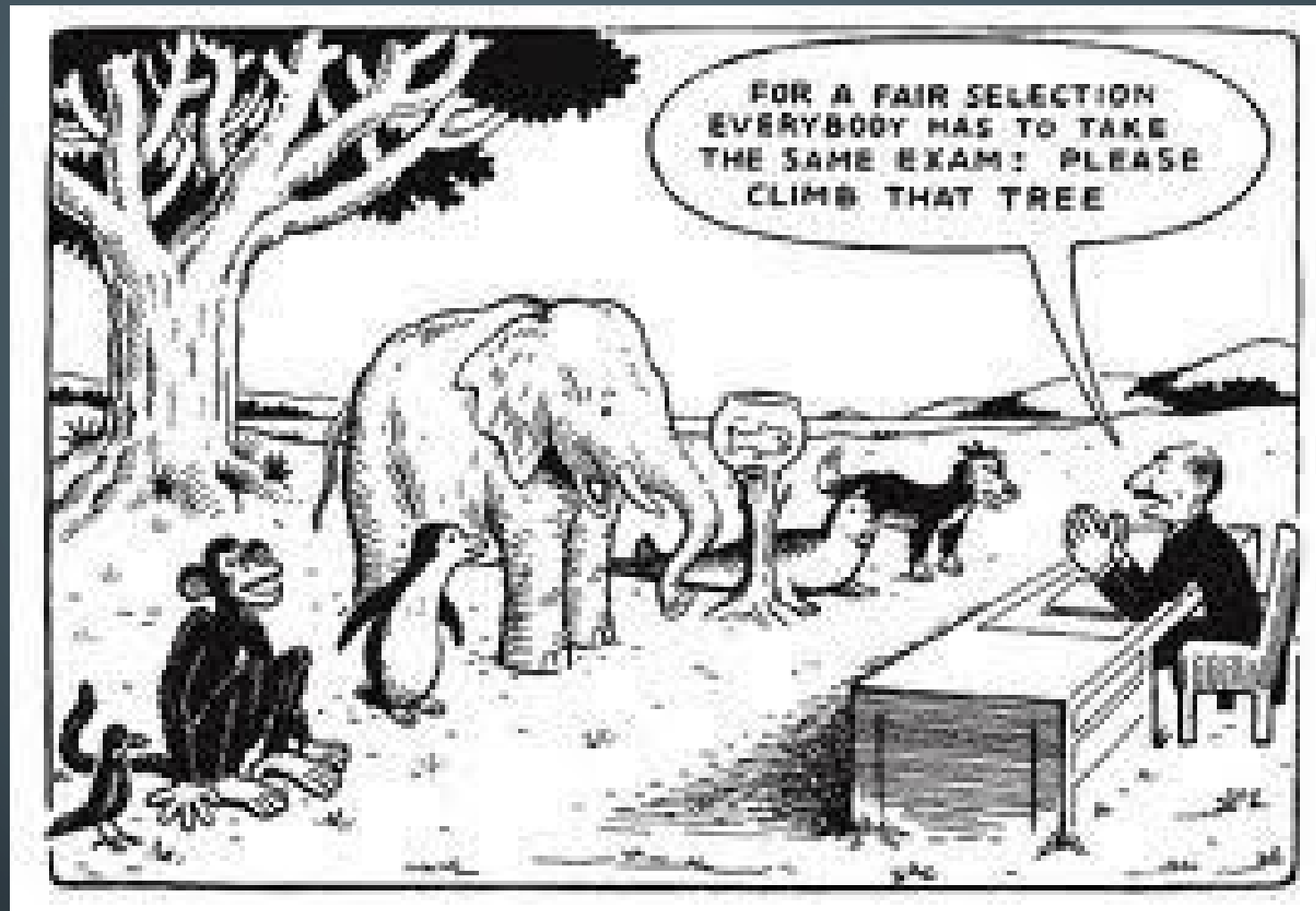
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(Flexibility + Accessibility) - Limitations =
Diversity



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Regardless of Experience

Active Participation

Engagement

INCLUSION

Sense of Community

Regardless of Limiting Factors

Strengths Based



MISCONCEPTIONS ABOUT ONLINE LEARNING

MISCONCEPTIONS ABOUT VIRTUAL CLASSROOMS

“Requires an understanding of teaching and learning as a highly active, socially engaging endeavor”

Hardman (2015)

- Online is easier to teach and easier for students
- Online learning is less interactive than traditional classrooms
- Only certain learning styles can be successful in online classes

OPPORTUNITIES PROVIDED BY ONLINE LEARNING

- Diversity
- Real World Applications
- Flexibility
- Appeals to Working Population

CHALLENGES IN AN ONLINE CLASSROOM

- How do you forge relationships with / between students?
- How do you identify concerns?
- With lack of social cues how do I establish a sense of community?
- How do you engage all participants?
- How do you individualize instruction?

