e-inclusion: Toward Inclusive Blended Learning (August 2022)

e-Inclusion

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What is our aim?

In this e-inclusion project, we develop knowledge and guidelines for teachers about how they can **create inclusive digital education*** in their blended, hybrid, or fully online courses.

Project output:
- Handbook
- Online modules for teachers
- Online course for teachers (Oct '22)

* inclusive education = education that is accessible, engaging and enriching for everybody, regardless of one's identity, background or body (See Fig.1)
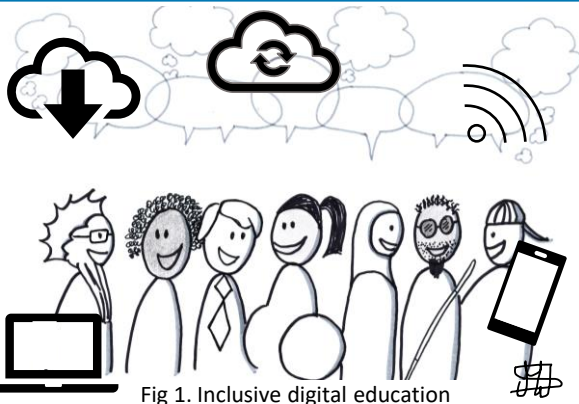

Fig 1. Inclusive digital education

How to practice e-Inclusion?

i-TPACK model: Be aware of how digital context, content and pedagogical approach impact equity.

Opportunities of digital education for equity:
- ❖ Many possibilities for **diversification** in form (text, audio, video, languages, subtitles)
- ❖ **Flexibility** in time & space
- ❖ Many possibilities for **activation and co-creation** (also anonymous)

Challenges of digital education for equity:
- ❖ Hard to establish **Social Presence** and an **inclusive climate** (reduced engagement)
- ❖ **Digital barriers** hamper accessibility for students with less digital knowledge and/or deficient technical equipment
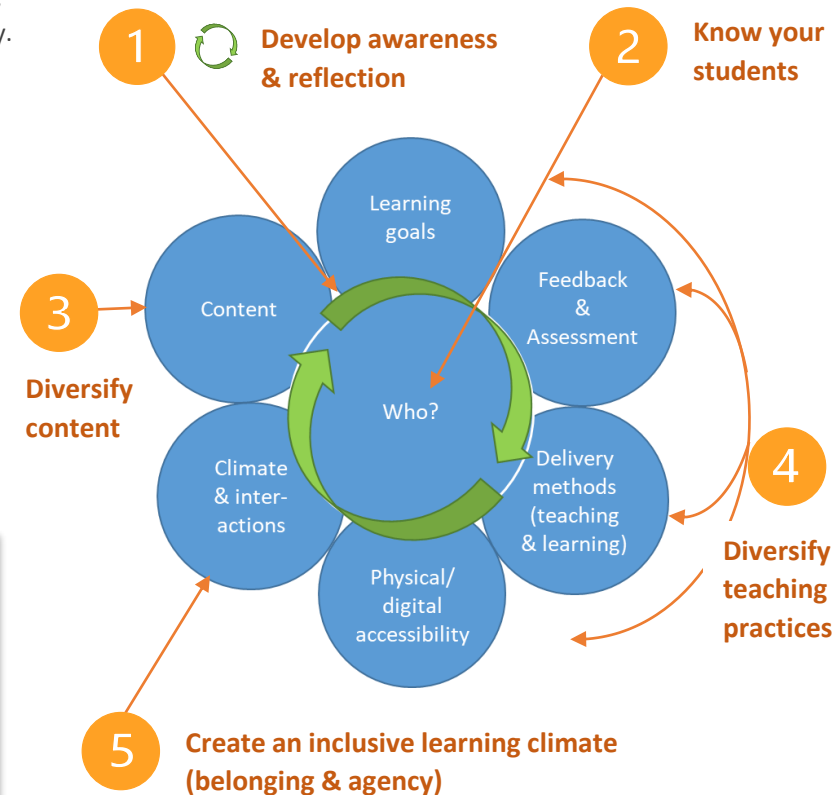

