

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

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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](#)



Key Aspects of Critical Digital Pedagogy

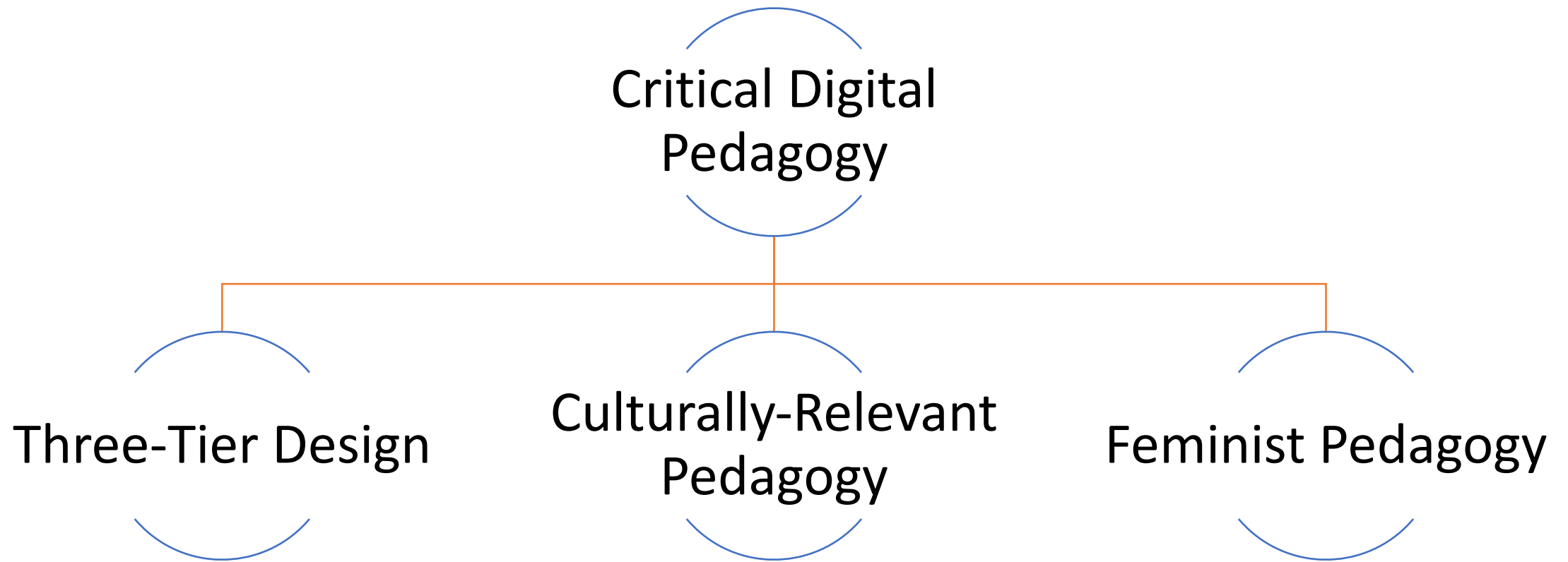
Centers its practice on community and collaboration

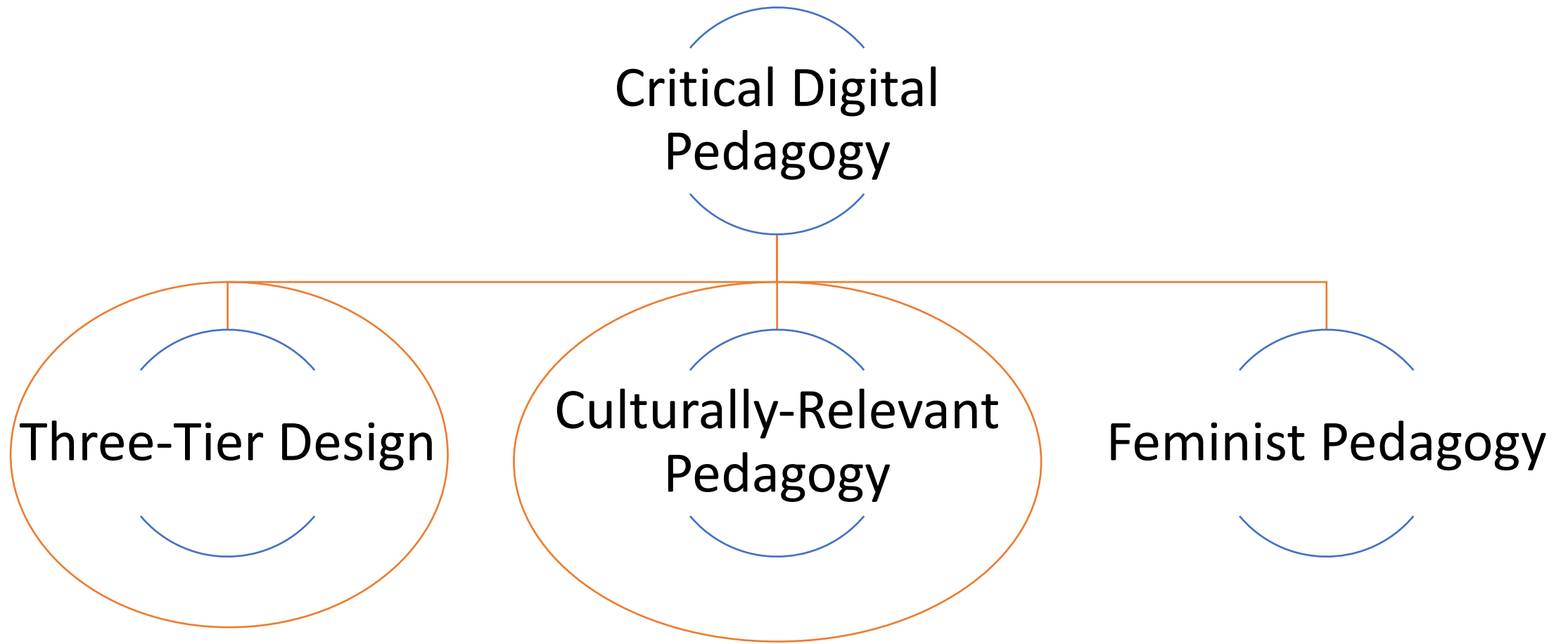
Remains open to diverse, international voices, and thus requires invention to reimagine the ways that communication and collaboration happen across cultural and political boundaries

