Learner-Centered and Culturally-Relevant Approaches to Online Teaching and Learning

Dr. Enilda Romero-Hall
Associate Professor
Learning, Design, and Technology Program
University of Tennessee Knoxville
Email: eromeroh@utk.edu
Twitter: @eromerohall
Objectives

After participating in this webinar, the learners will be able to:

• Describe learner-centered design, development, and user-experience strategies for an online course within a Learning Management System (LMS)

• Describe the application of Culturally-Relevant Pedagogy to foster an inclusive digital learning environment
Are you familiar with ”Critical Digital Pedagogy”?

Please use the chat to respond!
- Yes
- No
- More Less
What is Critical Digital Pedagogy?

“Critical Pedagogy is an approach to teaching and learning predicated on fostering agency and empowering learners (implicitly and explicitly critiquing oppressive power structures).” Jesse Stommel, [Critical Digital Pedagogy: a Definition](https://www.criticaldigitalpedagogy.com/definition)
Key Aspects of Critical Digital Pedagogy

Centers its practice on community and collaboration

Remains open to diverse, international voices, and thus requires invention to reimagine the ways that communication and collaboration happen across cultural and political boundaries

Cannot be defined by a single voice, but must gather a collection of voices

Considers the use and application outside traditional institutions of education

Jesse Stommel, *Critical Digital Pedagogy: a Definition*
Critical Digital Pedagogy

Three-Tier Design

Culturally-Relevant Pedagogy

Feminist Pedagogy
Collaborators

Weiwei Ji, M.S., MBA
Instructional Designer
Arkansas Tech University
https://www.linkedin.com/in/weiwji/

Pauline Salim Muljana, Ph.D.
Educational Technology Program Manager
Digital Promise
https://www.linkedin.com/in/pauline-muljana/
Publication

Three-Tier Design Process

Design
- Learning Objectives
- Learning Activities
- Alignment
- Accessibility

Development
- Instructional Language
- Organization of Materials

User-Experience
- Communication
- Access to Resources
- Navigation
Design: Learning Objectives (SMART)

SPECIFIC
MEASURABLE
ACHIEVABLE
RELEVANT
TIME-BOUND
Specific
Measurable
Time-Bound
Relevant
Achievable

SPECIFIC
Who and what?

MEASURABLE
By how much?

ACHIEVABLE
How?

RELEVANT
Why?

TIME-BOUND
When?
Example

• **Specific:** Learners will be able to list
• **Measurable:** five instructional design models
• **Time-Bound:** by the end of the module
• **Achievable:** with 90% accuracy
• **Relevant:** to increase their awareness of instructional design methods
Do you share learning objectives with your learners?

Please use the chat to respond!

- Yes
- No
- Sometimes
Design: Learning Activities

“Instruction is more likely to be effective when learners have the opportunity to work on tasks of increasing complexity with feedback on their performance”

First Principle of Learning (Merrill 2002)
Multiple ways to consider this approach: Option I

1. Complete the tasks for practice
2. Receive feedback
3. Complete similar tasks as a final submission
Multiple ways to consider this approach: Option II

1. Complete a portion of the assignment
2. Receive feedback
3. Revise previous submission
4. Complete the following task in the assignment
5. Receive feedback
6. Revise previous submission
7. Complete the following tasks in the assignment
Table 1. Alignment of course-level objectives, module-level objectives, assessments, and learning activities.

<table>
<thead>
<tr>
<th>Course-Level Learning Objectives</th>
<th>Module-Level Learning Objectives</th>
<th>Assessments</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To express and explain in English using present tense</td>
<td>Week 1 Module: Chapter 1 &amp; 2</td>
<td>A weekly quiz that covers chapter 1 and 2 learning materials with 15 multiple choices and 5 true/false questions</td>
<td>Read textbook: Chapter 1 and 2</td>
</tr>
<tr>
<td></td>
<td>Chapter 1</td>
<td>* To identify the differences among nouns, verbs, and adjectives.</td>
<td>Review PowerPoint slides: Chapter 1 and 2</td>
</tr>
<tr>
<td></td>
<td>Chapter 2</td>
<td>* To correctly create simple sentences in English</td>
<td>Watch Video 1: Pronunciation on common nouns, verbs, and adjectives.</td>
</tr>
<tr>
<td></td>
<td>* To generate a paragraph in English using present tense.</td>
<td>* Discussion board: Publish an introduction in at least five sentences by using present tense</td>
<td>Watch Video 2: Common phrases for daily use</td>
</tr>
</tbody>
</table>
Key Takeaways

