# Inclusive education community of practice ‘Inclusive teaching online’ – chat

**7 April 2020**

Emma Charlton: I acknowledge the Gunditjmara people, and their elders, past, present and emerging!

Deakin University: Acknowledging the Wurundjeri poeples

Nicole Prowse: I acknowledge and pay my respects to people of the Watharoung :)

Ramon Martinez-Mendoza: Acknowledging the Wurundjeri poeple

Peter Vuong: i acknowledge the Wurundjeri people and their elders past, present, and emerging

Joanna Tai: If you're not sure where you are - here's' the interactive map https://achris.vic.gov.au/weave/wca.html

Vivien Hughes: I acknowledge the Wurundjeri people

Francesca Bussey: I acknowledge the Dja Dja Wurrung, Wurundjeri and Taungurung of the Macedon Ranges

Erica Adams: I acknowledge the Bunurong people

Stella O'Connell: I acknowledge the Wurundjeri people

Anna Klas: I acknowledge the Bunurong people <3

Joanna Tai: I acknowledge the Boon Wurrung people

Adam Carter: I acknowledge the Wurundjeri people of the Kulin nations :)

Vivien Hughes: I'm a previous Deakin Online Student too!

Nicole Prowse: A

Sharon Pittaway: Do you physically raise our hands?

Gabi Mocatta: I acknowledge the Palawa people

Jo Elliott: Sharon, if you click on the participant button, you'll have a 'raise your hand' option

Madeleine Schultz: Very interesting - one colleague likes to have only html pages, no pdfs - he argues that this is a more modern way to teach.

Karen Lake: And HTML pages are more accessible too

Nathan Coffey: Great to hear the student perspective and challenges faced studying remotely. Thank you Kim & Erica!

Madeleine Schultz: But you can't print and take away. Guess you need to offer both

nicole downes: you can print html and also save them as PDF's through the print option

Peter Vuong: I thought you could actually download the HTML pages

Madeleine Schultz: The formatting is dreadful if you just download or just print.

Jo Elliott: You can download the HTML pages, although the layout won't necessarily remain the same - images are separated out from memory

nicole downes: if you go to print and then select save as pdf the format is much better

Kat Cain: HTML can be downloaded and printed in diff ways :) perhaps we need to create some easy how to for students that make html accessible in this way

Peter Vuong: yep the downloaded version strips out the template format etc

Madeleine Schultz: Good idea Kat

Kat Cain: Think, feel, do framing - I personally love this as it moves in the empathy space that is core to inclusive teaching :)

Audrey S: That's awesome, Naomi: 'thinking, feeling, doing' :) Is it possible at all to access resources for such activities that you've done?

Kirsty Tweddle: Where can I get more info on how to use BB Collaborate (if I’ve got that right) please?

Madeleine Schultz: Our Faculty is offering multiple training sessions. Which Faculty are you in? This should be through your CloudDeakin Support

Peter Vuong: this is a good resource/playlist for BBCollab - https://www.youtube.com/watch?v=1W4sGpVmJaY&list=PLontYaReEU1thrYkZR4tynKpyvuTB\_dkD

Petra Brown: Thanks so much for sharing, Naomi. Such practical and also student-focussed teaching advice. 😊

Kirsty Tweddle: Thanks very much Peter

nicole downes: What about students that have more direct/practical view to study.ie. they want to get the job done, not sure who they are.

Peter Vuong: you're welcome Kristy

nicole downes: "dont want to sahe"

nicole downes: "share"

Gayathri Devi Rajmohan: Regarding BB Collab - Few workshops is being held by SEBE - Upcoming Training for Bb Collaborate, Zoom, DeakinAir/Kaltura Capture and Mentimeter

Kat Cain: Hi Nicole - have added your question to my list - will be interested to see discussion around this area of sharing actually :)

Gayathri Devi Rajmohan: You would be able to get details if you are able to send them an email to SEBE CloudDeakin Support.

nicole downes: thanks

John Cripps Clark: You can also survey students - because of surveying my students (using Qualtrics) I know that, for my students, 35% are Cloud because of caring responsibilities, 30% have full time jobs, 30% are remote

Sharon Pittaway: What you've all been talking about so far reminded me of this article titled the Pedagogy of Kindness. Now seems the time to be more kind https://hybridpedagogy.org/pedagogy-of-kindness/

Peter Vuong: @John - I do the same in my classes/seminars and it's a good way to get a feel for your students

Mary Dracup: Thanks for that suggestion to survey (which can be done anonymously, voluntarily), John

Melissa Lowe: Nice one Erica :)

Audrey S: Thanks Sharon, love that: 'Pedagogy of kindness'

Jo Elliott: I think that's a really important point Nicole - we need to create opportunities for students to share if they wish, but also opt out of that sharing if they wish - as you've noted, different students have different approaches

Jen Aughterson: Thanks Sharon - looks v interesting!