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*](#)





Collaborators



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COLLEGE TEACHING

Volume 70 / Number 4 / October–December 2022

Executive Editors:

Mark H. Maier, Samantha Elliott & Michelle Miller

Publication

Ji, W., Muljana, P.S., Romero-Hall, E.J. (2022). The three-tier design process: Streamlined guidelines for designing and developing a course in a learning management system to promote effective learning. *College Teaching*.
DOI: [10.1080/87567555.2020.1865253](https://doi.org/10.1080/87567555.2020.1865253)

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

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

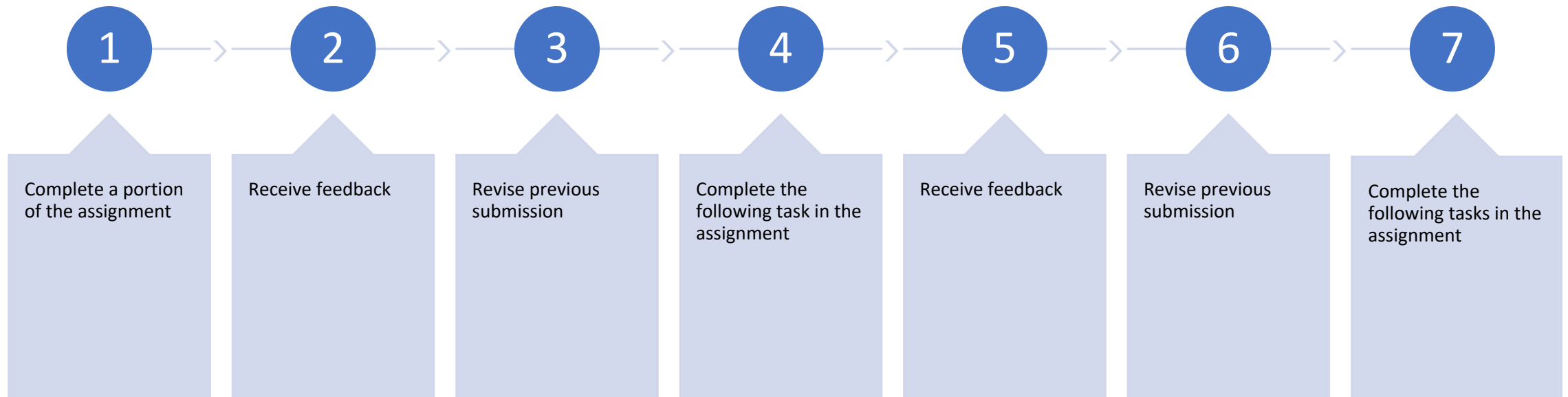
2

Receive feedback

3

Complete similar
tasks as a final
submission

Multiple ways to consider this approach: Option II



Design: Alignment

Table 1. Alignment of course-level objectives, module-level objectives, assessments, and learning activities.

Course-Level Learning Objectives	Module-Level Learning Objectives	Assessments	Learning Activities
To express and explain in English using present tense	<i>Week 1 Module: Chapter 1 & 2</i> Chapter 1 <ul style="list-style-type: none">To identify the differences among nouns, verbs, and adjectives. Chapter 2 <ul style="list-style-type: none">To correctly create simple sentences in EnglishTo generate a paragraph in English using present tense.	A weekly quiz that covers chapter 1 and 2 learning materials with 15 multiple choices and 5 true/false questions <i>Discussion board:</i> Introduce yourself in at least five sentences by using present tense	Read textbook: Chapter 1 and 2 Review PowerPoint slides: Chapter 1 and 2 Watch Video 1: Pronunciation on common nouns, verbs, and adjectives. Watch Video 2: Common phrases for daily use

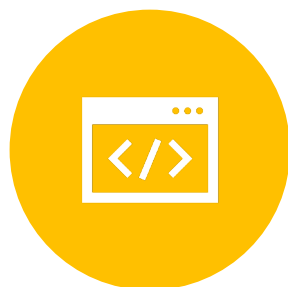
Key Takeaways



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.

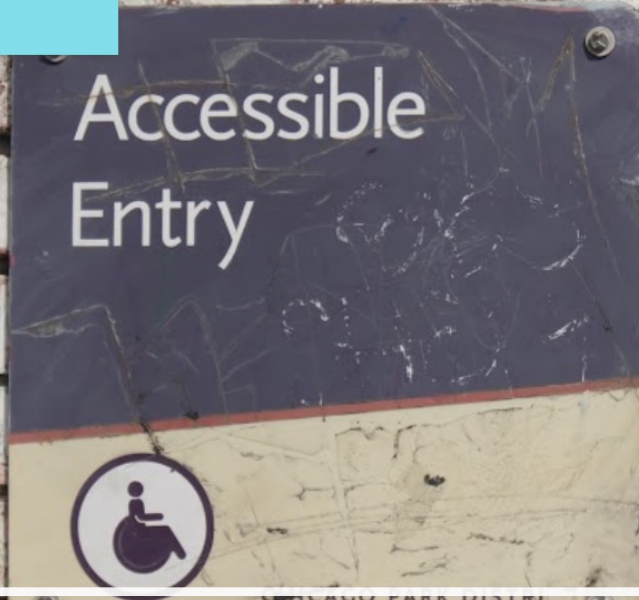


Providing clear and detailed instruction with relevant examples and rubrics on assignments.

“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.

