Practices for Inclusive Teaching in Asynchronous Distance Courses

Inclusive teaching practices facilitate learning spaces that are welcoming and them as they work in your cours

Prioritize social teaching practices. Elevate connection and social interactions as students establish a sense of belonging to your course. As a "social negotiator" (2012) phases of engagement model, create opportunities take place. One place to look is the introductory discussion involved and talking early. It can also mimic personal and the physical classroom, with students sharing photos of t working together to draft an online learning agreement t they will interact and treat each other in discussions. Enc other ways, too. Can they attend optional synchronous se talks? Can they share video or audio submissions as part

Help students establish a rhythm to guide their lear weekly pace, helps students better manage their time. Th "what should I be doing" or "what's next" (Boettcher and typical weekly module starting and ending on a Tuesday. first day of the module? Are Wednesday and Thursday in students are completing course readings, videos, and oth discussion day where students are expected to contribute

Are students expected to be active in the course on Saturday and Sunday? Is Monday a wrap-up day, with students taking a weekly quiz, submitting activities, or completing discussion replies?

Resources

Berry, S.E. (2022). Creating inclusive online communities: Practices that support and engage diverse students. Sterling, VA: Stylus.

Boettcher, J. and R.M. Conrad. (2010). The online teaching survival guide: Simple and practical pedagogical tips. San Francisco: Jossey-Bass.

Conrad, R.M. and J.A. Donaldson. (2011). Engaging the online learner: Activities and resources for creative instruction. San Francisco: Jossey-Bass.