QM Research Webinar
Course Design Considerations for Inclusion and Representation
Course Design Considerations for Inclusion and Representation

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Quality Matters Research Webinar
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Welcome!

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Objectives

Explain how inclusive and representative course design benefits, validates, and liberates all members of an online learning community.

Examine evidence-based models that normalize inclusive design practices in online spaces.

Explore practical strategies for incorporating inclusive, representative, and emancipatory design practices.
What comes to mind when YOU think of inclusive, equitable, and representative online learning?
The Crucial Role of Inclusive Design

Course Design Considerations for Inclusion and Representation

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Inclusive Course Design Models

Theoretical Approaches for Inclusion and Representation

Practices for Promoting Inclusive, Representative, and Emancipatory Courses

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Defining Diversity, Inclusion, and Equity in Online Education

**Diversity**
Diversity describes the richness of human differences including socioeconomic status, race, ethnicity, language, and individual aspects such as personality, learning styles, and life experience.

**Equity**
Equity underscores the existence of systemic and historical barriers that contribute to the disparities negatively impacting underrepresented and minoritized groups.

**Inclusive Excellence**
Inclusive excellence emphasizes student intellectual and social development and the need to create a welcoming community that values cultural differences.

“To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin.”

bell hooks
Effective integration of diversity, inclusion, and equity in online education can promote environments ideal for engaging in intercultural learning which refers to the type of learning that:

- Fosters a learner’s intercultural competence and enhances their understanding of diverse cultural preferences beyond their own.
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Universal Design for Instruction

Equitable use of instructional materials permitting learners with diverse abilities the ability to easily engage and interact

Flexibility in the ways in which instructors implement various strategies for supporting learners throughout the learning process

Simple and intuitive course design

Perceptible information that is easily accessible for learners

Course design should also allow for a tolerance for error

Low physical effort discourages implementing unnecessary physical exertion that may impact learning

Size and space of the educational environment should not prohibit learning

Develop a community of learners

Create an inclusive instructional climate that sets high expectations for all learners
Inclusive Design Thinking

01 Empathize with your learners
02 Define learners’ needs and articulate course objectives
03 Innovate for active, authentic learning
04 Prototype the course with activities for skill application
Morrison, Ross, and Kemp Instructional Design Model

- Articulate learning goals and identify challenges or barriers to instruction
- Consider learners’ identities and their impact on course design decisions
- Select course content and explicitly align these selections with the stated course goals
- Explicitly define instructional objectives and outcomes learners should achieve by successfully completing the course
- Verify a consistent, logical, and sequenced course structure

Create a plan for instruction that guides learners through content mastery and goal achievement

Encourage developers to craft the instructional message and determine a suitable modality for offering the course

Curate and design assessments for evaluating learners’ progress throughout the course

Select relevant, engaging, and representative resources to support the learning experience
Theoretical Approaches for Fostering Inclusion and Representation
Social Emotional Learning (SEL) Framework

- **Self-Awareness**: A learner’s ability to identify and understand their motivations, emotions, beliefs, and values and how they can impact behaviors in varying situations.
- **Self-Management**: A learner’s capacity to control their emotions, behaviors, and thoughts in various contexts in order to meet set goals.
- **Responsible Decision-Making**: A learner’s ability to assess and make constructive choices about their behaviors and engagement with others in various contexts.
- **Relationship Skills**: A learner’s capacity to manage emotions and behaviors that contribute to healthy relationships.
- **Social Awareness**: A learner’s ability to be responsive to the needs, concerns, and perspectives of others.

Collaborative for Academic, Social, and Emotional Learning (CASEL)’s Social Emotional Learning Framework
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- The Crucial Role of Inclusive Design
- Inclusive Course Design Models
- Theoretical Approaches for Inclusion and Representation
- Practices for Promoting Inclusive, Representative, and Emancipatory Courses

Psychosociocultural Framework

- Self-Efficacy
- Self-Esteem
- University Context
- Ethnic Identity
- Congruity
- Cultural
- Social
- Mentors
- Family
- Persistence

Castellanos and Gloria's Psychosociocultural Framework for Latina/os in Higher Education
Validation Theory

Early validation of learners is critical to their success in the remaining years of matriculation.

