

# Learning Innovation Festival 2020 (WEBINAR)

## Being inclusive and compassionate: Addressing differences in the unanticipated move online

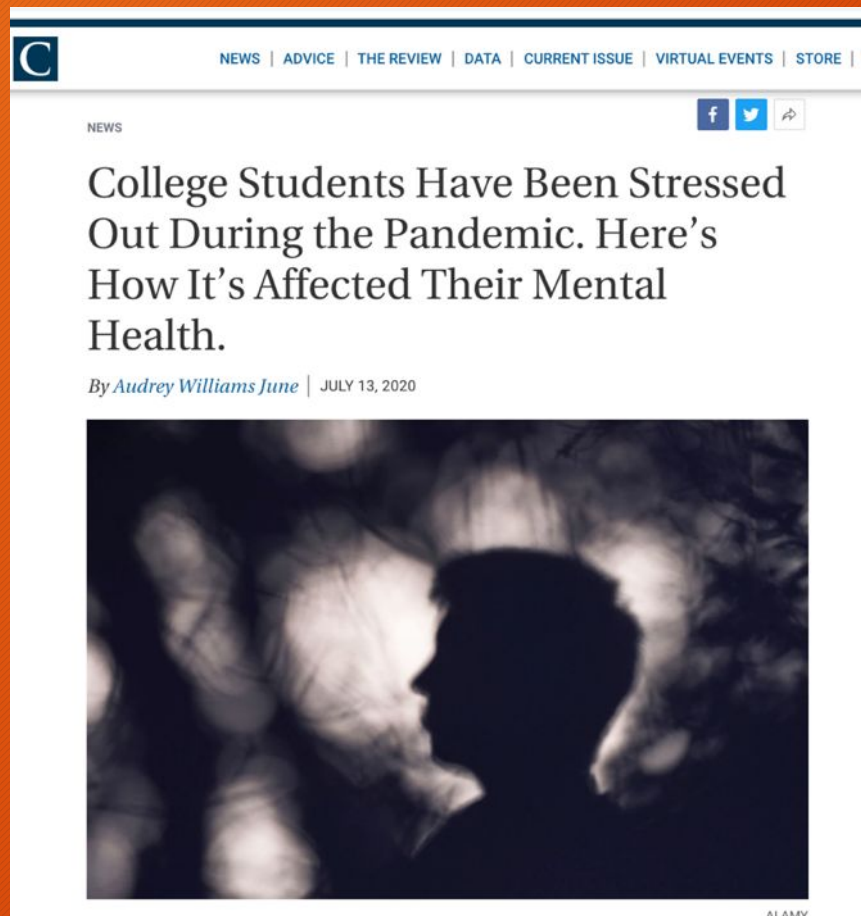
Dr. Tracy Zou, Assistant Professor, Centre for the Enhancement of Teaching  
and Learning, The University of Hong Kong

Prof. Gina Marchetti, Professor, Department of Comparative Literature, The  
University of Hong Kong





# Why inclusivity and compassion?



Over **40%** university students reported depression during Mar-May 2020

According to a survey conducted by The Healthy Minds Network & American College Health Association in Mar-May 2020. Participants: **18,764** students on 14 campuses in the US.



# Inclusivit

y  
Acknowledging and valuing differences; enabling all students to express their values and worldviews (McLoughlin, 2001)



# Compassio



Promoting safety, solidarity, connection, community, self-efficacy, and resilience (Alhadad, Warren, Bridgstock, 2020)



# Five aspects of course (re-)designing

## (1) Ensure your course materials are accessible

- Accessibility of multiple forms of teaching materials
- A clear and consistent organisation of the materials
- Captions and transcripts for videos



Consider providing a syllabus statement on **accessibility** and **inclusivity**

### Communication-intensive Course Syllabus Statement

#### **RECO2026: Surveying Studio 2**



This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including

- the teaching and assessment of oral, written and visual communication 'literacies'; and
- at least 40% of the course grade assigned to communication-rich assessment tasks.



# Five aspects of course (re-)designing

## (2) Set expectations for respecting and valuing diversity



Image credit: <http://digitalcitizenshipeducationgroup3.weebly.com/netiquette.html>



# Five aspects of course (re-)designing

## (3) Be a role model for inclusivity

- Including references and readings from a wide range of sources
- Use inclusive language throughout the course



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## [Guidelines on Use of Inclusive Language in Student Work](#)



The University of Hong Kong and the School of Humanities are committed to creating, promoting and maintaining an environment for staff and students which provides equality of opportunity and is free of any discrimination or harassment.