Lucinda Mcknight: how is bb collaborate accessible for deaf students?

Sharon Pittaway: Peter, how might we encourage our peers (other unit chairs) to communicate with students (either at all, or more frequently) in the way you describe?

nicole downes: Lucinda, DRC can supply live captioning or Auslan intrepretors or close captioing to recordings. But this needs ot be arranged.

Chi Vu: Are people using breakout groups in Blackboard Collaborate? Any tips about this (btw, BB Collaborate stops recording once you do breakout groups

Kat Cain: Sharon - will add that to the question list :)

Miriam Reynoldson: A quick one - noted Peter mentioned use of H5P. Do we have a H5P integration?

Asma Aziz: H5P is integrated within CloudDeakin unit sites

Peter Vuong: @Sharon - unfortunately there's no real quick solution for this one. One possibility is sharing more success stories, and getting student's feedback (like in this sessions) is a great start though

00:46:31 Vicki Hatton: Sorry, I’m a bit late (was teaching online!), and students seem to engage more with the breakout groups as they get to talk to each other similarly as to how they do when in a real class.

Peter Vuong: Just on Jo's point - students are individuals and all learn differently so just by providing more options for students really does help.

Troy Castricum: @Lucinda you can enage with accesssible-materials@deakin.edu.au

Miriam Reynoldson: Thanks Asma

Troy Castricum: @Lucinda they will help with providing captions of lectures, videos any materials that you may need for someone

John Cripps Clark: But sometimes it does

John Cripps Clark: In fact most times it does

Asma Aziz: You can prepare learning content on H5P and then embed the code in unit deakin unit sites or You can directly prepare your contents from cloudDeakin unit site too.

Kirsty Tweddle: Does “Chat” have to activated in Zoom, or does it come out automatically? I couldn’t see it at the start of the session.

Mary Lawson: Or students may be increasingly silent because they may be in isolation at the moment due to COVID-19 and therefore more likely to be overheard! I had this in a recent online large class when discussing sexual harrasment in the workplace. Importnat to be sensitive to this. Lurking is ok :)

Sharon Pittaway: Try 2.5-3 hour recordings of the lecture … that's what I'm seeing in many (many) cases

Peter Vuong: @Kirsty i think it flashes up on the bottom with an indicator that the person has to click on

Lucinda Mcknight: have had captions done and worked with auslan interpreters but didn’t know about live captioning for bb thanks.

John Cripps Clark: There must be a reason for discussion forum: it must be integral to the learning of the student and the student needs to be told and understand this.

Jen Aughterson: In BBC there can be more than one captioner in a session. Captioners are identified in the Attendees panel with a Closed Caption (CC) icon by them.

nicole downes: Live captioing/Auslan can also be orgasnied for Zoom meetings but not TEAMS.

John Cripps Clark: Similarly you should only have groupwork when it is a task that cannot be done individually

Juliet Austin: I agree Erica - curriculum addressing how to work in groups is just as important as the task itself

Jan West: Peer and self assessment using the software Feedback Fruits can make team work more equitable. Marks can be adjusted for individuals within a team.

Sharon Pittaway: @John … there is benefit though in creating something with others, rather than only doing things on your own. I could put a unit together on my own, but it would be a much better unit if I involved other people.

Jo Elliott: Nicole, Teams does have automatic live-captioning - I haven't used it myself but was in a meeting the other day with someone testing it, and they found it was very accurate

nicole downes: Jo, its not 100% accurate but yes it has automatic captioing.

Puva P Aru: Thanks for a great example, Naomi!

Peter Vuong: Strange question but are there actually any workshops that the University or DUSA runs that goes through "effective teamwork" for students (some staff could probably benefit from it too)?

M A Parvez Mahmud: Loved the example, Naomi :)

Kat Cain: Hi Peter - there is online material def but not sure about workshops (eg. https://www.deakin.edu.au/students/studying/study-support/academic-skills/group-work)

Erica Adams: There is a unit for working effectively in a team, I don't know if it is availble outside of the associate degree though

Lucinda Mcknight: I wrote the working effectively in teams unit!!

John Cripps Clark: I have actually interviewed my students (all postgraduates who have been working) and they told me that in their jobs they only work in teams when this is needed to accomplish a task. Where a task can be done by an individual it is.

Juliet Austin: Erica & Lucinda yes EAD113 Teamworking is available as an elective to everyone

Helen Brown: is there anything from the working effectively in teams unit (Lucinda) that could be shared with us?

Jo Elliott: Great point John - as one of the other panellists mentioned, we need to think about when we use group/team work and why - what does it add, and is this the right task for it?

Sharon Pittaway: @John, does that mean your students could work in teams in their professional life, but choose not to? Or that there's no need to work in a team in their profession?

Lucinda Mcknight: it’s a great shame the intelligent agents put the student name in CAPITALS. makes it obvious it’s system generated.

