

IDOABLE (INCLUSIVE DESIGN OF ONLINE ASYNCHRONOUS BLUEPRINTS FOR LEARNING EQUITY)

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With earnest conversation, quiet laughter, challenging ideas, and enthusiastic gestures, groups of students consider the many ways literary texts navigate intercultural differences. That was the vision. Over years, I honed course content using data-driven best practices until, on good days, reality and vision matched. Then, COVID. In-person exercises that built skills, inclusion, and engagement no longer worked. How can instructors foster genuine, in-depth responses and intercultural agility in virtual, asynchronous environments? This time, my research yielded mainly anecdotal studies. Wanting qualitative and quantitative demonstrations of efficacy, I designed this on-going study of research-based pedagogical interventions that support inclusive pedagogy, ADEPT conversations, and quality online instruction. Pre- and post-surveys will measure feelings of inclusion. With a previous online class as a control, qualitative and quantitative analyses of discussion board posts will measure skill levels and depth of engagement. The goal is a pedagogy for online development of intercultural agility.