Fig 2. The i-TPACK model
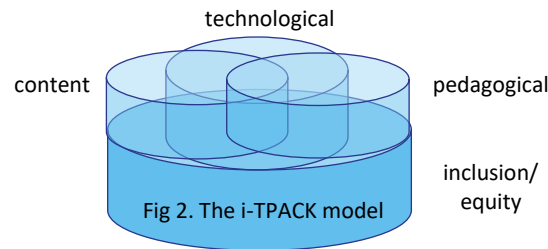
We need 4 **interrelated knowledge dimensions** to create inclusive digital education. The inclusion/ equity knowledge layer underlies the 3 TPACK dimensions (Technological, Pedagogical, Content knowledge)

What to do?

5 guidelines that cover all aspects of teaching (course level)

tips on other side

1. **Develop awareness & reflection**
2. **Know your students**
3. **Diversify content**
4. **Diversify teaching practices**
5. **Create an inclusive learning climate (belonging & agency)**

e-Inclusion

Guidelines and tips

✓ Check with your institution which digital tools are facilitated

Guideline 1: Develop awareness & reflection (1)

Enhance your awareness of e-inclusion in relation to your course, and of your own perspectives, position and biases.

Be aware of how digital context, content choices and pedagogical approach impact equity in your course. Digital tools provide great means to quickly collect (anonymous) feedback of the students.

❖ Inform yourself & self-reflect
❖ Continuously monitor the course
❖ Share your experiences with colleagues

Guideline 2: Know your students (2)

Identify students' aspirations, talents and needs in order to customize your teaching - to make your course accessible and engaging to every student.

Digital tools provide excellent opportunities to collect anonymous information, or information in different forms (video; image of an object, etc.)

❖ Have students introduce themselves using various media/platforms
❖ Share personal experiences yourself
❖ Inventorize skills, needs, and ambitions; anonymous and asynchronous

Guideline 3: Diversify content (3)

Create diverse and inclusive content, with multiple perspectives, and relevance to every student.

Digital tools give access to non-mainstream knowledge (e.g. different languages and forms) and enable the active contribution of students (finding and bringing in new materials/content/approaches).

❖ Include 'diverse' (non-mainstream) perspectives and examples
❖ Invite diverging experiences, worldviews, approaches.
❖ Explore and explain why mainstream knowledge is mainstream knowledge.

Guideline 4: Diversify teaching practices (4)

Create a course that is diversified, flexible, and accessible (in learning goals, assessment/feedback, teaching methods).

❖ Use multiple forms (textual, verbal, audio, video, languages, subtitles)
❖ Reduce barriers for access (e.g. good sound, image)
❖ Offer clear technical instructions, option for testing and asking questions
❖ In hybrid classes: keep the online students addressed and involved.
❖ Keep your course activating, using digital tools for synchronous and asynchronous discussion, input, feedback

Guideline 5: Create an inclusive learning climate (5)

Create and nurture a learning climate where every student feels safe to learn and participate, experiences belonging, and feels that their contributions matter.

See students as knowledgeable participants. Avoid microaggressions, balance intellectual discomfort & dignity safety, turn friction (Hot Moments) into learning opportunities.

❖ Stimulate and facilitate students' communication from the very start
❖ Reduce anonymity and explore values and assumptions (see guideline 2)
❖ Closely monitor the learning climate
❖ Jointly establish interaction ground rules
❖ Make students co-constructors of the course (through peer-to-peer initiatives, peer feedback, dynamic course design)

Digital tools

✓ For input, presentation, discussion, cooperation, evaluation, monitoring, feedback, testing, etc.
✓ Anonymous / named
✓ Synchronous / asynchronous

- *Polls / quizzes (e.g. Kahoot, Mentimeter)*
- *Cooperation (e.g. institutional platforms, Google Docs, Surfdrive, Onedrive, Zoom)*
- *Boards & platforms (e.g. discussion board, chat, Miro, Padlet)*

For more inspiration:
www.einclusion.net

Also see the brochure:
VU Mixed Classroom in Blended Learning

VU LEARN!Academy also offers trainings, team sessions, tailored advice

www.vu.nl/en/about-vu/more-about/mixed-classroom