- Combining the course syllabus and course calendar as one file

- The list and description of learning activities should be articulated consistently, if they appear in two different locations, such as in the module overview page and inside a module folder.

- Clarifying the difference between required activities and the optional ones.

- Providing clear and detailed instruction with relevant examples and rubrics on assignments.
“Addressing accessibility is something you do for people with disabilities”
Accessible learning materials will help all students, regardless of ability, with a variety of learning needs.
How do you practice accessibility in your courses (in any format)?

Jamboard!
Accessibility Tips

It is crucial to properly layout textual content in a sequential hierarchy and avoid copying content with formats that would cause technical issues.

The use of full line justification should be avoided as it can create unnaturally large or small spaces between words and make the visual flow of the content more difficult to follow.

Using only two or three types of fonts or text sizes should strongly be considered when planning the design of a course.
Accessibility Tips

• Consider providing synchronized closed captions and transcripts for multimedia and video

• The use of alternative text for images and thoughtful text formatting should be considered during course design

• If the intent is to emphasize certain content, solely using color text should be avoided. Consider specific ways to format the text, such as underlining the content or include borderline/outline/background in color
Technological tools aren’t purely “accessible” or “inaccessible,” but rather, they are accessible or inaccessible by degree, depending on who is able to access and how much they are able to access. As you evaluate accessibility of a product, consider for whom the product may be inaccessible and to what degree this inaccessibility hampers its usefulness. This will inform your purchasing decisions as well as enable you to prepare alternatives for certain learning populations.

In this plan, UT Knoxville’s Office of Information Technology offers a staged process as a comprehensive guide for individuals or units evaluating accessibility of products and proactively preparing to provide equitable alternatives for known accessibility limitations.

**PERSONS RESPONSIBLE**

Departments and programs purchasing products are responsible for ensuring the accessibility of the products prior to purchasing or licensing. If a product is purchased or licensed that has known accessibility limitations, the said department or program should be prepared with equally effective alternatives for users who would be affected by those accessibility limitations.
<table>
<thead>
<tr>
<th>Descriptive Language</th>
<th>Bullet Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>This exam contains 16 multiple choice questions and you may have 40 minutes to complete it. You can have 2 attempts and the highest score will be recorded.</td>
<td>Exam Instructions:</td>
</tr>
<tr>
<td></td>
<td>• 16 multiple choice questions</td>
</tr>
<tr>
<td></td>
<td>• 40 minutes limit</td>
</tr>
<tr>
<td></td>
<td>• 2 attempts allowed</td>
</tr>
<tr>
<td></td>
<td>• The highest score will be recorded</td>
</tr>
</tbody>
</table>
Development: Organization of Materials

Module

- Rubric
- Learning Materials
- Links to Exams
- Links to Discussion Forums
- Sample Assignments
- Software Instructions
## Development: Organization of Materials

### Modules

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 25 (via Zoom)</td>
<td></td>
</tr>
<tr>
<td>February 1 [Asynchronous Online]</td>
<td></td>
</tr>
<tr>
<td>February 8 [On Campus]</td>
<td></td>
</tr>
<tr>
<td>February 15 [Asynchronous Online]</td>
<td></td>
</tr>
<tr>
<td>February 22 [via Zoom]</td>
<td></td>
</tr>
<tr>
<td>March 1 [Asynchronous Online]</td>
<td></td>
</tr>
</tbody>
</table>
Development: Organization of Materials

Spring 2023 Instructional Technology 594 Section 001 Prosem
2: Trends/Careers in IT

Meeting Time and Place: Tuesdays 5:05 pm to 7:45 pm via Zoom [https://tennessee.zoom.us/my/romerohs].
Course Credit Hour: 3 credits

Required Textbooks: We do not have a required textbook for this course

Course Description
Capstone course for the master's program will include design, development and review of the portfolio requirement as well as discussion of current issues, trends and professional development opportunities in the field.