These Guidelines on the Use of Inclusive Language in Student Work aim to encourage students to be aware of the ways in which the use of language can marginalise, demean, and exclude social groups such as women, sexual minorities, ethnic groups, persons with physical or psychosocial disabilities, etc. This often occurs through unconscious bias and lack of awareness of the implications of the language we use. These guidelines aim to increase awareness of these issues and to encourage a more thoughtful and respectful use of language.

To further these aims, the School of Humanities encourages all students to adopt the principles of inclusive language in their academic work, whether written or spoken.



# Five aspects of course (re-)designing

## (4) Connect your course materials to students' diverse experiences and background knowledge

- Use prompting questions in the discussion forum
- Invite students to speak in synchronous sessions
- Design learning activities that ask students to share experiences



DO NOT call upon a student as if he or she is the representative of a nation/ culture

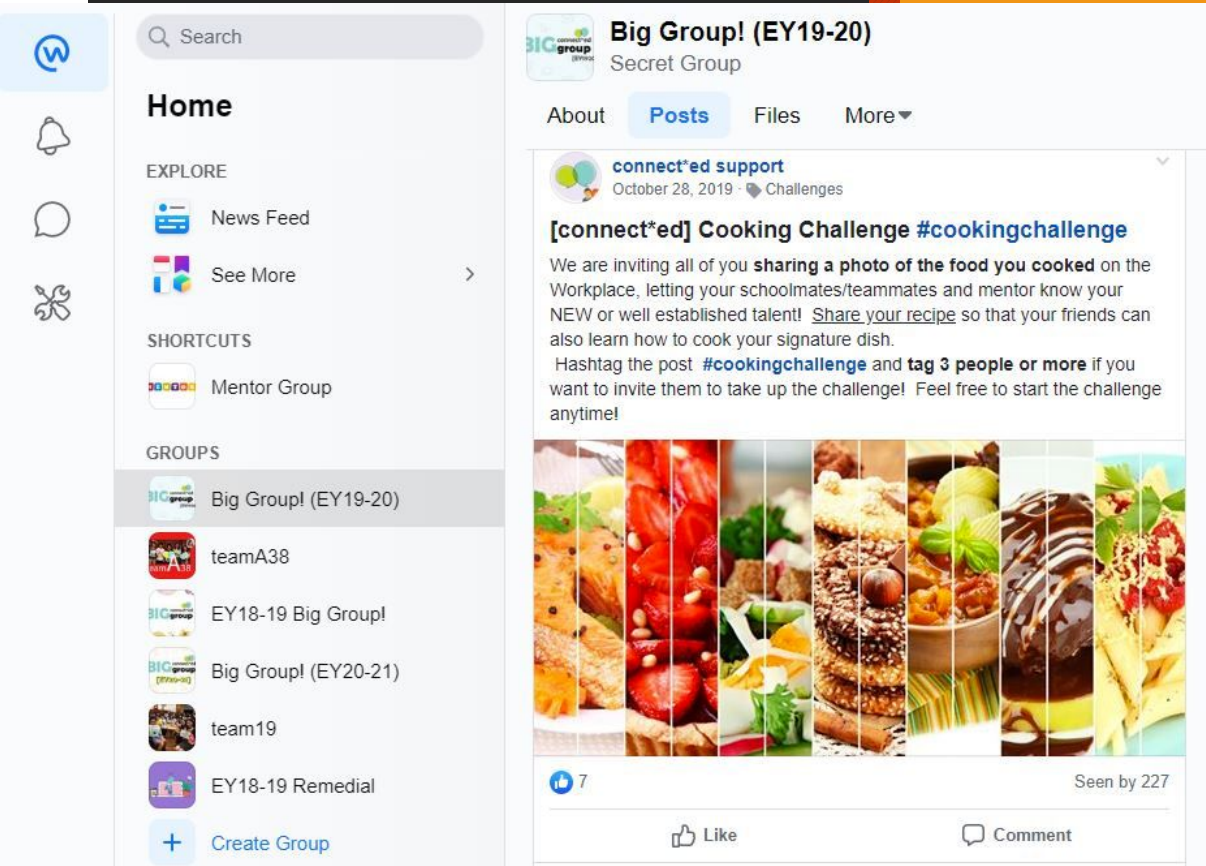


# Five aspects of course (re-)designing

## **(5) Foster social presence and encourage peer support**

- Online teaching consultation hours
- Photos of instructors
- Social interactions and support





Luk, P., Tsoi, F., & Chan, S. (2020, Feb). A connected virtual community for learning. *Teaching and Learning Connections*, 11. Retrieved from <https://www.cetl.hku.hk/teaching-learning-cop/a-connected-virtual-community-for-learning/>



Inclusivit



Accessibility

Diversity

Role model

Connection

Community

Compassio





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# Being inclusive and compassionate: Addressing differences in the unanticipated move online

Prof. Gina Marchetti, Professor, Department of Comparative Literature  
The University of Hong Kong





# Doing Gender and Why It Matters - A MOOC can matter in uncertain times



“The course is a comparative, interdisciplinary and cross-sector conversation which encourages reflective thinking about practices of gender. It courts and questions the fixity of language, traditions, laws, and practices as well as the resilience of stereotypes, biases, and structures which perpetuate myths, hierarchies and discrimination.”

