

iDOABLE: Inclusive Design of Online Asynchronous Blueprints for Learning Equity

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Value: Improve...

- Inclusion in online classes
- Instructor evaluation scores
- Depth of online student engagement
- Student experience, learning, and retention

Assessment Criteria

- Percentage of students who explore questions in depth
- Percentage of students who respond to other student posts
- Times a topic is volleyed without instructor prompting
- Quantitative and qualitative course evaluation data
- Student grades

Annotated Bibliography

- Anderson, Bill. "Writing power into online discussion." *Computers and Composition* 23.1 (2006): 108-124. <https://doi.org/10.1016/j.compcom.2005.12.007>. Gender and race differences in communication mean that those factors influence online learning even when those factors are theoretically invisible. Includes valuable student interview qualitative data about power and online learning. "The article concludes that being aware, and taking advantage of the socially grounded nature of online interaction provides the basis from which educators can act to ensure that interaction in online learning communities is enabling for the learning of all students."
- Banerjee, Srikanta, and Jill Firtell. "Pedagogical Models for Enhancing the Cross-Cultural Online Public Health Learning Environment." *Health Education J.* 76.5 (2017): 622-631. <https://doi.org/10.1177/0017896917710970>. Data on the value of crafting interculturally competent classes. Reinforces the importance of having instructors examine their own values.
- Bond Rogers, Elizabeth, et al. "Perceptions and Experiences of Diversity and Inclusion of Outdoor Educators in Higher Education." *J. of Outdoor Recreation, Education, and Leadership*, vol. 11, no. 2, Sagamore Publishing, 2019, pp. 134-50, <https://doi.org/10.18666/JOREL-2019-V11-I2-8997>. Among other things, explores qualitative and quantitative data on the perceived need for training, revealing that many instructors consider diversity to be about visible difference. The article suggests the importance of a broader definition and the need for more and better D&I training.
- Brookfield, S. "White Teachers in Diverse Classrooms: Using Narrative to Address Teaching About Racial Dynamics." In C. Scott & J. Sims (Eds.) *Developing Workforce Diversity Programs, Curriculum and Degrees in Higher Education*. Hershey, PA: IGI Publishing (2016), pp. 98-116. Theoretical framing of anti-racist teaching practices, followed by a focus on understanding racism as structural, using narrative to teach, and the value of "Scholarly Personal Narratives (SPNs)" and team teaching as ways to reveal, highlight, and provide students with an anti-racist learning experience.
- *Center for Research on Learning and Teaching (CRLT), University of Michigan. "Reflecting on Your Practice: Applying Inclusive Teaching Principles in Remote Teaching." *Equity-Focused Strategies Reflection*. CRLT, University of Michigan: Ann Arbor. 2020. crlt.engin.umich.edu/wp-content/uploads/sites/5/2020/06/Remote_Teaching_Inclusive_Strategies_CRLT-Engin_screen-reader-accessible.pdf. An accessibility checklist for online classes, grouped into 5 categories: Transparency/ Clarity, Academic Belonging, Structured Interactions, Critical Engagement of Difference, and Flexibility.
- Chadha, Anita. "Learning to Learn: Lessons from a Collaboration." *J. of the Scholarship of Teaching and Learning* 17.3 (July 2017): 34-47. doi: 10.14434/josotl.v17i3.21431. Background references for the value of diversity online (pp. 2-5). Pushes back on the concept of online being a "comfortable and familiar space for students" and on the neutrality of professors who don't comment but do police.
- *Comer, Debra R., and Janet A. Lenaghan. "Enhancing Discussions in the Asynchronous Online Classroom: The Lack of Face-to-Face Interaction Does Not Lessen the Lesson." *J. of Management Education*, vol. 37, no. 2, SAGE Publications, 2013, pp. 261-94, <https://doi.org/10.1177/1052562912442384>. Introduces a structured system for online student discussions, with evidence of its efficacy and models of its use.
- Dewsbury, Bryan, and Cynthia J. Brame. "Inclusive Teaching." *CBE Life Sci Educ* 18 (Summer 2019): fe2. doi:10.1187/cbe.19-01-0021. "A deficit in training leaves many STEM faculty feeling uncertain about inclusive teaching practices and their essential [...] principles. Describes an online, evidence-based teaching guide (<https://lse.ascb.org/evidence-based-teaching-guides/inclusive-teaching>) intended to help fill this gap, serving as a resource for science faculty as they work to become more inclusive, particularly with regard to differences in race, ethnicity, and gender."
