

## Inclusive Teaching Online

*How do I practice inclusive teaching online?*

TIP  
1



**Use Universal Design for Learning (UDL) Principles to Create an Online Course Accessible to All Learners**

Use UDL principles to provide online learners with multiple means of representing content, multiple means of action and expression, and multiple means of engagement in learning.

TIP  
2



**Incorporate Diversity Through Inclusive Pedagogies**

Design your course to accommodate a diverse group of students with a range of learning styles, abilities, experiences, and cultures. Communicate your dedication to diversity by including diversity and disability statements in your syllabus. See example of Mason Diversity Statement at: <http://stearnscenter.gmu.edu/professional-development/mason-diversity-statement>

TIP  
3



**Create a Safe Learning Environment for Your Students**

Utilize ground rules to create a safe learning environment, so that students know that their ideas and viewpoints will be respected. Remind students of the ground rules before discussing controversial topics.

TIP  
4



**Model Respectful Communication**

As instructor, you lead by example in your online course. Model respectful communication. Address the person you're responding to by name; be respectful and positive; use clear sentence structure and grammar; cite any sources. Build rapport with your students to create a learning community, and to enhance student engagement & learning.



**Online courses contain much text and writing, therefore please use and model inclusive language and a positive, respectful tone in all postings & communications of your online course.**

### Use Inclusive Language in Your Online Course

Inclusive language respects and promotes all people as valued members of society.

- Incorporate more inclusive phrases in your online course: We, Us, Our.
- Ask students to share what name and pronoun are consistent with their gender identity and expression and then honor that information.
- Check the content and tone of your syllabus with the "Inclusion By Design Survey" found at: <http://bit.ly/inclusionbydesign>.

Learn more about "Creating Inclusive Classrooms" at: <http://stearnscenter.gmu.edu/teaching/creating-inclusive-classrooms>



### Model "Netiquette" Guidelines for Your Students

"Netiquette" is network etiquette, a set of rules for behaving properly & respectfully online. Learn more about Netiquette at: <http://www.albion.com/netiquette/corerules.html>

Please Remind Your Students to:

- Carefully craft online course postings and electronic communications to avoid misinterpretation.
- Always be respectful of others' opinions.
- Do not make personal or insulting remarks.
- Express differing opinions in a respectful, non-critical way.

# Best Practices from Mason's Online Faculty

*How do I practice inclusive teaching in my online course?*

## Practicing UDL Principles

"I make my courses inclusive by practicing UDL principles. I provide each lecture in multiple formats: narrated video, slides, audio podcast, and the transcript of the narration. I supplement textbook readings by other articles and multimedia resources. My students have options in completing their assignments: they may choose to write a paper or create a multimedia presentation or a video. Multiple means of engagement are supported by optional group work and supports for self-regulated learning. For example, I offer *Are You on Track Checklists* in each of my modules that students can download and check off everything they are asked to complete in the module."

-Anna (Any) Evemenova, Associate Professor,  
Special Education & disAbility Research (CEHD)

## Creating & Building A Learning Community

"Building an inclusive online classroom includes working to humanize ourselves – as instructor and students. I try to foster this through posting a welcome video of myself at the beginning of the term and the start of every week.

Additionally, in the discussion boards, I ask that students respond via video so that we are fully seen and heard.

Further, I find that community-building through frequency/quality of interaction as well as openness to student feedback is critical.

I try to offer students opportunities to share their sense of the course so that I can be intentional about making changes that serve the learning community. "

-Graziella P. McCarron, Assistant Professor,  
School of Integrative Studies (CHSS)

## Providing a Variety of Formats for Content & Learning

"My learners are smart, capable people who are interested in producing great outcomes for their clients and students, and who enter my courses with differing skill levels and differing histories. I have found that by providing a variety of formats of the content - audio and video recordings, transcripts, guided notes, and text in formats that are compatible with readers; and by also providing practice, interaction, and assessment activities across a variety of modalities, my learners are able to learn the content and skills relatively rapidly, and come away with a fuller understanding and capability that they can pass on through their work with their students and clients."

- Ted Hoch, Associate Professor,  
Special Education & disAbility Research  
(CEHD)

### Learn More!

Hofer.M. (2015). UDL: A Systematic Approach to Supporting Diverse Learners. Faculty Focus, Magna Publications. Retrieved from:

<https://www.facultyfocus.com/articles/instructional-design/udl-a-systematic-approach-to-supporting-diverse-learners/>

Woodley, X., Hernandez, C., Parra, J., & Negash, B. (2017). Celebrating Difference: Best Practices in Culturally Responsive Teaching Online. *Techtrends: Linking Research & Practice To Improve Learning*, 61(5), 470-478.

doi:10.1007/s11528-017-0207-z  
Available online through Mason Libraries



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