<https://tl.hku.hk/2020/08/towards-a-gender-fair-world-hku-mooc-doing-gender-and-why-it-matters/>

- CCHU9039 Sexuality and Culture

“We ...look at the ways in which, historically, different cultures have reflected and shaped not only the ways people have thought and talked about sexuality, but also how they have experienced and expressed sexuality.”





# Comments from CCHU9039 Sexuality and Culture—MOOC vs. Panopto

- “Regarding the MOOC experience, so far I am enjoying all the videos and mini quizzes in every module because the videos are short but giving us so much information on different topics. Comparing to real-time video teaching, I would prefer the current teaching mode (MOOC) because it provides more flexibility on our schedules and we can grasp the contents when we are ready to learn.”





# MOOC vs. Zoom

- “Turning to MOOC, I found it really useful compared with any other existing forms. I’ve experienced ZOOM conference, but honestly it is not efficient and can easily waste everyone’s time. Because we may interact during the class and technical problem emerges randomly, little useful knowledge is presented. I really prefer records because we can watch it many times and learn it alone. Compared with Panopto, MOOC is also better cuz it have captions and quiz.”



The graphic features a logo on the left consisting of a pink female symbol and a blue male symbol intertwined to form an infinity-like shape. To the right of the logo, the title "Doing Gender and Why it Matters" is displayed in a bold, pink font. Below the title, two lines of text describe the course: "This 6-week course provides learners an in-depth exploration of what it means to be a man, a woman or any genders." and "By connecting gender theories to everyday events and global gender movements, we provide learners with a critical perspective to observe, evaluate and respond to gender issues, such as gender inequality and gender violence." To the right of the text, there are six circular headshots of the course instructors arranged in two rows of three. At the bottom right, the text "Coming Late 2018" is shown next to a QR code.

**Doing Gender and Why it Matters**

This 6-week course provides learners an in-depth exploration of what it means to be a man, a woman or any genders.

By connecting gender theories to everyday events and global gender movements, we provide learners with a critical perspective to observe, evaluate and respond to gender issues, such as gender inequality and gender violence.

Coming Late 2018



# On embedded quizzes in the MOOC

“The MOOC experience was fine because I was able to read the script of the lecturer so that it is easier for me to follow the online lecture. Also, it was flexible for students to learn as I could stop or replay the online lecture videos when I found something important or something I did not understand. So, I could search for the information online during the middle of the lecture. When I was doing the quiz, I was able to refer to the information provided in the online lectures and finish the tasks.”

“In terms of the MOOC experience, I found it useful to have included a variety of speakers and the multiple choices questions under each chapter to reiterate the content. It is also a user-friendly learning platform.”

**Solutions to:**  
**Eliminate Gender Discrimination**  
**Eradicate Sexual Harassment**  
**End Gendered Violence**

“It is very unfortunate that the classes have to change to online teaching due to the virus. However, after the first experience from the MOOC system, I feel MOOC is a very good and useful tool that helps me with online learning. The videos are interesting and easy to understand. The short and clear sections of the three topics also allow me to have a better understanding of the three main topics. Moreover, the questions for each section also allow me to analyze the whole video so that I can have a deeper impression of the content. Also, the mini quiz further helps me to understand and summarize all three topics from week 5 “The Dark Side...”