Anna Klas: I agree Lucinda. I have always thought that

Karla Wells-Duerr: I think there is added pressure if it is recorded, too

Jaclyn Broadbent: Yes, agreed, but I think students still appreciate you reaching out.

Peter Vuong: I use the IA sometimes to not just 'check-in' on students but to 'encourage' them and give them a pat on the back when they achieve something

Peter Vuong: and like Jaclyn said, they apprecaite it

Audrey S: @Erica Thanks, Erica. Really helpful insight into students' perspectives on feeling pressured :)

01:08:47 Elizabeth Manning: Can intelligent agents be used wrt to BB collar attendance?

01:08:50 Peter Vuong: @Erica - thanks for sharing. I'm secretly quite introverted myself and rarely ever spoke out when I was a University student

Jaclyn Broadbent: @Peter. You can use Its sorts of things! Use it for Campus, login, resources used (or not), submission of assessment (or not), grades (high, low or medium), just check-ins etc. I love it! I put in gifs / pictures as well

Peter Vuong: @Jaclyn - I always put in a meme from time to time (makes me feel relevant and young) :D

Joanna Tai: @Erica & @Kim, thanks for sharing. I'm definitely an online lurker too.

Madeleine Schultz: :Oh I wish all my students were like Kim! They ask the same questions all the time...

Joanna Tai: (but I've bene livetweeting the panel - thread starts here : https://twitter.com/DrJoannaT/status/1247344497068888066?s=20 )

Erica Adams: @madeleine don't worry, it annoys the other students as well!

John Cripps Clark: My students, in their professional life, work in teams all the time but on tasks which only a team can do.

John Cripps Clark: At least that is what they tell me

Lucinda Mcknight: the teams unit covers much of what we are discussing. haven’t taught it for some years now but it had good templates for managing teams, team contracts etc.

Chris Lim: @Jaclyn - re Facebook. I use it too but do you think it disadvantages students who choose not to sign up to it?

Lucinda Mcknight: I have faqs pinned. need to keep reminding students they are there in emails etc. handy to put it in unit chair email signature.

Karla Wells-Duerr: You can also add FAQs to the CloudDeakin menu bar next to Discussions

Jan Trend: Online teaching has enabled some of my students to gain greater clarity in their learning when they are generally reluctant to ask questions in a group situation.

Madeleine Schultz: We are being much more active in reaching out to students who have not engaged.

Lucinda Mcknight: thanks Karla re menu bar. will try that!!

Anna Klas: Amazing. This is what higher education should be about

Anna Klas: Helping all students to suceed

Jo Elliott: Thank you Nicole, and your student, for sharing

Karen Lake: That determination to learn is inspiring

Lucinda Mcknight: audio feedback is great but doing transcripts of it takes ages, for students who can’t access.

Madeleine Schultz: absolutely - finding all sorts of problems with old assessment tasks when moving online

Kat Cain: What a great analogy Brett :)

Lucinda Mcknight: need to keep workload for sessional staff in mind when advocating more contact. expectations of lecturers vs unit chairs need to be made clear.

Peter Vuong: I'm sorry everyone... it's been a great session but I have to run (well virtually run) to my online class

Barbie Panther: Thanks so much Peter

Jo Elliott: Great analogies today Brett!

Nicole Prowse: @Lucinda, agree, my experience is that sessional staff email load has ramped up significantly since moving online.

Peter Vuong: @Nicole - not just that but seminars run longer than the usual 50 minutes as well

Peter Vuong: :(

Nicole Prowse: @Lucinda, not sure if that’s a problem for us at the moment, ours are usually 1 hour and 50 minutes :)

Jen Aughterson: https://www.menti.com/ and enter code 82 29 54

Gayathri Devi Rajmohan: Before the session ends.....Thank you everyone!

Lucinda Mcknight: it’s the email workload in particular that has exploded... for all.

Troy Castricum: Thank you everyone for providing such wonderful insights. Stay safe and well.

Joanna Tai: Thanks Brett!

Mary Lawson: Thansk everyone

Juliet Austin: thank you

Sharon Pittaway: Thank you

Nicole Prowse: Thanks panel! Inspiring :)

Adam Brown: Thanks Barbie and all!

Puva P Aru: Thank you!

Kat Cain: Thank you for a great session Inclusive Ed :)

Paul McKenna: Thanks everyone that was excellent!

Robyn Yucel: Thanks for a great session!

Tara Roberts: Thank you to all participants - that was a terrfic session

Jen Aughterson: thanks Mary!!!

Petra Brown: Thanks so much Mary and Barbie.

Nathalie Resciniti: Thank you! Some great ideas to help support our students

Melissa Lowe: Well done Mary

Erica Adams: Thank you from the students perspectives

nishat sharma: thanks

Stella O'Connell: Very interesting and useful ideas. Maybe just a bit shorter with a shorter list of topics. Many Thanks though!

Asma Aziz: Thank you