An Argument for Inclusion: Bridging Language, Learning Styles and Cultures with a Dynamic, Student-Designed Instructional Video | HC 114
The problem?

IAT309W Research Instructions and teaching tools deliver complex information via text: Varied levels of understanding create “Silences” in classroom discussions and peer workshops.

Diversity: did not address different learning styles, SIAT disciplinary interests, cultural knowledge

Accessibility: not audience centered content, one point of entry into the assignment

Inclusivity: varied understanding of terminology, expectations, and ‘vision’ of the research writing process
Why a Narrative Video?

UDL tools focus on flexibility: Students learn in different ways at different times during the learning process.

Diversity: addresses learning styles, SIAT disciplinary interests, cultural knowledge

Accessibility: audience centered content, stop and start tool for self pacing and reflection

Inclusivity: SIAT culture (made by peers for peers), common course terminology (shared language), shared example and vision of the research process
What is an Issue?

**Topic**
A general subject or area of conversation.

**Stance**
Your position, or point of view on an issue.

**Issue**
An important problem debated by different stakeholders.

**Argument**
A point that’s given to persuade others of your stance.

**Counter-Argument**
A point put forward to oppose an idea developed in another argument.

**Recommendations**
To persuade someone to start solving the problem.

If your topic does not contain an issue, you can’t take a stance on that issue.
You will watch a 2-minute clip from the video. Keep in mind that you are the AUDIENCE for this learning Tool.
Takeaway: Record your notes
Design Rationale

Infographics

RESEARCH:
- Who are the stakeholders, and how many of them are strongly affected?
- Is there debate between different stakeholders?
- Who has written about it? Are there enough resources on this topic?
- Could you begin making recommendations?

Artifacts

Narration

Researching the company shows that currently, there are regulations in Vancouver.
Infographic: A visual representation intended to present information quickly and clearly.

The Purpose: To create a recognizable visual guide.

Figure 1. Initial introduction of research concepts with representative icons

Figure 2. Icon used to reinforce the concept of stakeholders to audience.
The Rationale: Infographics complement different learning styles, and uses established content from the SIAT culture (students are all familiar with infographics from previous classes).

Student POV:

“I’m more of a visual learner and really liked the use of graphics.” “Most students in SIAT seem to be visual thinkers. I am one.”

“The graphical representations were excellent to illustrate the aspects of persuasive writing.”

“Graphics and pictures really help me visualize aspects of importance.”

“I’m a very visual person, who has a very bad memory. But I do remember graphics and pictures. So that was very helpful for me.”
Artifact: Graphics that act as visual representations of research sources.

The Purpose: Provide tangible examples of the different types of sources students may come across in their research.

**Figure 1.** A visual representation of an academic study conducted by a reputable professor.

**Figure 2.** A visual representation of a set of legal documents from the city of San Francisco.
The Rationale: Affording inclusivity by creating a common baseline of understanding of the research process in a visually accessible way.

Student POV:

“I used the video to help provide a guideline for what was expected on the essay proposal. I’d watch the video and then take the examples given and try to find similar things to back up my argument. For example, when I didn’t know what a stakeholder was, I looked at the video and saw how the taxi companies, Uber, and customers related together to help identify my stakeholders, which were similar.”
Narration: To create an approachable and credible persona used to tell the story of the research process.

The Purpose: To clearly and concisely communicate persuasive writing concepts, accommodating multiple types of learning styles.

Figure 1. A helpful and insightful narrative moment, as noted by student responses
The Rationale: Using visual prompts, voiceover and subtitles within a informative video (that students can stop and start when needed) to be accessible to all students.

Student POV:

“I’m a bit of a slow processor. The subtitles let me read at my own pace and see what was said before it was said.”

“Since English isn’t my first language, having subtitles really helped me to follow the video.”

“I didn’t need subtitles, but I appreciate them being there for some people I know who do need them.”

“When I pause the video to jot down notes, the subtitles were very helpful for reference.”
Repurposing the Video

<table>
<thead>
<tr>
<th>Argument</th>
<th>Video components for argument: Narration, Captions and Research Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contextualizing Stakeholder/Expert CLAIM</td>
<td>According to a 2014 study conducted by civil engineering professor Susan Shaheen, the University Of California Transportation Center showed that customers prefer Uber because they’re cheaper and faster than taxis.</td>
</tr>
<tr>
<td>SUPPORT for Claim (EVIDENCE)</td>
<td>Uber drivers are rated on a scale of 1-5 by passengers after their ride to ensure customer satisfaction, and drivers with ratings lower than 4.6 are at risk to get fired.</td>
</tr>
<tr>
<td>SOURCES where support came from</td>
<td>1. Dr. Shaheen’s research study 2. Business Insider article</td>
</tr>
</tbody>
</table>

Screenshots from the video were repurposed into presentation slides to explain how the video contextualized experts and scholarly sources and how the video provided visual support for claims.