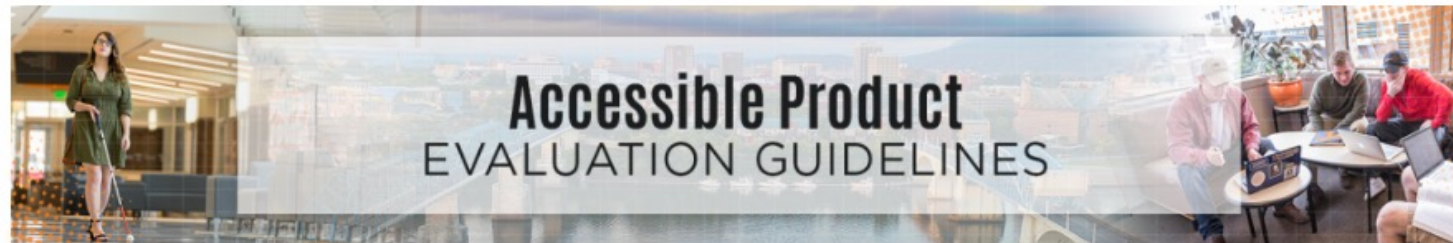
The use of full line justification should be avoided as it can create unnaturally large or small spaces between words and make the visual flow of the content more difficult to follow.

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

Technology and Accessibility



Learning technologies should always be evaluated to ensure they are universally accessible. Can everyone who needs to use them do so, or are they inaccessible to some learners or instructors? When the very nature of a technology imposes a barrier to its use, those individuals with certain types of disabilities will not be able to benefit from using it. It can be considered inaccessible along a continuum. What does this mean?

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

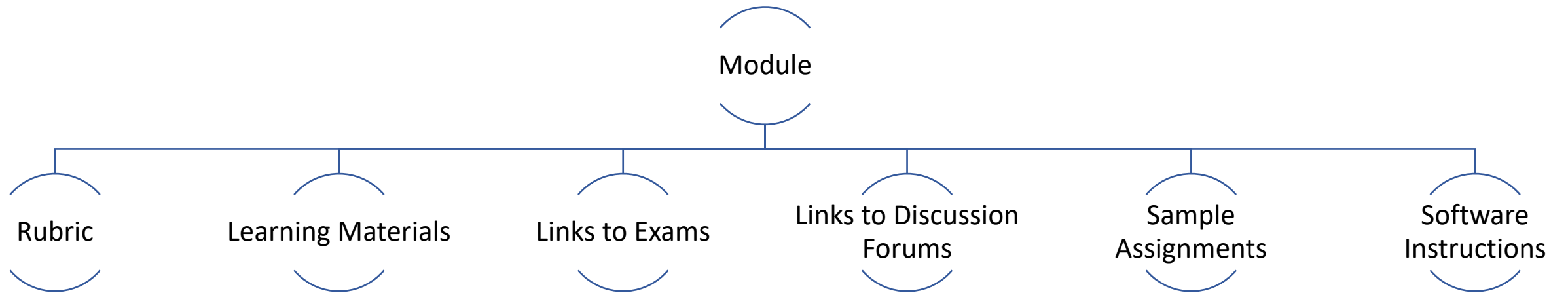
Departments and programs purchasing products are responsible for ensuring the accessibility of the products prior to purchasing or licensing. If a product is purchased or licensed that has known accessibility limitations, the said department or program should be prepared with equally effective alternatives for users who would be affected by those accessibility limitations.

Development: Instructional Language

Table 2. Descriptive language versus bullet points.

Descriptive Language	Bullet Points
<p>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.</p>	<p>Exam Instructions:</p> <ul style="list-style-type: none">● 16 multiple choice questions● 40 minutes limit● 2 attempts allowed● The highest score will be recorded

Development: Organization of Materials



Development: Organization of Materials

The image shows a screenshot of a course management system interface. On the left is a dark sidebar menu with the following items: Seminar in Instructional Design (with a home icon), Start Here, Announcements, Meet the Instructor, Virtual Office Hours, Syllabus & Calendar, Zoom Virtual Room, Conversation Cafe, Modules, Points, UT ID&T Social Media, UT Library Resources, Get Help, Email Link, and Tools. The main content area is titled 'MODULES' and has a dropdown arrow. Below the title is a navigation bar with 'Build Content', 'Assessments', 'Tools', and 'Partner Content', each with a dropdown arrow, and 'Discover Content' with a refresh icon. The main area contains a list of six modules, each with a folder icon and a dropdown arrow:

- January 25 [via Zoom]
- February 1 -- Asynchronous Online
- February 8 [On Campus]
- February 15 -- Asynchronous Online
- February 22 [via Zoom]
- March 1 -- Asynchronous Online

Development: Organization of Materials

Spring Sem 2023

Home

Announcements

Syllabus

Modules

Grades

People

myUTK

UT Library Resources

Tutoring & Learning Assistance

VolBooks Course Materials (VitalSource)

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

Meeting Time and Place: Tuesdays 5:05 pm to 7:45pm via Zoom [<https://tennessee.zoom.us/my/eromeroh> ↗]

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](#) ↗. Please review the course syllabus carefully for instructor course policies, as well as, university policies.


Course Instructor: Dr. Enilda Romero-Hall







 View Course Stream

 New Analytics










 View Course Calendar

 View Course Notifications

To Do

-  [Welcome to the Spring 2023 Semester!](#) ×
Spring 2023
Instructional Technology 594 Section 001 Prosem 2: Trends/Careers in IT
Jan 23 at 9:42am
-  [Personal Learning Network](#) ×
Spring 2023
Instructional Technology 594 Section 001 Prosem 2: Trends/Careers in IT
2 points |
Jan 31 at 11:59pm
-  [Case Study: Designing for Online Learning](#) ×
Spring 2023
Instructional Technology 594 Section 001 Prosem 2: Trends/Careers in IT
2 points |
Feb 7 at 11:59pm
-  [Flip Video Discussion](#) ×
Spring 2023
Instructional Technology 594 Section 001 Prosem 2: Trends/Careers in IT
10 points |
Feb 14 at 11:59pm

Development: Organization of Materials

<p>Spring Sem 2023</p> <p>Home</p> <p>Announcements</p> <p>Syllabus</p> <p>Modules</p> <p>Grades</p> <p>People</p> <p>myUTK</p> <p>UT Library Resources</p> <p>Tutoring & Learning Assistance</p> <p>VolBooks Course Materials (VitalSource)</p>	<p>▼ Jan. 24</p>
	<p> Meeting Outline: Introductions and Course Syllabus</p>
	<p> Introductions and Course Expectations </p>
	<p> Activity: Course Playlist </p>
	<p>▼ Jan. 31</p>
	<p>Scroll through your phones photos and share your favorite selfie!</p>
	<p> Meeting Outline: Learning Ecosystems</p>
	<p> Personal Learning Network Jan 31 2 pts</p>
	<p>▼ Feb. 7</p>
	<p>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</p>
	<p> Meeting Outline: (Re) Defining Instructional Modality</p>
	<p> Case Study: Designing for Online Learning Feb 7 2 pts</p>

