

Chat Transcript  
Creating an Inclusive Online Learning Environment  
October 2, 2020

00:32:08 ACUE-Christine: Welcome to our webinar!

00:32:41 ACUE-Christine: We are grateful to our partner organizations for this collaboration: AASCU, ACE, APLU, CIC, Every Learner Everywhere, NASH, Strong Start to Finish

00:33:17 ACUE-Christine: We are excited to welcome your questions and comments today and recommend you use the Q&A function for these. You'll find this function in your Zoom toolbar.

00:33:42 ACUE-Christine: We will use this chat window to send one-way communications to you during the session, including links to resources and additional information.

00:34:36 ACUE-Christine: Following this webinar, we will follow up with an email that includes links to a 1) closed-captioned video of this webinar, 2) transcript of the webinar, 3) transcript of the chat function, 4) audio file of the webinar.

00:35:11 ACUE-Christine: Meet Dr. Michael Benitez, Jr.  
<https://www.msudenver.edu/president/university-leadership/michael-benitez-jr-phd.shtml>

00:37:59 ACUE-Christine: We will share this link later in the webinar, but want to know we rely on your feedback to continue to offer the most relevant and engaging content. Thank you in advance for providing that feedback at the end of this webinar:  
<https://www.surveymonkey.com/r/FRHLCV5>

00:40:33 ACUE-Christine: "Be vulnerable. Students will respond better when they see the human side of us as well." –Michael Benitez, Jr.

00:42:06 Beth Cessna: how do you communicate to your students that you are vulnerable - you can't just say it

00:43:21 ACUE-Christine: Thank you for your comments and questions! A reminder that we will see them in this chat window, but would be grateful if you use the Q&A window for comments and questions. Thank you!

00:45:59 Kathy Henry: Thank You!

00:46:08 ACUE-Christine: Hi Dean! You should be able to use the Q&A function for comments/questions.

00:47:54 ACUE-Christine: Setting community norms: 6 foundational rules.

00:48:06 ACUE-Christine: #1: Respect differences.

00:48:12 ACUE-Christine: #2: Assume good intentions.

00:48:48 ACUE-Christine: #3: Respect confidentiality.

00:49:13 Michael Benitez: @Beth Have frank and open conversation about the importance of showing up honestly, but also mark the reality of who receives teaching in different ways. Co-create with students. Use your subjectivity as an opportunity to for students to display theirs. when you model, I found found students pick up on it.

00:49:26 ACUE-Christine: #4: Be generous.

00:49:54 Michael Benitez: @Miguel, yes. absolutely. So important that we show up authentically.

00:49:54 ACUE-Christine: #5: Be patient.

00:50:10 ACUE-Christine: #6: Respect deadlines.

00:50:37 ACUE-Christine: A request was made in the Q&A for Viji Sathy and Kelly Hogan's piece on Inclusive Teaching in The Chronicle: <https://www.chronicle.com/article/how-to-make-your-teaching-more-inclusive/>

00:51:30 ACUE-Christine: Darvelle posts his community norms and guidelines based on collaborative exercise to set the tone for the course.

00:52:01 Michael Benitez: Yes, so important to be able to adapt/shift as a norm. pedagogic agility at this moment is so important/goes a long way.

00:52:19 ACUE-Christine: Many of you are asking about an attendance certificate. We do not provide a certificate for this, but we will send you an email after the webinar that can serve as proof of your attendance on this topic.

00:53:18 ACUE-Christine: About Dr. Kelly Hogan: <https://bio.unc.edu/faculty-profile/hogan/>

00:54:30 ACUE-Christine: "Structure helps everyone, but it certainly doesn't harm those who don't need it." –Dr. Kelly Hogan

00:55:46 ACUE-Christine: Hello everyone, no need to request an email. We will send to all registrants! Thank you!

00:56:53 ACUE-Christine: Viji Sathy & Kelly Hogan reflected on how they helped UNC build a more inclusive curriculum: <https://community.acue.org/blog/inclusive-curriculum/>

00:57:41 ACUE-Christine: Viji contributed to an ACUE blog post about providing some midsemester feedback: <https://community.acue.org/blog/viji-sathy-sweet-spot-midsemester-feedback/>

00:59:10 ACUE-Christine: In case you missed it earlier in the chat, you may want to reference and download 10 tips for inclusive teaching in ACUE's Inclusive Teaching Toolkit: Inclusive teaching practices toolkit: <https://acue.org/inclusive-teaching-practices-toolkit/>

01:02:33 Jo Clemmons: How do you increase student to student interaction?

01:02:34 ACUE-Christine: One of our participants suggests giving students "points" as an incentive. Thank you Ginny!

01:02:51 Nicole Clarke: Many of my students mute their camera, and I would really like to see their reaction to lessons taught

01:03:21 ACUE-Christine: Another idea from a participant: "Make it a bonus question non a test!"

01:03:32 McCarthy Susan: What does student accountability to their learning look like? If I meet students where they are...many do not read instructions no matter how clear they are. There is often a reluctance to seek out assistance that is offered until it is too late.