Course Syllabus
Please use this link to access your Course Syllabus [Link]. Please review the course syllabus carefully for instructor course policies, as well as, university policies.

Course Instructor: Dr. Enilda Romero-Hall
Development: Organization of Materials

- Jan. 24
  - Meeting Outline: Introductions and Course Syllabus
  - Introductions and Course Expectations
  - Activity: Course Playlist

- Jan. 31
  - Scroll through your phones photos and share your favorite selfie!
  - Meeting Outline: Learning Ecosystems
  - Personal Learning Network
    - Jan 31 | 2 pm

- Feb. 7
  - Share as much or little as you are comfortable: How was your name chosen? Were you named after someone? Does it have any cultural or historical meaning? Is there a story or experience related to your name you would like to share? It can be first name, and/or last name. Two minutes to share
  - Meeting Outline: (Re) Defining Instructional Modality
  - Case Study: Designing for Online Learning
    - Feb 7 | 2 pts
User-Experience: Communication

Communication

Office Hours  Office Numbers  Office Locations  Response Time Policy  Etiquettes of Communication
Netiquette

- Respect
- Relevance
- Reciprocity
- Responsibility
- Relationships
Netiquettes that Embrace the Five R’s

Netiquette 🌟

Netiquette is a set of online communication guidelines. In cyberspace, it is sometimes easy to forget that we are interacting with other real people. Communicating properly online includes, but is not limited to, the following:

- Be respectful of others’ views and opinions. Avoid publicly attacking or insulting others. This can cause hurt feelings and decrease the chances of obtaining different points of view. Aim to be as polite as you are in person.

- Be sensitive to the fact that online participants represent a wide variety of different political and religious beliefs, as well as cultural and linguistic backgrounds. Disagreeing is fine and even encouraged, but remember that you should aim for rational discourse.

- Use good taste when composing your responses. Swearing and profanity should be avoided.

- Don’t use all capital letters; it can be stressful in the reader’s eyes. In online environments, it can also be considered “shouting.”

- If you use an acronym, spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that, you can use the acronym freely throughout your message.

- Respect others’ privacy. Treat others’ privacy the same way you would want some to handle your private information. Please do not share the personal information of your classmates and professors online with anyone.

- Be accurate and factual. It is important to fact-check everything you read and possibly include sources when sharing information.
User-Experience: Access to Resources

- TUTORIALS
- DEMOS
- LINKS TO ADDITIONAL RESOURCES
User-Experience: Navigation

Navigation Video
The Use of Announcements
Desktop Device Testing
Mobile Device Testing
Questions & Comments?
Collaborators

Maria Luna-Thomas, MFA
Diversity, Equity, and Inclusion Manager
Curriculum Associates
https://www.linkedin.com/in/maria-v-luna-thomas-4103931b7/
Culturally Responsive Pedagogy (CRP) in Digital Praxis
Are you familiar with “Culturally-Relevant Pedagogy”? 

Please use the chat to respond!

- Yes
- No
- More Less
Cultural
Reflection of the Instructor

Positionality  Subjectivity

Photo by jose aljovin on Unsplash
What is my positionality and subjectivity?