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

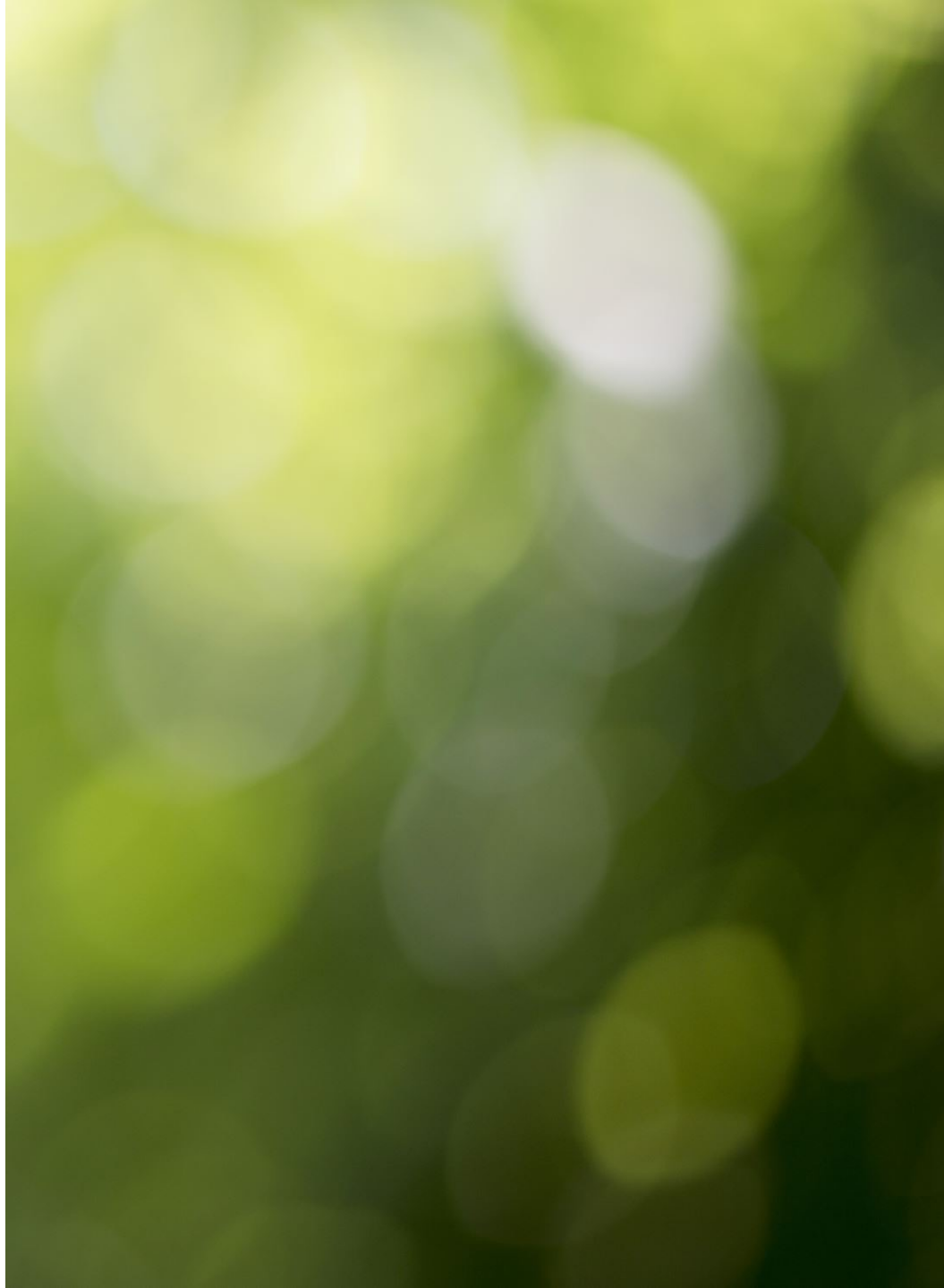
User-Experience: Navigation

Navigation Video

The Use of Announcements

Desktop Device Testing

Mobile Device Testing



Questions &
Comments?