01:03:36 ACUE-Christine: Idea from a participant: "I have used a short survey I call "Stop", "Start", "Continue". This gives students a chance to tell me at any point things that are working well for them and those that aren't."

01:03:58 ACUE-Christine: Another idea from a participant: "I did a poll in Zoom during one session we had online in a blended class and it took less than 3 mins to get the feedback and I showed them the results. Super fast and helpful and 100% yield."

01:05:04 ACUE-Christine: In case anyone missed this in the Q&A, here is a resource shared for feedback: Here's a useful resource: <https://cft.vanderbilt.edu/soliciting-and-utilizing-mid-semester-feedback/>

01:05:54 ACUE-Christine: Kelly's suggestions is reinforced by this participant comment, "I sometimes use the Discussion Board area to ask students for feedback during the course"

01:06:01 Poshya Ahmed: I use polling at webax

01:07:43 ACUE-Christine: Kelly suggests using prep assignments to help with differentiated education.

01:07:46 Marcia Scherer: What do you do when you put yourself out there for students and tell them when you have made an error or something else and they continue to hound me to no end to do it their way? This happens quite frequently in nursing!

01:08:37 Britt Bugby: How do you address and create an inclusive class environment in a largely non-diverse class? how do you strengthen a voice of the underrepresented students?

01:08:39 Marcia Scherer: I can clarify too that students do not take responsibility or accountability for their actions.

01:08:41 ACUE-Christine: Darvelle suggests making the rubric very clear to reduce bias.

01:09:30 ACUE-Christine: Thank you so much for your questions and ideas in the Q&A and chat windows. We're getting to them all as quickly as we are able. This is a great discussion!

01:10:05 ACUE-Christine: A reminder that following this webinar, we will follow up with an email that includes links to a 1) closed-captioned video of this webinar, 2) transcript of the webinar, 3) transcript of the chat function, 4) audio file of the webinar.

01:10:30 ACUE-Christine: We will also provide a transcript of the Q&A.

01:11:02 ACUE-Christine: Michael suggests leaving 10% of the syllabus "empty."

01:11:59 ACUE-Christine: Natalie, I believe he intends to mean that there is some time in the course set aside unplanned to promote input from the class.

01:12:00 Poshya Ahmed: are you asking your students to open their cameras ? non of my students open cameras and I really don't know if they pay attention, or not! I ask questions and asking their opinion so often but only two students answers

01:12:15 ACUE-Christine: From a participant: I sometimes use poll choice where students choose a topic for the discussion and they need to respond to a student on a different topic of their own. Sometimes I put them them in groups for discussions and they respond within their group. Just a couple of thoughts on engaging students and attempting to avoid students responding to the same students and not reaching out to others

01:12:42 ACUE-Christine: From a participant: When introducing activities in Supplemental Instruction sessions, the SI Leaders in my program make a point to describe the intention of the activity. When students realize the activities were created with a purpose, they seem more willing to participate!

01:13:11 Michael Benitez: @Nathalie Franco I leave space for them to contribute to the creation of the course learning. What are students interested in learning within curricular content scope of the work.

01:15:55 ACUE-Christine: If you want more: 1) Our next webinar is on "Preparing an Inclusive Online Course"

[https://zoom.us/webinar/register/9316007883337/WN\\_JvXEdvwOS8OZOgdjW1fzAA](https://zoom.us/webinar/register/9316007883337/WN_JvXEdvwOS8OZOgdjW1fzAA)

01:16:03 ACUE-Christine: 2) ACUE has a short, open enrollment course starting Oct 23 on “Creating an Inclusive and Supportive Online Learning Environment.”  
[https://acue.org/?acue\\_courses=creating-an-inclusive-and-supportive-online-learning-environment](https://acue.org/?acue_courses=creating-an-inclusive-and-supportive-online-learning-environment)

01:16:17 Kevin Kelly: @Denny Snarbaro: Check out  
<https://voice.google.com/u/0/about>

01:16:35 ACUE-Christine: From a participant: Providing multiple modes for various resources (video, audio, text) can preemptively address access issues.

01:16:57 ACUE-Christine: From a participant: I get on the LMS and conference with my students since it has become difficult during Covid to have office hours

01:17:17 ACUE-Christine: Regarding Google Voice: @Denny Snarbaro: Check out  
<https://voice.google.com/u/0/about>

01:18:56 ACUE-Christine: From a participant: I recently read a tip to make your syllabus, etc. using a mobile-friendly site (like Google Docs), designing them FOR mobile access, which is ALSO accessible on a laptop. But that way, you're designing for the most limited device (or smallest screen). :)

01:19:58 ACUE-Christine: As a follow up to syllabus question: Here is an Inclusive Syllabus example ACUE provides in the toolkit: <https://sites.lsa.umich.edu/inclusive-teaching/inclusive-classrooms/inclusive-syllabus-language/>

01:21:03 ACUE-Christine: From participant: This is a good article about turning on cameras on Zoom: <https://er.educause.edu/blogs/2020/9/dear-professors-dont-let-student-webcams-trick-you>

01:21:22 ACUE-Christine: From a participant: Here is an example from one of my colleague's fluid syllabus <https://sites.google.com/view/ethnicstudiesbyfabiolatorres/>

01:22:11 ACUE-Christine: Many of you are also suggesting “GroupMe” chat

01:22:59 Michael Benitez: Loving this. Pedagogy of intentionality matters so much at this moment.