- Fox, Ola H. "Diversity in Online Teaching: When Culture and Online Education Conflict." *Home Health Care Management & Practice* 17.4 (June 2005): 342-345. DOI: 10.1177/1084822304274061. Research-based tips for teaching African American students. "Critical Engagement" rubric for online discussion boards (on p 4; From Munroe 2003).
- Monroe, B. (2003). Fostering critical engagement in online discussions: The Washington State University study. *The Washington Center News*, p. 32.
- Gay, Geneva. "Teaching To and Through Cultural Diversity." *Curriculum Inquiry*, vol. 43, no. 1, Routledge, 2013, pp. 48-70, <https://doi.org/10.1111/curi.12002>. A wide-ranging discourse on culturally responsive teaching, with a solid grounding in theory and a discussion of practice, with specific examples.
- Gilbert, Patricia, and Nada Dabbagh. "How to Structure Online Discussions for Meaningful Discourse: A Case Study." *British J. of Ed. Tech.* 36.1 (2005): 5-18. Considers how much the use of proscribed "discussion protocols" and rubrics increased the amount of "meaningful discourse." Some of the protocols were less useful, but "guidelines that assisted the facilitation and evaluation of online discussions increased the cognitive quality of student postings promoting a deeper and more meaningful understanding of course content."
- Jabbar, Abdul, and Mohammed Mirza. "Managing Diversity: Academic's Perspective on Culture and Teaching." *Race, Ethnicity and Education*, vol. 22, no. 5, Routledge, 2019, pp. 569-88, <https://doi.org/10.1080/13613324.2017.1395325>. Uses qualitative research. Argues that Western institutions of higher ed. and their well-intentioned "adaptation" to multicultural learning fall short of the level of "cultural branching" needed for cultural inclusion. It argues for more professional development and a more widespread use of MOOCs.
- Jernigan, Valarie Blue Bird, et al. "An Examination of Cultural Competence Training in US Medical Education Guided by the Tool for Assessing Cultural Competence Training." *J. of Health Disparities Research and Practice* 9.3 (Fall 2016): 150-167. Data on the value of crafting interculturally competent classes. Reinforces the importance of having instructors examine their own values.
- *Mahoney, Sandra L and Jon F Schamber. "Exploring the Application of a Developmental Model of Intercultural Sensitivity to a General Education Curriculum on Diversity." *The J. of General Education*, vol. 53 no. 3, 2004, p. 311-334. Project MUSE, doi:10.1353/jge.2005.0007. Report on a study that validates the value of active learning ("discussion, exercises, and other [inductive] methods of discovery") as a means of supporting students' developmental advancement in intercultural awareness and agility.
- Nelson Laird, T. F. "Measuring the Diversity Inclusivity of College Courses." *Res High Educ* 52.6 (Sep. 2011): 572-588. DOI 10.1007/s11162-010-9210-3. Provides a model++a model of diversity inclusivity. [...]identifies nine elements of a course (purpose/goals, content, foundations/perspectives, learners, instructor(s), pedagogy, classroom environment, assessment/evaluation, and adjustment), as well as a diversity inclusivity continuum for each element (for a complete description of the model and its development, see Nelson Laird 2010)."
- Pilkington, Olga A. "Active Learning for an Online Composition Classroom: Blogging As an Enhancement of Online Curriculum." *J. of Educational Technology Systems*, vol. 47, no. 2, Dec. 2018, pp. 213-226, doi:10.1177/0047239518788278. Identifies how identities and identity threats can be addressed and challenged via online writing, especially for students from minoritized backgrounds.
- Verduzco-Baker, Lynn. "Modified Brave Spaces: Calling in Brave Instructors." *Sociology of Race and Ethnicity*, vol. 4, no. 4, Oct. 2018, pp. 585-592, doi:10.1177/2332649218763696. Strategies for creating a "modified Brave Space," including suggestions about calling people "in" and creating "classroom environments that facilitate students' critical thinking and learning but also account for the differences in the goals, power dynamics, and format of a conventional disciplinary-specific academic course."

* Starred entries are especially relevant and useful.