I identify as Latinx, but more precisely I am an Afro-Latinx woman. As part of my upbringing, I completed my K–12 education in Panama. As a young adult, I became an immigrant and a learner in higher education institutions in both Canada and the United States. I do not have a financially privileged background, but because of the importance given to education by my family I have always been motivated to further my studies. My upbringing, educational experiences, and immigrant status have provided a cultural standpoint and disposition toward inclusive, equal, and socially just education.
Knowledge Democracy

Multiple Epistemological Frameworks
Curricular Resources

- Authors of Readings
- Guest Presenters
- Resources
- Theoretical Perspectives and Paradigms
Representation Matters

- Illustrations
- Dr. George Veletsianos: [Diverse and Inclusive Stock Photos](#)
- Blog Post: [Culturally Diverse Stock Photos Websites](#)
Embracing Homes Languages
Tips

Rather than punish our learners because of grammatical mistakes, we can be curious about language and grammatical errors as formative data (Singer, 2018).

Another way to affirm home languages as an asset is to encourage digital collaboration among learners with fluency in the same language.

Encouraging these learners to collaborate or connect facilitates use of their home language to incorporate prior knowledge, clarify complex concepts, or ask each other questions.

Gestures like embedding multilingual greetings, terms, or expressions into your online content, announcements, and synchronous online meetings signal that learners of all backgrounds are valued (Singer, 2018).
Critical Selection of Educational Technology

Radical Digital Citizenship
Critical Selection of Technology?

Not turning a blind eye on race, ethnicity, and power dynamic issues when considering educational technologies to support learning experiences of Black, Indigenous, People of Color (BIPOC) learners
Civics of Technology Project

Technologies are not neutral and neither are the societies into which they are introduced. As technology continues encroaching in our lives, how can we advance technology education for just futures?
Questions?

- What does society give up for the benefits of the technology?
- Who is harmed and who benefits from the technology?
- What does the technology need?
- What are the unintended or unexpected changes caused by the technology?
- Why is it difficult to imagine our world without the technology?

tinyurl.com/FiveCriticalTechnologyQs
Tapping into the Learner’s Culture

Social Presence
WHITESIDE, INTEGRATING THE SOCIAL PRESENCE MODEL TO MAXIMIZE BLENDED AND ONLINE LEARNING EXPERIENCES
Tell me a bit about you!

- Where are you originally from?
- Pets?
- Fun fact about you.
- Boring fact about you.
- One superpower I have is...
<table>
<thead>
<tr>
<th>Forum</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell us more about you.</td>
<td>This is not a graded forum. Just a space for you to share about who you are (i.e., family, friends, hobbies, pets, and others).</td>
</tr>
<tr>
<td>Questions to Classmates</td>
<td>This is not a graded forum. You can create your own forum thread. You can subscribe to the forum. If you subscribe you will get an email every time a post is shared.</td>
</tr>
<tr>
<td>Interesting Articles</td>
<td>This is not a graded forum. You can create your own forum thread. You can subscribe to the forum. If you subscribe you will get an email every time a post is shared.</td>
</tr>
<tr>
<td>Wellness and Positivity</td>
<td>This is not a graded forum. You can create your own forum thread. You can subscribe to the forum. If you subscribe you will get an email every time a post is shared.</td>
</tr>
</tbody>
</table>
UDL at a glance

CAST
25 YEARS OF INNOVATION
1984-2009

Transforming education through Universal Design for Learning — http://www.cast.org
A Liquid Syllabus

It intentionally provides students with what they need to succeed in week one of a course, including a warm, friendly face.

It is a public, accessible, mobile-friendly website that opens instantly and renders beautifully on a phone.

Students are greeted with a brief, welcome video at the top; a learning pact that articulates what students can expect from their instructor and what will be expected of them.

If policies are included, they are written in welcoming, hopeful language.

https://brocansky.com/humanizing/liquidsyllabus
UDL Empathy and Care of BAME/BIPOC

Using asynchronous discussion boards that allow for multi-modal communication in which learners can compose and share messages using a format (text, audio, or video) in which they feel comfortable.

Empowering students through leadership opportunities within the course such as co-designing the course activities and/or session facilitation.
Questions & Comments?

Dr. Enilda Romero-Hall
Associate Professor, Learning Design & Technology Program, University of Tennessee Knoxville
Email: eromeroh@utk.edu
Twitter: @eromerohall