01:23:55 ACUE-Christine: Many of you are asking for examples of feedback questions. Here are some submitted by a participant. Thank you @Tracy Bartholomew 1.

Think about yourself and your learning in this course.

Identify 1-2 things you have been doing that support your learning.

Identify 1-2 things you have been doing that hinder your learning.

Identify 1-2 suggestions you might adopt to improve your learning.

2. Think about the course and my teaching.

Identify 1-2 things I have been doing that support your learning.

Identify 1-2 things I have been doing that hinder your learning.

Identify 1-2 suggestions I might adopt to improve your learning.

3. Think about your fellow classmates.

Identify 1-2 things your peers have been doing that support your learning.

Identify 1-2 things your peers have been doing that hinder your learning.

Identify 1-2 suggestions your peers might adopt to improve your learning.

01:24:14 Breeann Kirby: To clarify: GroupMe lets you group and private chat like text messaging. You can create a thread named for the class and send an email link invite so student option to join and no phone numbers. Most students will privately chat with me. And they will also use the hive mind thread to get stuff (like access to the textbook or how to work on an assignment). It's been cool to see them support each other.

01:25:03 ACUE-Christine: Clarification from a participation on GroupMe: To clarify: GroupMe lets you group and private chat like text messaging. You can create a thread named for the class and send an email link invite so student option to join and no phone numbers. Most students will privately chat with me. And they will also use the hive mind thread to get stuff (like access to the textbook or how to work on an assignment). It's been cool to see them support each other.

01:25:13 ACUE-Christine: From a participant: I have surveyed students on the use of video cameras, and they've overwhelmingly reported that they like to see each other--it makes them feel like they're actually in a real classroom, helping to establish a sense of community.

01:26:25 Ian Wolf: Not to be too distracted/distracting, but I'm digging Dr. Sathy's lapel pin!

01:26:40 Grace Adeola: Thank you.

01:26:53 ACUE-Christine: Reminder we have 5 minutes. Will want to wrap up next.

01:27:05 Breeann Kirby: I also use Video Ant to annotate YouTube videos. I teach async. I thought they would not like them, but they loved the annotated questions because they said they feel like they are having an actual class discussion. Easy log in with google account so less clunky than many third parties. <https://ant.umn.edu/>

01:27:45 ACUE-Christine: It's hard to believe our hour is almost up! We're grateful for your active participation today. A reminder that we will share an email with materials from the webinar. You can expect to find this email in your Inbox by Monday morning.

01:28:30 ACUE-Christine: We rely on feedback to continue to offer the most relevant and engaging content and to recognize their effort we'll select a few respondents (who share their name) to receive a \$50 card of gratitude.

<https://www.surveymonkey.com/r/FRHLCV5>

01:28:39 mike merbach: in regards to video, I use the line " I want learn your name. In class they are masked, online they generally can unmask" it warms up the environment.

01:28:53 McCarthy Susan: My concern about so much individualization of student needs may lead to the perception of inequity.

01:28:56 ACUE-Christine: Our next webinar:

[https://zoom.us/webinar/register/9316007883337/WN\\_JvXEdvwOS8OZOgdjW1fzAA](https://zoom.us/webinar/register/9316007883337/WN_JvXEdvwOS8OZOgdjW1fzAA)

01:29:04 Pamela Suguimitzu: Enlightening

01:29:07 Breeann Kirby: Encouraging.

01:29:09 Gina Walton: AWESOME!!

01:29:09 Benjamin Garrett: contemplative

01:29:11 mike merbach: awesome

01:29:11 Grace Adeola: Helpful

01:29:12 Ian Wolf: Inviting!

01:29:13 Britt Bugby: informative

01:29:17 Camille Mustachio: hopeful

01:29:18 Maryellen Kelly, Ph.D., SHRM-SCP: useful! thank you,  
01:29:21 Nicole Clarke: Fantastic  
01:29:22 David Williams: helpful  
01:29:27 Linda Hasunuma: Thanks for this great session. Excellent (and diverse) panel.  
01:29:29 Marcia Scherer: Interesting. What I was looking for was not presented.  
01:29:31 Gina Roos: informative!!  
01:29:37 Toya Howard: Great!  
01:29:41 Nicole Clarke: Helpful  
01:29:46 ACUE-Christine: We love seeing your feedback! We'll share in our follow  
up!  
01:29:48 Julie Gensrick: Contradictions  
01:29:53 Venkatesan Chakrapani: Thank you !!  
01:29:55 Toya Howard: Toya Howard