“High levels of interaction typically need to be present for learners to have a positive attitude and great satisfaction”

Desai, et al (2009)

KEYS TO SUCCESS



“Courage is being scared to death and saddling up anyway.”
-John Wayne

“I haven’t failed. I’ve just found 10,000 ways that won’t work.”
-Thomas Edison

SHAY





STRATEGIES FOR INCLUSIVE VIRTUAL CLASSROOM

BEFORE YOUR COURSE BEGINS

WELCOMING ENVIRONMENT

- Online Office / Office Hours
- Student Lounge
- Personalize the classroom space
(photos, case studies)

SET EXPECTATIONS

- Netiquette
- Participation
- What to expect from YOU

UDL – UNIVERSAL DESIGN FOR LEARNING

Multiple Means of Representing Content

- Readings, Lecture
- Videos, Animations, Simulations
- Concept Maps, Graphic Organizers

Multiple Means of Action and Expression

- Discussions
- Simulations, Role-Play, Case Studies
- Service Learning
- Create a Film, Design an Exhibit, Direct a Skit / Play

Multiple Means of Engagement in Learning

- Authentic, Challenging and Novel
- Surprising fact, quote or discrepant event
- Inject humor and stories
- Model and support

GENERAL BEST PRACTICES FOR DIVERSE CLASSROOMS

- Shift from teaching to learning
- Teacher = mentor, coordinator, facilitator
- Challenge higher order cognitive skills
- Scaffolding
- Fair \neq Same


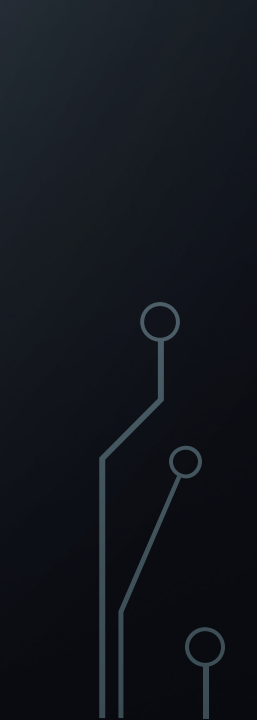
1ST DAY OF CLASS

- Assign Video Introductions
 - Where are you from / Where do you live?
 - Primary Language (name pronunciation)
 - Occupation
 - Goals for this course
- Video Welcome Announcement
- Online Office (Time Zone)
- Virtual Classroom Welcome (Music, Game, Chatting)
- FAQ
- Learning Style Inventory
 - Small Group Discussion



FORMATIVE FEEDBACK



- Ask students about their experience
 - Make adjustments to benefit current class
 - Anonymous v Identifier
- 
- 



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WEB 2.0

“To maximize student achievement in an inclusive, academically diverse classroom, the classroom itself must function as a community of learners that is designed to promote the active engagement of every student in experiencing the joy of learning.”

Hardman (2015)

- Web 1.0?
- Build community, varied approaches (Remind)
- Wiki, NING, blogs/vlogs, YouTube
- Webquests, gaming apps (Kahoot.it)
- Polling (polleverywhere)
- Flipped Classroom, IBL

THINGS TO CONSIDER

- Ease of Use
- Applicability
- Modeling
- Learning Outcomes

“They are socially engaged, tuned-in, powered-up and purposefully adept at customizing media to suit their learning needs. They are also young, inexperienced and lacking the judgement needed to responsibly assume their roles as 21st Century digital citizens. They will need tech Savvy teachers to nurture and guide their development.”

(as cited in Harman 2015, p. 52)

LIFE LONG LEARNING

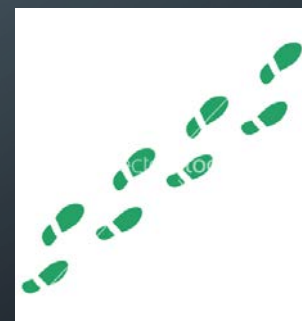
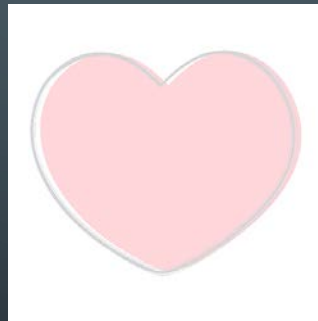
Be “active and resourceful in seeking to understand how language, cultural and familiar backgrounds interact with exceptional conditions to impact an individuals academic and social abilities, attitudes, values, interests and career options”

NCATE, 2008 p. 73 (as cited in Hardman, 2015)

- Mentoring / Collaboration
- Share / Professional Learning Communities
- Professional Development Opportunities

INCLUSION PLAN

- Not easy, Not quick
- Failure to Plan = Planning to Fail



RESOURCES

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