

INSTRUCTIONAL TECHNOLOGY AND ACTIVE LEARNING: POSSIBILITIES FOR INCLUSIVE ENGLISH CLASSROOMS

Ann Gagne, PhD

Educational Developer (UDL)

Robert Gillespie Academic Skills Centre

Institute for the Study of University Pedagogy

University of Toronto Mississauga

LAND ACKNOWLEDGEMENT

I would like to acknowledge the land where I live and work is the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. I also acknowledge that I have come to this place from the traditional land of the Algonquin, Cree, Anishinaabe, and the Abitibiwinini Aki. It is through these lands where I have lived past and present that I come to be the person I am today.

ALC

- Active Learning Classrooms

ALC

- Accessibility Lacking Conferences

IT COULD BE A ____ SPACE

- Race
- Class
- Disability
- Queerness
- Gender
- Family
- Intersectional awareness

BETTS, 2021

- “a host of new technologies that make this event the most affordable, accessible, and environmentally friendly in our association’s history”

TRAUMA-AWARE PEDAGOGY

- Choice
- Trust
- Safety
- Community
- Empowerment

WHAT CAN I DO PART I

- Checklists are only the start
- If you care about inclusion and access listen to what folk are saying
- Don't hide behind titles, institutions, and associations
- Don't ask students to turn on their cameras
- Use captions always in live events and on videos you produce

WHAT CAN I DO PART 2

- Check the transcripts and edit them for errors
- Transcript your podcasts
- Don't assume all students will engage in the same way
- Silence does not mean lack of engagement
- Review the deadlines for your assignments and put in equitable assessment policies

WHAT CAN I DO PART 3

- Put your pronouns on Zoom
- Describe the visuals you are showing on the screen (always not just remotely)
- Look at accessibility affordances of the instructional tech tool you want to use
- Audit your syllabi for the voices that are missing
- OERs are a thing, look into them, students don't have money for textbooks

WHAT CAN I DO PART 4

- Audit your physical and virtual space for access barriers
- Don't assume everyone is single or married
- Don't assume your students have no children
- Don't assume your students don't have important extended family care responsibilities
- Stop supporting ableist associations and organizations

BE GOOD HUMANS