

The Inclusive Remote Teaching Guide

Creating inclusive learning spaces where students feel valued and included, setting clear expectations about course work and deadlines, and making the learning and assessment accessible and relatable to all students.



What is Inclusive Teaching and Why it is important?

A comprehensive overview of inclusive remote teaching design developed by the DTEI support team.



Inclusion, Equity, and Access While Teaching Remotely

Tips, tricks, and best practice for inclusive remote teaching provided by Rice University's Center for Teaching Excellence



Hosting an Inclusive Zoom Session

Learn about best practices and teaching strategies to host an inclusive Zoom meeting live online. Try to be more active and directive facilitating the interactions.

- [Center for Teaching Innovation at Cornell University](#)
- [The Chronicle of Higher Education](#)



Survey Questions for Student's Remote Learning Needs

Instructors are encouraged to be mindful of how we can help all students succeed. The idea that students are “digital natives” does not mean they are prepared for online learning. Students may need support as they join you in the remote learning environment. One of the best ways to learn what your students need is to ask them! Below are the two survey samples for faculty to learn about their student's remote learning needs

- [Dr. Danya Glabau](#) (NYU Tandon School of Engineering)
- [Dr. Lance Gravlee](#) (University of Florida, Department of Anthropology)

This document is developed by DTEI's [Digital and Online Teaching](#) group

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Six Elements of Inclusive Remote Teaching

1. Be Accessible
2. Be Flexible and Open
3. Be Identity-Conscious
4. Be Proactive and Intrusive
5. Be Relational
6. Be Transparent



Ideas for Increasing Equity and Access in Remote Teaching

- Anonymously ask students about their level of access to technology if they remain on campus, and about their level of access if they were required to leave campus. Use the results of this survey to inform the technology choices for your courses.
- When possible, offer flexibility or alternatives to students when access is an issue. If you have a student who anticipates or who has demonstrated need regarding technology access, ask them what they would need in order to participate more fully in the course or submit work. Students are most aware of the constraints they face, and are often in a good position to make suggestions for work-arounds.
- Ensure materials are accessible and mobile-friendly. PDFs are generally more accessible for students with disabilities who may rely on screen-readers, and PDFs adapt to different devices and cell phones more readily than other formats.
- If you anticipate students may need materials from the campus bookstore, inquire as to whether the bookstore will ship materials off-campus to students.
- “Transparency” means clearly communicating with students about course expectations and norms, which creates equitable learning experiences.

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