Validation is not a singular goal, but an integral component in the process of student development.

Validation should be a consistent presence in- and outside of the classroom.

ACADEMIC VALIDATION
- Entities within and outside the classroom encourage students to believe they can learn and succeed
- Entities in- and outside the classroom support learners’ self-development and social networking skills

INTERPERSONAL VALIDATION
- Learners who feel valued and validated display confidence in their learning experiences and campus engagement
- Learners who are validated feel self-worth, self-value, and believe in their ability to succeed

Faculty, advisers, coaches, and instructional personnel should actively offer assistance and encouragement to learners.

Rendón’s Validation Theory

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Applying the Psychosociocultural Framework

**Psychological**
- Acknowledge potential concerns students may have. *(SRSs 1.9, 7.3)*
- Provide prompt, consistent, and reassuring communication. *(SRSs 3.5, 5.3)*
- Openly indicate a willingness to support learners with diverse needs. *(SRSs 7.2, 7.3, 8.3, 8.4)*

**Social**
- Invite learners to discuss the implementation of assigned accommodations in the online learning environment. *(SRSs 7.2, 8.3, 8.4)*
- Host live, consistent check-ins to help learners stay organized, assess their growth, and monitor their progress. *(SRSs 3.5, 5.3)*

**Cultural**
- Promote student voice and perspective-sharing through engagement in learning communities. *(SRSs 5.2, 5.3)*
- Select instructional materials and learning activities that are applicable, interesting, and reflective of diverse backgrounds and value systems. *(SRSs 4.4, 4.5, 5.2)*
Validation Theory In Practice

Academic

- Provide representative exemplars through the selection of texts, guests speakers, and leaders that allow students to imagine their future successful selves. (SRSs 4.4, 4.5)

- Incorporate learning activities framed by topics grounded in learners’ diverse histories and experiences. (SRSs 4.4, 5.1, 5.2)

Interpersonal

- Plan consistent meaningful interactions to allow learners to actively support and be supported by their learning communities. (SRSs 3.5, 5.2, 5.3)

- Employ means of continuous and authentic communication that foster supportive and caring learner-instructor relationships. (SRSs 1.8, 1.9, 3.5, 5.3)

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Emancipating Engagement Practices

**Emancipatory**
Provide students multiple opportunities to engage in voice and choice
SRSs 3.4, 4.5, 5.2, 6.2

**Transformative**
Incorporate learning preferences and multiple intelligences in the creation of learning activities
SRSs 5.2, 5.4

**Empowering**
Provide learners with a clear description of how all course components are aligned to support the achievement of the objectives
SRSs 2.1, 2.2, 3.1, 4.1, 5.1, 6.1

**Validating**
Challenge learners to apply their own experiences and prior knowledge to solve real-world problems
SRSs 2.5, 3.4, 4.4, 4.5, 5.2, 6.2

**Comprehensive**
Incorporate positive reinforcement (e.g., leaders, scholars, advocates representing diverse communities).
SRSs 4.1, 4.4, 4.5

**Multi-dimensional**
Include authentic learning activities and assessments that celebrate learners’ ethnocultural identities, such as collaborative and cooperative learning.
SRSs 3.1, 3.4, 5.2
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Share Your Takeaways!
Let’s Continue the Conversation!

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About Quality Matters

Quality Matters (QM) is the global organization leading quality assurance in online and innovative digital teaching and learning environments.

It provides a scalable quality assurance system for online and blended learning used within and across organizations.

When you see QM Certification Marks on courses or programs, it means they have met QM Course Design Standards or QM Program Review Criteria in a rigorous review process.
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Title: Course Design Considerations for Inclusion and Representation

Date & Time: May 11, 2022
1:00pm - 2:00pm Eastern