

CEITL-Supported Inclusive Pedagogy Events

Event	Title (with link to recording)/Abstract/Presenters
<p>Talk about Teaching Summer 2020</p>	<p><u><i>Designing Accessible Online Course Materials</i></u></p> <p>This presentation will provide valuable insights and assistance with accessibility concerns in particular to the remote learning environment. Topics include:</p> <ul style="list-style-type: none"> • Building an accessible content framework for creating and selecting course materials. • Searchable documents and PDF's for engagement with content and/or read on any device with text-to-speech • Best strategies for video captioning success • How multiple formats can help minimize screen fatigue, address network limitations, and support individual learning strengths. <p>Presenters: Maureen Bourbeau, Assistive Technology Specialist, SAS Frances Keefe, Instructional Designer, IT/Academic Technologies</p>
<p>January Workshop 2021</p>	<p><u><i>Tangible Strategies for Decolonizing the Classroom</i></u></p> <p>Every learning environment is either a site of reproduction or a site of change. In other words, education can be liberating, or it can maintain the status quo. It can sustain colonization in neo-colonial ways or it can decolonize. Marie Battiste (2017) writes “For every educator, our responsibility is making a commitment to both unlearn and learn to unlearn racism and superiority in all its manifestations, while examining our own social constructions in our judgements and learn new ways of knowing, valuing others, accepting diversity, and making equity and inclusion foundations for all learners.” This highly interactive training is meant to invite reflection and dialogue on what educators can do to recognize and challenge ongoing colonial legacies in the classroom, course content, and pedagogical practices. Over the course of this training, participants will reflect on the following questions:</p> <ul style="list-style-type: none"> • How do we create inclusive classroom spaces? • What does equity look like at Primarily White Institutions (PWIs)? • How does one’s pedagogical philosophy either hinder or encourage marginalized students to feel like they belong? • How can we transform the curriculum, teaching, operations, and culture of an historically white university? <p>Learning Outcomes: Participants will be able to</p> <ul style="list-style-type: none"> • create inclusive syllabi. • understand the ways current educational practices sustain colonization and oppression. • implement strategies for inclusion, equity, and liberation in the classroom. <p>Presenters: Caché Owens-Velásquez, Ph.D., Director of the Beaugard Center for Equity, Freedom and Justice, Affiliate Faculty in Education, Social Justice Educator at UNH, and Honor’s College Faculty at UNC Charlotte</p>

CEITL-Supported Inclusive Pedagogy Events

	<p>Allyson Ryder, MPPM, Director of Trainings and Programs, Office of Community, Equity and Diversity at UNH, Social Justice Educator, and Adjunct Faculty, Granite State College</p>
<p>January Workshop 2021</p>	<p><u>Inclusion, Accessibility, and Accommodations: Putting the Pieces Together</u></p> <p>As an instructor, you have likely heard a lot about inclusion, accessibility, and accommodations. There are often great trainings on things like creating accessible materials and effectively teaching students with disabilities. The problem is that sometimes these concepts can seem disconnected or seem like separate initiatives. The reality is that all three are necessary and there is a great deal of overlap.</p> <p>The purpose of this presentation is to take a step back and look at the bigger picture to see how these important pieces fit together. In particular, we will talk more about the broader goal of teaching <i>all</i> learners. Within that context, we will explore how you can make connections to the ways in which inclusion, accessibility, and accommodations can help you to meet that important goal as you work to help your students succeed in courses that you teach.</p> <p>Presenter: Scott Lapinski, Ph.D., M.Ed. Director of Student Accessibility Services</p>
<p>January Workshop 2021</p>	<p><u>Time Zones, Online Lectures & Social Isolation: International Students at UNH and the Virtual Learning Experience</u></p> <p>Hear from and interact with a panel of international students taking UNH courses from within the US or their home countries during the pandemic. In this session, students will discuss the challenges that arise from studying in a distant time zone, navigating a virtual or socially-distanced classroom as a multilingual student, and experiencing cultural differences related to the pandemic. Following the student panel discussion and Q&A, faculty and staff participants will have time to explore problems and solutions in a separate discussion.</p> <p>Co-facilitators: Gigi Green, Academic Transition & Integration Advisor, Office of International Students & Scholars Juan Rojo, Clinical Assistant Professor in Molecular, Cellular and Biomedical Sciences, College of Life Sciences and Agriculture.</p>
<p>Talk about Teaching Spring 2021</p>	<p><u>Moving Beyond Accommodations: Creating Learning Environments that Work for All Learners</u></p> <p>Many faculty members are aware of accommodation letters and the important role that they play in a student's academic life. These letters begin to address the barriers a particular student might face in a learning environment. It details the accommodations that have been officially approved, and it often can start a conversation between a student and an instructor. However, accommodations alone are rarely enough to promote inclusion. Within this presentation, we will take a deeper dive into</p>

CEITL-Supported Inclusive Pedagogy Events

	<p>accommodations, accommodation letters, and importantly, how we can start to move beyond accommodations alone.</p> <p>Presenter: Scott Lapinski, Ph.D., M.Ed. (he/him/his), Director of Student Accessibility Services (SAS)</p>
Talk about Teaching Spring 2021	<p><u>Navigating Triggers and Bias in the Classroom</u></p> <p>"Whether conscious of it or not, professors and participants bring most, if not all, of who they are to the learning environment, including their fears, biases, stereotypes, memories of past traumas and current life experiences." Kathy Obear</p> <p>This workshop will work to unpack the root of triggers in the classroom and provide the tools needed to ensure those most impacted are not further harmed in addressing these situations.</p> <p>Presenters Dr. Nadine Petty, Chief Diversity Officer and Associate Vice President for Community, Equity and Diversity Allyson Ryder, MPPM, Assistant Director, Office of Community, Equity and Diversity at UNH, Social Justice Educator, and Adjunct Faculty, Granite State College</p>

Learning, Development, and Innovation at CEITL:

[Introduction to Inclusive Teaching](#) self-paced open access course

Inclusive teaching supports equitable access to learning for all students. AT Instructional Design and Development created a self-paced course on Inclusive Teaching focusing on course content, teaching practices, and interactions. The goals of the course are to increase awareness of inclusive and culturally responsive practices, and positively impact student retention.

The open, online, self-paced course shares practical tips for inclusive teaching and offers faculty the opportunity to reflect on their practice. No registration is needed, participation is free and open,