Building Equity and Inclusion into Learning Opportunities for Underrepresented Students

Presenters:
Orlina Boteva, University of Maine
Giancarlo Taylor, San Diego State University
Judy Peters, Cape Peninsula University of Technology

Chair:
Susan Allan, University of British Columbia
Agenda

1. Introductions and Land Acknowledgements

2. Inclusion of Indigenous Students in Education Abroad

3. Equity in remote learning for Education Abroad & International Students

4. Diversity and the inclusion of marginalized South African students in COIL

5. Guided discussion on access to and equity in diverse learning opportunities
Study Sample

1. UMaine - 140 indigenous students, minor, research, Land Acknowledgement in 2018 and MoU with the Penobscot Nation.

2. Two New England landgrant universities with NA populations with about 20 students each.

3. Large South Central landgrant university with relationships with about 900 students, endowed scholarships, large EA program.
Inclusion of Indigenous Students in Study Abroad

- Inclusion
- Antiracist
- Land
- Language
- Decolonizing
- Deficit
- Narratives
- Heritage
- "Abroad"
Factors impacting mobility

Program focus & model

Finances

Family

Tribe

Outcomes

Relationships
Considerations

- Program design & Partnerships
- Funding sources & Policies
- Fundraising & Scholarships
- Marketing
- Advising
- Local engagement

National Student Exchange?
March 2020: Changing course modality

“Moving minds not bodies”

PSFA 350 - Introduction to the International Studies Minor

PSFA 501 - International experience requirement course became an online course offered at SDSU for students who could not travel.

PSFA 280 - Adaptation to U.S. Culture class for International Students
Challenges

• Synchronous classes and Time zones
• Cameras off
• Recorded classes
• Un-equal access
• Mental Heath
Adapting to and managing the challenges

• Keeping the International experience requirement VIRTUAL
• Keep the students on track to graduation by substituting some courses
• Recorded classes
• Credit/ No Credit option in some cases
• Flexibility with students, staff and faculty
• Work and study with local community in San Diego
• Relationships matter! Connect with students personally
Conclusions
Cape Peninsula University of Technology
Diversity and the inclusion of marginalized South African students in COIL
Strategic Initiatives and Partnerships

- Int’l Student Recruitment
- Int’l Strategic Partnerships
- Int’l of the Curriculum
- Study Abroad
- National Strategic Partnerships
- Research Chairs
- Community Of practice
- Marketing

SMART 2030 Agenda 2030 Policy Framework for Internationalisation of Higher Education in South Africa SUCS
## Tuition Strategies

<table>
<thead>
<tr>
<th>Traditional in-person learning</th>
<th>Web-enhanced learning</th>
<th>Blended / Hybrid Learning</th>
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<tbody>
<tr>
<td>Courses are delivered through in-person contact (face-to-face) sessions such as lectures, discussions, labs, or other learning activities. Educational technology may or may not be used.</td>
<td>Includes all the elements of a traditional course but uses web-based technology to facilitate learning. E.g., using Blackboard to post course materials – textbook information, a syllabus, and readings.</td>
<td>Blend in-person and online learning experiences. Online learning not an “add-on” but integrated into the course and replaces a portion of class time. Web-based technologies to deliver content and maximize learning through activities (e.g., online discussions; quizzes, etc.).</td>
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ACADEMIC YEAR 2022
IMPLEMENTATION ACTION PLAN: Vision 2030

Oneness – planning curriculum delivery

Smartness – digital support / increased use of technology in teaching, learning and assessment

<table>
<thead>
<tr>
<th>Collaboration/Co-creating/Co-designing/Co-creating</th>
<th>Multi-disciplinary</th>
<th>Student-centric</th>
<th>Authentic learning/Deep learning</th>
<th>Graduate Attributes</th>
</tr>
</thead>
</table>
COURSE MODELS AT-A-GLANCE

FULLY IN-PERSON

BLENDED

WHERE

Brick-and-mortar
Virtual learning environment

WHEN

At a scheduled time
At the student’s own time

24/7

HOW

On-Site Classroom Technology
Mobile, portable technology

HYBRID

HYFLEX

FULLY ONLINE

AIEA: Leaders in International Higher Education
## Collaborative Online Learning

<table>
<thead>
<tr>
<th>Project/programme</th>
<th>Partner institution</th>
<th>Duration</th>
<th>Number of students involved</th>
<th>CPUT responsible lecturer(s)</th>
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</thead>
<tbody>
<tr>
<td>Decolonisation of the curriculum (see attachment Teachers of the World )</td>
<td>UCLL (Belgium) – Karine Hindrix</td>
<td>90 minutes dialogue (mini-COIL)</td>
<td>Minimum 3</td>
<td>Zayd Waghid</td>
</tr>
<tr>
<td>Cross-cultural course (see attachments - Course Outline Cross Cultural Communication and 2021 Pre-reflection Cross Cultural Communication)</td>
<td>HAN (Netherlands) – Karin Benjamin</td>
<td>7 sessions of 2 hours each</td>
<td>33</td>
<td>Vanessa van Staden, Zayd Waghid, Mvemve Mdingi, Vincent Feltman</td>
</tr>
</tbody>
</table>
Thank you in various languages: ARIGATÓ, RAHMET, MOTASHAKKERAM, TAK, MERCI, BARKA, NAJIS TUKE, MANANA, OBRIGADO, HVALA, СПАСИБО, 谢谢, TODA, GRACIAS.
Discussion

What barriers do you face in addressing access, equity and inclusion in the learning opportunities at your institution? What resources do you need to establish/grow inclusive learning opportunities?

How have learning opportunities at your institutions been developed or advanced to address issues of access and inequality?

What are the outcomes you hope to achieve through our DEI efforts? How do you measure your efforts?

How can SIOs and/or AIEA membership work together to support the development of institutional learning opportunities that are informed on issues of access, equity and inclusion?