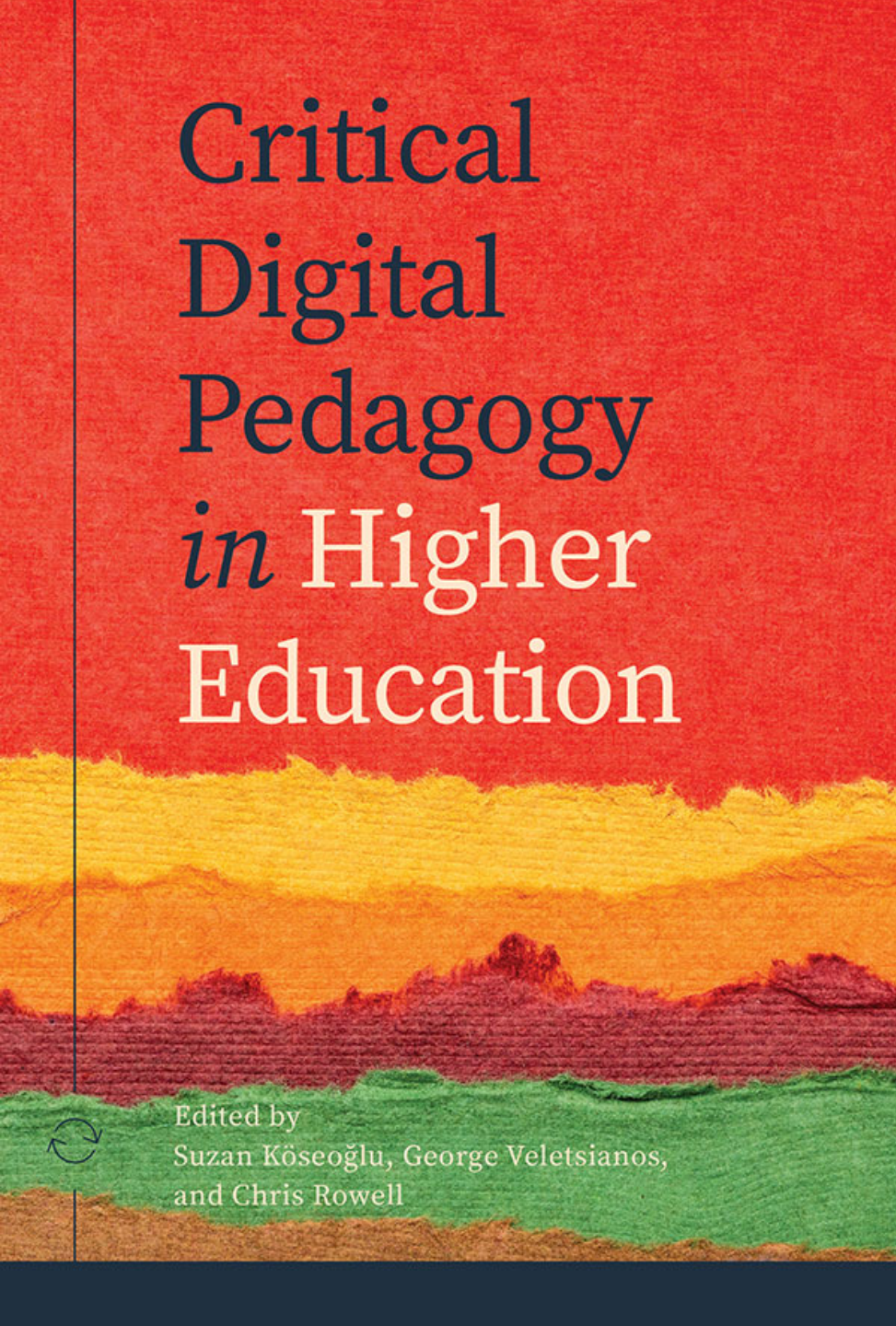


Collaborators



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Diversity, Equity, and Inclusion Manager
Curriculum Associates

<https://www.linkedin.com/in/maria-v-luna-thomas-4103931b7/>



Critical Digital Pedagogy *in* Higher Education

Edited by
Suzan Köseoğlu, George Veletsianos,
and Chris Rowell

Publication

Luna-Thomas, M. & Romero-Hall, E.J. (2023). La clave: Culturally relevant pedagogy in digital praxis. Koseoglu, S., Veletsianos, G., Rowell, C. (Eds.), [*Critical Digital Pedagogy: Broadening Horizons, Bridging Theory and Practice*](#). Athabasca University Press.

Are you familiar with “Culturally-Relevant Pedagogy”?

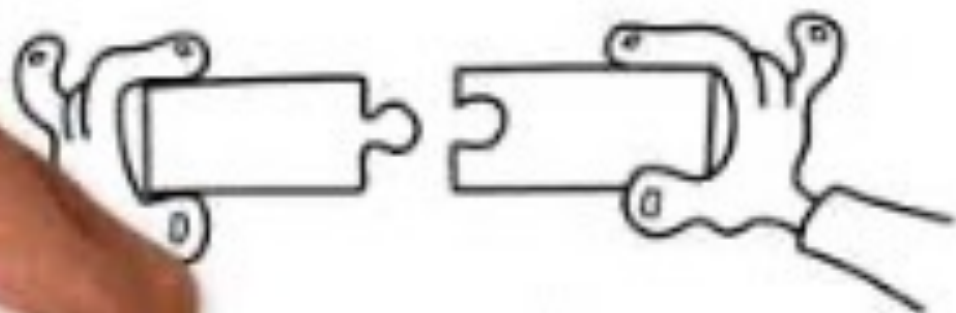
Please use the chat to respond!

