Getting started with UDL in our disciplines: Using Visual Facilitation and Inclusive Collegial Dialogue

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Today we will:

1. Explore collaborative team leadership approaches to addressing teaching and learning challenges of inclusion.

2. Experience inclusive dialogue by using a visual technique to explore: What needs to be in place to facilitate inclusivity in (a) your classroom and (b) in your discipline?

3. Summarize highlights and ideas going forward.
Where did we start?

Naming the Problem

- Teaching and Learning in Beedie 2014
- Onboarding instructors
- Instructional technologies
- EAL
- Teaming
- Culture of teaching
What had been done before?

- Teaching Improvement Specialist 2007
- Peer Observation of Teaching 2010
- Coordinated workshops and social gatherings 2012
- Team Leadership – BTLC 2014-15
What was our opportunity?

How might we develop a collaborative process among diverse faculty to respond strategically to the complex and interconnected teaching and learning challenges in the business school?
How did we come together?

- Do something different
- Enable members to participate and use their talents
- Use a strategic, facilitated, dialogic process
What was the process design?

Create a space to incubate

Disconnected Issues

Integration of Issues

Ad hoc, individual efforts

Collaboration and strategic efforts
What informed us?
What was the process?

Cycle I - 2014-15
Cycle II - 2015-16
Collaborative Visioning and Planning

1. History T & L in Beedie
2. Strengths of the Group
3. Collective Vision
4. Challenges and Opportunities
5. Key Priorities
What happened?
Our History
Our Vision

[Diagram with keywords: Interdependence, Strength, Starting Point, Lead the Edge, Energy, Sustainability, Teaching, Core, Part of the larger web, Destiny]
Developing an Approach to Inclusion in Beedie

Steps So Far

• Developing principles and building community
• Checklist
• Feedback
• Sharing with Beedie faculty and instructors
Resources for an Inclusive Classroom

• Inclusive classrooms leverage diversity for learning

• Checklist for inclusion:
  ❑ Present course material and assess assignments in varied ways
  ❑ Promote collaboration in the classroom
  ❑ Model and promote inclusive interpersonal interactions
  ❑ Use diverse representations of people in course materials
  ❑ Foster student reflection in light of their experiences/backgrounds
  ❑ Ensure all students have an opportunity to share their insights
  ❑ Seek student input regarding how curricula and delivery affects their individual learning.
What’s Next? on Inclusion

Cycle 2015-16

- Negotiating, Clarifying, Commissioning
- Visioning and Initial Planning
- Small Team Action Planning
- Stakeholder Engagement
- Refinement and Evaluation Planning Implementation
Using VisualsSpeak to Define and Discuss Leadership

Representations of Leadership
Using VisualSpeak Cards to Promote Inclusion

What is leadership?

Impressions ➔ Themes ➔ Attributes

Value of VisualSpeak cards:

• Aid description
• Facilitate shared meaning
• Promote collaboration
What are our Lessons?

1. Developing inclusive practices requires intention, learning new approaches and slowing down.

2. Employing visual co-facilitation techniques really assists diverse groups to use metaphors and stories to collaborate around a vision.

3. Supporting and enhancing inclusivity in complex systems requires a collaborative, dialogic approach over time.
Our lingering question...

What needs to be in place to foster inclusion in (a) our classrooms and (b) in our disciplines?
Working Visually Together

1. Individually, select a card from the card deck that will help you to answer these two questions:

   What needs to be in place to foster inclusion in (a) our classrooms and (b) in our disciplines?

2. In your small group,
   - share your cards,
   - create a collage and annotate it to explain how your group made sense of the question on inclusion.

3. Debrief

   30 minutes
What are your thoughts?

Making Sense of our Representations
Next Steps …
References

• <Source for creating inclusive community>
We acknowledge and thank the members of the Beedie Teaching and Learning Committee.

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