e-inclusion: Toward Inclusive Education in Digital Environments

Knowledge and guidelines for teachers about how they can create inclusive digital education in their blended, hybrid, or fully online courses.

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e-Inclusion
Building capacity for inclusive education in digital environments

What is our aim?

Inclusive digital education = education, making use of digital tools, that is accessible, engaging and enriching for everybody, regardless of one's identity, background or body (See Fig.1)

How to practice e-Inclusion?

Opportunities of digital education for equity:

- Many possibilities for **diversification** in form (text, audio, video, languages, subtitles)
- **Flexibility** in time & space
- Many possibilities to enhance **student agency**, activation and co-creation (also anonymous)

### Challenges of digital education for equity:

- Establishing **Social Presence** and an **inclusive climate requires** extra attention
- **Digital barriers** hamper accessibility for students with less digital knowledge and/or deficient technical equipment

Different ethical & organisational considerations

i-TPACK model: Be aware of how digital context, content and pedagogical approach impact equity.

Content Knowledge

Technological Knowledge

Pedagogical Knowledge

Inclusion/equity Knowledge
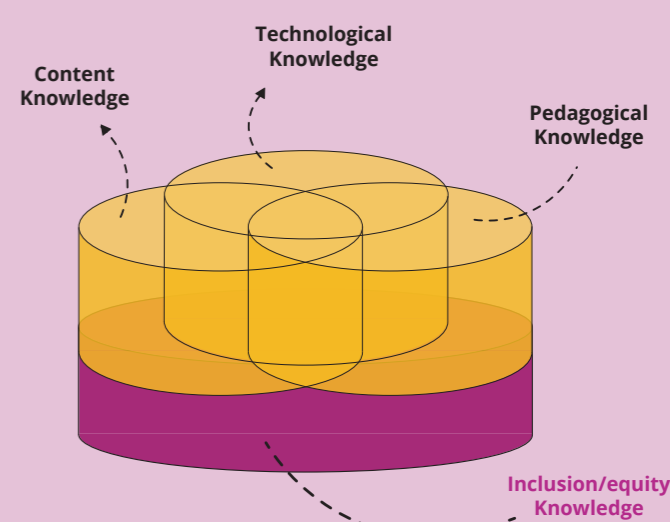
We need **4 interrelated knowledge dimensions** to create inclusive digital education. The inclusion/ equity knowledge layer underlies the 3 TPACK dimensions (Technological, Pedagogical, Content knowledge)

See for our handbook, e-learning modules, Awareness Raising Tool and Course Outline: www.einclusion.net

Guideline 1:
Develop awareness & reflection

Develop awareness on inclusive digital education and practice self-reflection in relation to your own position and role.

Be aware of how digital context, content choices and pedagogical approach impact equity in your course. Digital tools provide great means to quickly collect (anonymous) feedback of the students.

- Inform yourself & self-reflect
- Continuously monitor the course

Guideline 2:
Know your students

Get to know the students (digitally) and adapt to their needs, including their digital needs.

Digital tools provide excellent opportuni-ties to collect anonymous information, or information in different forms (video; image of an object, etc.)

- Have students introduce themselves using various media/platforms
- Share personal experiences yourself
- Inventorize skills, needs, and ambitions; anonymous and asynchronous

Guideline 3:
Diversify teaching practices

Diversify pedagogical practices (delivery methods. learning goals, assessments), seizing opportunities that technology offers.

Use multiple forms (textual, verbal, audio, video, languages, subtitles).

- Reduce barriers for access (e.g. good sound, image)
- Offer clear technical instructions, option for testing and asking questions
- In hybrid classes: also keep the online students involved
- Keep your course activating, using digital tools for synchronous and asynchronous discussion, input, feedback

Context

Pedagogical practices in a course context

Social environment

Learning goals
Delivery methods
Feedback & assessment

Physical & digital environment

1 — Teacher
2 — Student
3
4 — Content
5
6

Guideline 4:
Diversify content

Diversify content outside the mainstream canon (in terms of region, language, format, etc.), involving the input of students to further extend the realm.

