

Resource Guide

Practices for Inclusive Teaching in Asynchronous Distance Courses

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

Establish a social teaching practice to create a sense of belonging to your course. As a “social negotiator” (2012) phases of engagement model, create opportunities for students to take place. One place to look is the introductory discussion board. Encourage students to be involved and talking early. It can also mimic personal and professional connections in the physical classroom, with students sharing photos of themselves and their work. Encourage students working together to draft an online learning agreement that outlines how they will interact and treat each other in discussions. Encourage students to find other ways, too. Can they attend optional synchronous sessions? Can they share video or audio submissions as part of their work?

Help students establish a rhythm to guide their learning. A consistent weekly pace, helps students better manage their time. The “what should I be doing” or “what’s next” (Boettcher and 2012) typical weekly module starting and ending on a Tuesday. Is the first day of the module? Are Wednesday and Thursday included? Are students completing course readings, videos, and other assignments on 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.

For more information or to discuss how you might incorporate these ideas into your courses, contact the Reinert Center by [email](#) or submit a [consultation request form](#).