# Can online discussions be more inclusive?

- Synchronous meetings offer more than one avenue for engagement
  - Chat—directed and group
  - Breakout rooms
  - Choice of video or audio only for verbal questions
- Asynchronous discussion boards
  - Open to wider range of learners—instructor able to use that to expand conversation
  - Convenience of engaging at time chosen by instructor
  - Opportunity to reflect on material before engaging



# Online Inclusion and Diversity

- For students
  - Learning with online tools helps students to understand the challenges of communicating in the digital environment
  - Ethics discussion expanded beyond academic dishonesty to include online/in-class behavior (gender/diversity training with discussion of online harassment)
- For teachers
  - Encouragement to make online pedagogy a part of their planning for all courses
  - Inclusion and diversity need to be part of that plan
  - Special attention needs to be given to online teaching of sensitive topics related to gender, sexuality, and intersectional questions of difference
- For administrators
  - Planning for online education beyond the crisis
    - Recognition of role the digital plays in expanding international, inter-institutional, and community involvement
    - Preparation for changing educational and professional environment in which online learning becomes increasingly important during and beyond undergraduate programs



# From Gender Studies at HKU

- Online Pedagogies
- During the 2019-2020 academic year the University of Hong Kong switched to online learning twice. Due to protests and clashes on several campuses, the last few weeks of in person classes were cancelled in November 2019. The second semester met for one week before breaking for Chinese New Year holiday, classes were cancelled after that. The roll out of cancellations in the second semester happened gradually. University administration was very clear that in person class meetings is still the preferred mode of instruction.
- Faculty affiliated with the Gender Studies Programme have compiled a series of reflections on our experiences with this kind of online learning. We are still learning as we go, but since other parts of the world are just joining us, we have decided to share our insights in hopes that they might help. Some of our tips are practical and all of our reflections comes from inclusive pedagogical practice.
- <https://genderstudies.hku.hk/pedagogies/>
- Inclusive and diverse arts education
  - Marchetti, G. & LaCouture, E. (2019, May). International and inclusive: Intersectional teaching and learning in the Faculty of Arts at the University of Hong Kong. *Teaching and Learning Connections*, 9. Retrieved from <https://www.cetl.hku.hk/teaching-learning-cop/international-and-inclusive/>
- List of the Reflections on Our Experiences with Online Pedagogies
- Dr. Elizabeth LaCouture, [“Managing the Switch to Online Learning”](https://genderstudies.hku.hk/pedagogies/switch-to-online-learning/)
  - <https://genderstudies.hku.hk/pedagogies/switch-to-online-learning/>
- Dr. Jason Petrulis, [“Teaching a Large Lecture Class Remotely, due to Coronavirus”](https://genderstudies.hku.hk/pedagogies/teaching-remotely/)
  - <https://genderstudies.hku.hk/pedagogies/teaching-remotely/>
- Dr. Anita Chi-Kwan Lee, [“The Challenge of Facilitating Group Work and Group Projects in the Online Mode”](https://genderstudies.hku.hk/pedagogies/group-projects-online-mode/)
  - <https://genderstudies.hku.hk/pedagogies/group-projects-online-mode/>





# Reflecting on MOOCs in 2019 and 2020

- “MOOCs as part of your COVID-19 crisis plan,” co-written with Aaron Han Joon Magnan-Park and Staci Ford. *Teaching and Learning Connections*, 12. June, 2020. <https://www.cetl.hku.hk/teaching-learning-cop/moocs-as-part-of-your-covid-19-crisis-plan/>
- “Teaching in Times of Protest.” *Teaching and Learning Connections*, 11. February, 2020. <https://www.cetl.hku.hk/teaching-learning-cop/teaching-in-times-of-protest/>
- 





# What does “inclusion” mean at HKU? How do we translate that online?



## Conducting Online Lessons in Classrooms





# Useful resources

- Faculty of Arts, HKU (2020). *Impact of Covid-19 and Online Teaching & Learning*.

<https://drive.google.com/file/d/1TwevMrC3qPx4cDw7APyZBZkrKj3s6Y1c/view>

- Centre for the Enhancement of Teaching and Learning, HKU (2020). *Designing Online Courses*.

<https://www.cetl.hku.hk/designolc/>



# References

- Alhadad, S., Warren, C., & Bridgstock, R. et al. (2020, April 7). *Prioritising care and compassion in learning and teaching during the COVID-19 crisis*. Learning Future Press: Griffith University. Retrieved from:  
<https://blogs.griffith.edu.au/learning-futures/prioritising-care-and-compassion-in-learning-and-teaching-during-the-covid-19-crisis/>
- June, A.W. (2020, July 13). College students have been stressed out during the pandemic: Here's how it's affected their mental health. *The Chronicle of Higher Education*. Retrieved from:  
[https://www.chronicle.com/article/College-Students-Have-Been/249167?cid2=gen\\_login\\_refresh&cid=gen\\_sign\\_in](https://www.chronicle.com/article/College-Students-Have-Been/249167?cid2=gen_login_refresh&cid=gen_sign_in)
- McLoughlin, C. (2001). Inclusivity and alignment: Principles of pedagogy, task and assessment design for effective cross-cultural online learning. *Distance Education*, 22(1), 7-29.



Thank you very much 😊

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