Digital tools increase access to non-mainstream knowledge (e.g. different languages and forms) and enable the active contribution of students (bringing in new materials/ approaches).

- Include 'diverse' (non-mainstream) perspectives and examples
- Invite diverging experiences, worldviews, approaches
- Explore and explain why mainstream knowledge is mainstream
- Value personal experiences

Guideline 6:
Collaborate with allies

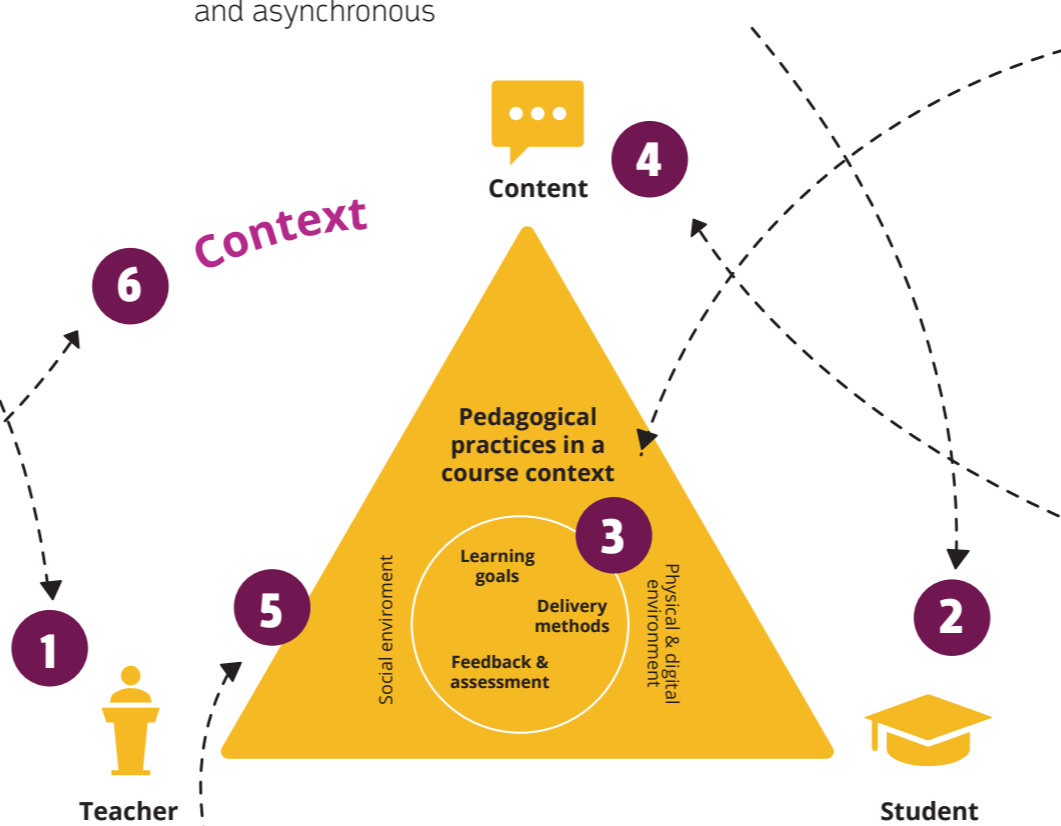- **Teachers:** find, mobilize and collaborate with allies, for your personal wellbeing, task-sharing, alignment in the programme, as well as institutional anchorage
- **Institutions:** Encourage and support endeavours for inclusion. Supporting teachers, and teacher teams with time, knowledge, practical (digital) support, acknowl-edgment, and protection. Anchor the pursuit of inclu-sion in policy & practice

Guideline 5:
Create an inclusive learning climate

Create and nurture a learning climate based on social presence, dialogue and student agency, and inclusive language, using the digital possibilities for student participation and co-construction.

- See students as knowledgeable participants, encourage dialogue
- Avoid microaggressions
- Balance intellectual discomfort & dignity safety
- Turn friction (Hot Moments) into learning opportunities
- Make students co-constructors of the course (through peer-to-peer initiatives, peer feedback, dynamic course design)