Yes

No

More Less

Cultur



Reflection of the Instructor

Positionality

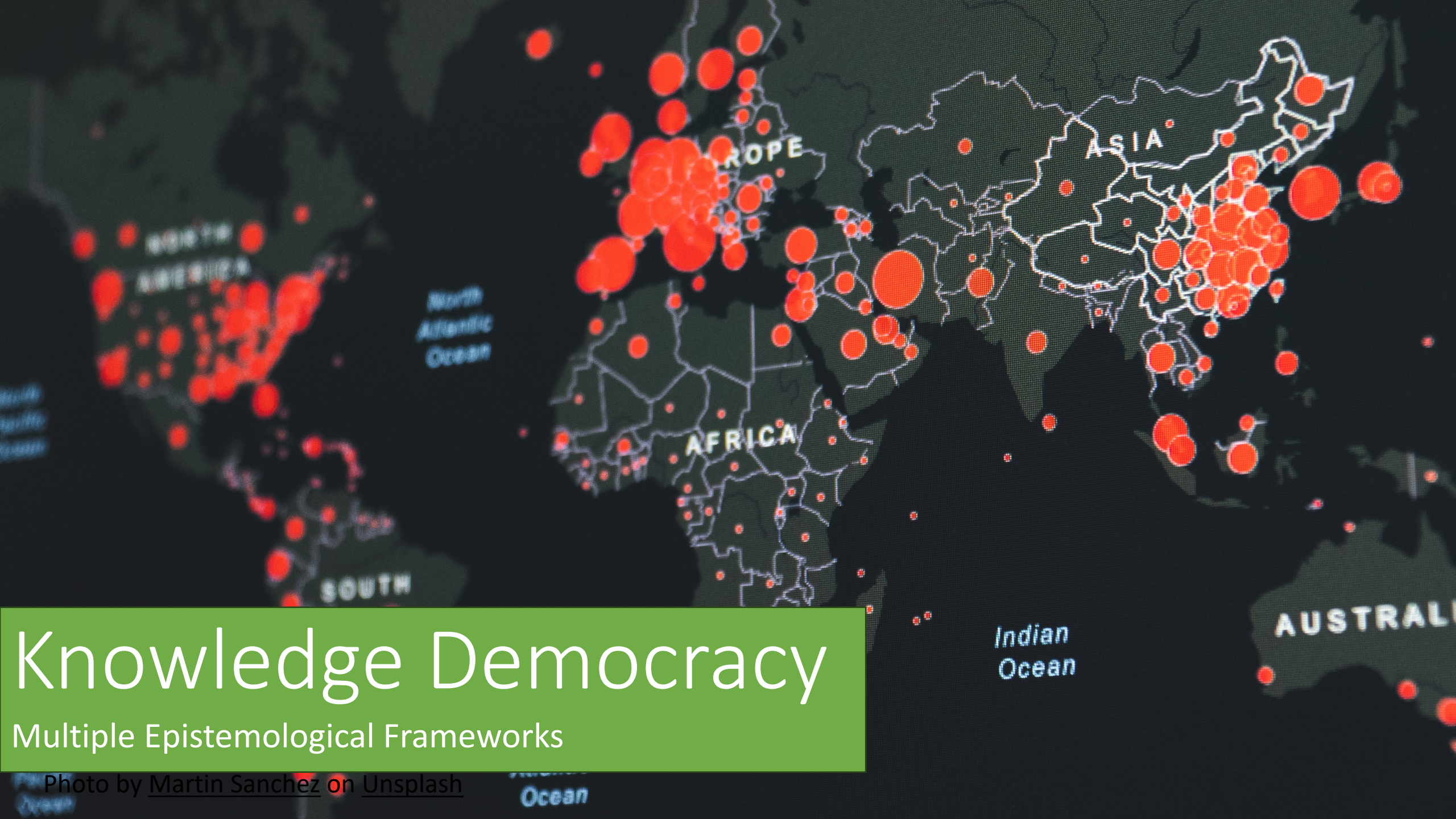
Subjectivity



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.

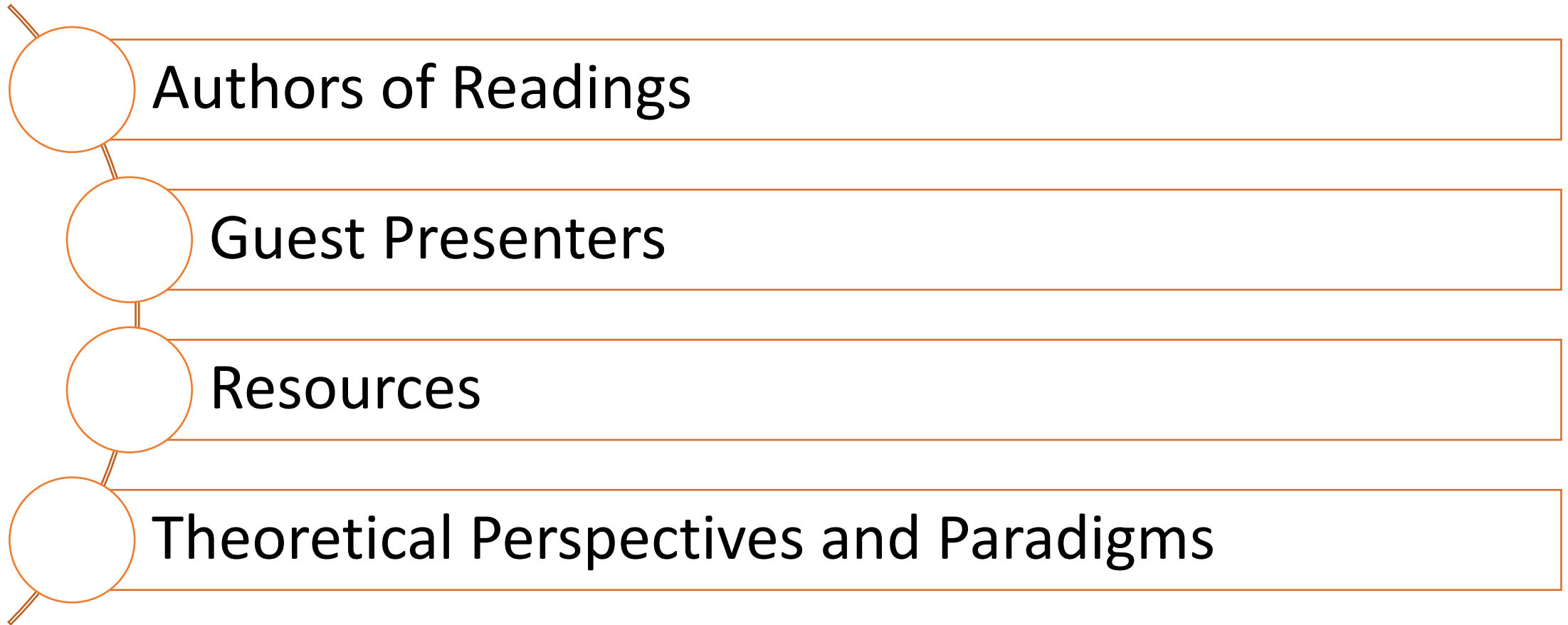


Knowledge Democracy

Multiple Epistemological Frameworks

Photo by [Martin Sanchez](#) on [Unsplash](#)

Curricular Resources



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.

