

Including ALL Students

As teachers, we want **all** students to be involved and comfortable in the learning environment. For this, a focus on inclusive learning is needed to promote an all-around success in learning, where all students progress. In countries abroad, inclusive learning revolves around developing an education framework that promotes equal education opportunities for a diverse set of students, in terms of race, sexual preferences, and more. In Pakistan, our contextual demands of ensuring equal and complete access of all students to learning opportunities, have a different focus. Our challenges are basic, like maintaining the attention of all students considering issues of equity in terms of affordability, the privacy of working space, quality of internet connectivity, owning of devices for course work and so on.

To help you reach all members of the class in a practical way, the following guidelines have been provided. Firstly, to develop a welcoming and inclusive educational environment, a sense of community and collaborative learning has to be developed (see [activities to promote community and equity](#)). Secondly, a framework needs to be designed to foster inclusive learning, promote engagement, improve means of representation, and offer multiple opportunities for action and expression. Detailed overviews of both can be found below.

A. Creating a Cooperative Environment

We need to create an environment where students feel comfortable participating. We need to build a sense of community. For this:

1. **Community Agreements:** Develop an agreement with the class about how the class environment is going to be -- decide on some principles (allow students to contribute their ideas too) and then get an agreement from everyone to follow them. Examples include:
 - Use each other (within the classroom) as resources and strengths, with the goal of collaborative learning.
 - Acknowledge each others' feelings.
 - The classroom is a learning environment -- we listen to each other to learn. No judgments allowed.
 - Encourage students to ask questions.
 - Be respectful and patient.
 - Critique ideas, not people.
 - Listen to listen, listen to learn, and listen before speaking.
 - What's said here stays here, what's learned here leaves here.
2. **Incorporate these principles into the sessions:** Once the norms have been set, they must be reinforced and applied. Ways to encourage this include:
 - Engagement/participation can be incorporated into the rubric, emphasizing effective engagement and good conduct during classes. For example, behaving in a supportive manner can get students more marks.
 - Incorporate respectful and supportive conduct as a rule in all guidelines.

- For forums/discussion platforms, specify that the tone/intentions of responses are harder to decipher online and so students should take extra care to make sure their comments/responses have a respectful tone.
- Remind everyone that these are tough times and we all have to be understanding and compassionate towards each other.
- Avoid calling the classroom a 'safe space' because no one is feeling safe right now.
- Have 2-minute self-care breaks during classes to reduce potential tensions. You can show funny or relaxing videos for this.
- Ask students to tell you what they appreciate about their peers during classes, and then share this feedback with them.

B. Framework for Including ALL Students

[Inclusive Pedagogy Toolkit](#) explains the concept, offers [Tools for instructions](#) and among others includes [Self Care Section](#)

Multiple Means of Engagement (Connect to the Why):

- **Recruiting Interest:**
 - Remix for the local audience
 - Increase cultural relevance
 - Remove irrelevant content from resources (incorporate only the relevant bits)
 - Optimize individual choice and autonomy
 - Optimize relevance, value, and authenticity
- **Sustaining Effort & Persistence**
 - Give content a meaningful & consistent structure
 - Incorporate resources that address a range of demands
 - Encourage collaborations by use of discussion boards and wikis
 - Involve students in the design of learning objectives, goals and levels of challenge.
 - Promote collaboration and peer mentoring
 - Discuss with students what works for them and the support required
 - Increase mastery-oriented feedback
- **Self-Regulation**
 - Provide motivation and coping advice in introductory videos
 - Teach a range of strategies that can be applied when students get stuck
 - Support students to recognize how their emotional state impacts their learning
 - Provide a variety of options, scaffolds, and strategies to support self-assessment, such as:
 - mini checklists
 - task checklists
 - frequent check-in points
 - scheduled time for self-reflection
 - self assessment templates, etc.
 - Promote expectations and beliefs that optimize motivation

- Create meta-reflection discussions and/or assignments
- Embed knowledge checks into LMS pages like ungraded or low-stakes quizzes

Create Multiple Means of Representation (Clarify the What):

- **Perception**
 - Include screen magnification instructions ([ctrl] +)
 - Link to magnifier software
 - Accommodate variations in hand and grip size
 - Caption videos
 - Transcribe videos
 - Modality Transfer: text-to-video, video-to-audio
 - Offer access to digital versions of printed material
- **Language & Symbols**
 - Foreground key terms from resources
 - Create a 'Glossary' page based on OER for your session/class
 - Eliminate unnecessary complexity
 - De-jargon, re-word in your own voice
 - Improve readability for non-native speakers
 - Give the option of using videos to understand new concepts
 - Support decoding of text, mathematical notation, and symbols
 - Promote understanding across languages
- **Comprehension**
 - Use introduction and/or summary slides to emphasize conceptual connections
 - Create discussions where students do the connecting of ideas
 - Remix / enhance content to draw on the background knowledge of your students and yours
 - Highlight patterns, critical features, big ideas, and relationships
 - Guide information processing and visualization
 - Maximize transfer and generalization

Create Multiple Means of Action & Expression (Facilitate the How):

- **Physical Action**
 - Allow/use multi-modal formats for work
 - Adaptive/ assistive technology and/ or ensure accessible services
 - Use reasonable operating forces
 - Minimize repetitive actions
- **Expression & Communication**
 - Expand online entry options for OER workbook assignments
 - Use editable content pages as course wikis
 - Incorporate open source web apps
 - Use visuals and hands-on activities
 - Build fluencies with graduated levels of support for practice and performance
- **Executive Functions**
 - Add "stop and think" prompts before tasks
 - Encourage students to self-monitor their tasks (with the grade book?)
 - Encourage students to for meta-reflections

- Add estimated completion times to facilitate time management
- Provide students with strategies to break down goals and determine the steps needed to achieve their goals
- Introduce a range of tools and approaches to help students organize themselves

Developed by CLT, FCC, 2020 from:

[Guidelines for Universal Design for Learning and introducing UDL Guidelines 3.0!](#)

[Provide options for sustaining effort and persistence](#)

[Provide options for self-regulation | Inclusive Education](#)

[Provide options for perception | Inclusive Education](#)

[Provide options for language, mathematical expressions, and symbols](#)

[Provide options for expression and communication | Inclusive Education](#)

[Provide options for executive functions | Inclusive Education](#)

[Webinar: Inclusive online teaching and teachable moments in online classrooms](#)

[The 7 Principles](#)

Updated : 18-11-24

See [EID site](#)

- [Fighting Polarization and Creating Open Dialogue on Campus](#)
- [5 Strategies For Promoting Meaningful Campus Dialogue This Fall](#)
- [Good Talk](#)
- [Universal Design and Universal Design for Learning](#)
- Vanderbilt: [Diversity & Inclusive Teaching](#)
- [Infographics](#)
- [A guide to inclusive teaching and UDL](#)
- [Columbia University's webinar on Inclusive Online Teaching....](#) the [webinar slides](#)
- Comprehensive site on [Inclusive Teaching Practices](#) by Denver University
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