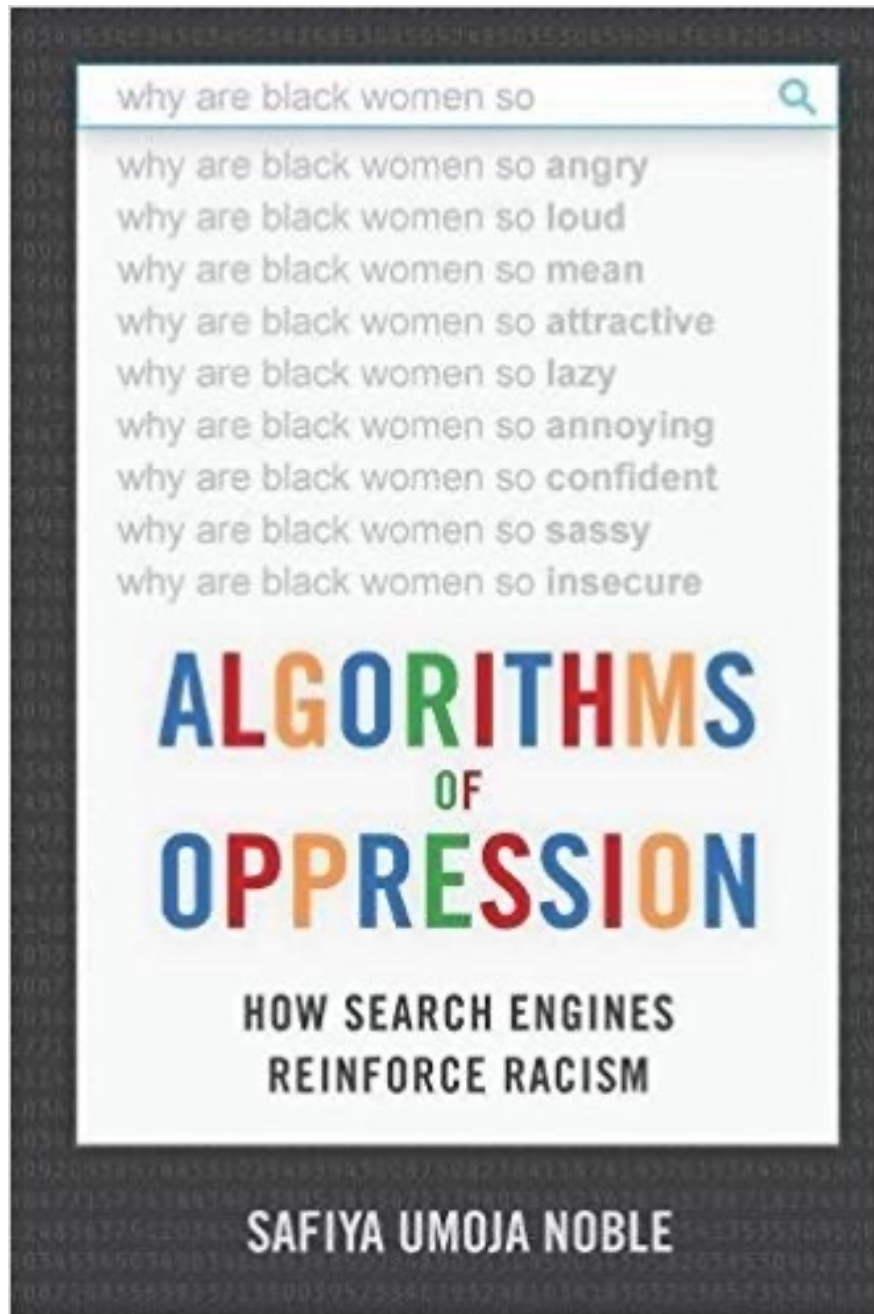
Encouraging these learners to collaborate or connect facilitates use of their home language to incorporate prior knowledge, clarify complex concepts, or ask each other questions.

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

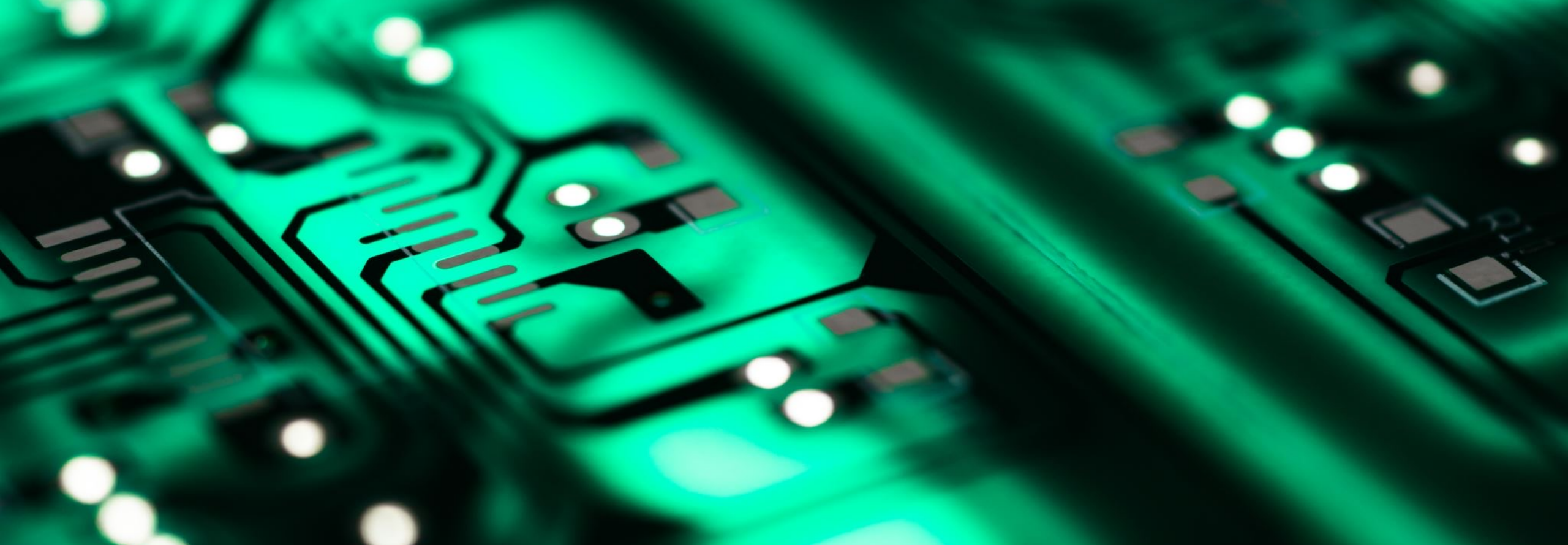
Radical Digital Citizenship





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?

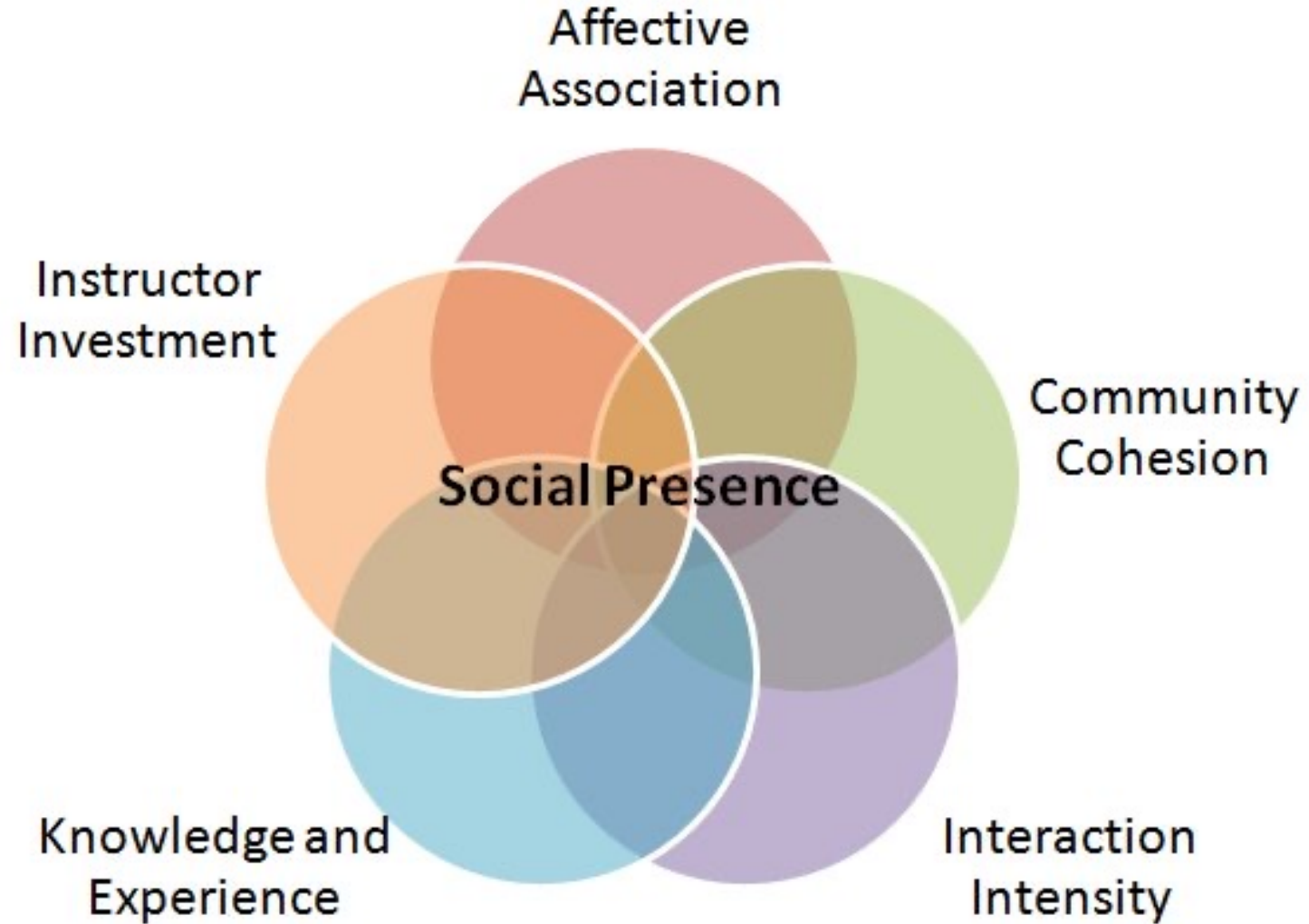
tinyurl.com/FiveCriticalTechnologyQs



Tapping into the Learner's Culture

Social Presence





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...

Conversation Cafe





<input type="checkbox"/> Forum	Description
<input type="checkbox"/> Tell us more about you. 	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).
<input type="checkbox"/> Questions to Classmates 	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.
<input type="checkbox"/> Interesting Articles 	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.
<input type="checkbox"/> Wellness and Positivity 	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.



Photo by [Küllli Kittus](#) on [Unsplash](#)

Empathy and Care

Universal Design for Learning

CAST  YEARS OF
INNOVATION
1984-2009

Transforming education through Universal Design for Learning — <http://www.cast.org>

UDL at a glance

Provide multiple means of **Engagement** →

Affective Networks
The "WHY" of learning



Provide multiple means of **Representation** →

Recognition Networks
The "WHAT" of learning



Provide multiple means of **Action & Expression** →

Strategic Networks
The "HOW" of learning



Access

Provide options for **Recruiting Interest** (7) →

- Optimize individual choice and autonomy (7.1) >
- Optimize relevance, value, and authenticity (7.2) >
- Minimize threats and distractions (7.3) >

Provide options for **Perception** (1) →

- Offer ways of customizing the display of information (1.1) >
- Offer alternatives for auditory information (1.2) >
- Offer alternatives for visual information (1.3) >

Provide options for **Physical Action** (4) →

- Vary the methods for response and navigation (4.1) >
- Optimize access to tools and assistive technologies (4.2) >

Build

Provide options for **Sustaining Effort & Persistence** (8) →

- Heighten salience of goals and objectives (8.1) >
- Vary demands and resources to optimize challenge (8.2) >
- Foster collaboration and community (8.3) >
- Increase mastery-oriented feedback (8.4) >

Provide options for **Language & Symbols** (2) →

- Clarify vocabulary and symbols (2.1) >
- Clarify syntax and structure (2.2) >
- Support decoding of text, mathematical notation, and symbols (2.3) >
- Promote understanding across languages (2.4) >
- Illustrate through multiple media (2.5) >

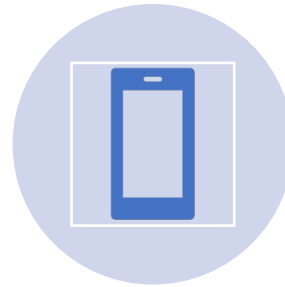
Provide options for **Expression & Communication** (5) →

- Use multiple media for communication (5.1) >
- Use multiple tools for construction and composition (5.2) >
- Build fluencies with graduated levels of support for practice and performance (5.3) >

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.

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?



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