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## Presentations and Posters

### Title

Inclusive Places in Online Spaces: Creating Inclusive Online Library Tutorials

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# Inclusive Places in Online Spaces: Moving Beyond Accessibility to Create Inclusive Tutorials

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**The Library**  
UNIVERSITY OF CALIFORNIA, SAN DIEGO

## Inclusive Places in Online Spaces: Moving Beyond Accessibility to Create Inclusive Tutorials

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### Introduction

By 2044, the Census projects that non-Hispanic whites will no longer comprise the majority of the US population (US Census, 2015). As we prepare for this demographic shift, how can libraries incorporate diversity and inclusion in online tutorials? In the literature, best practices for creating online tutorials focus on learning outcomes, user engagement, usability and design, and evaluation (Blummer & Kritskaya, 2009). When examining diversity in online learning, there remains a heavy focus on diverse learners and different methods to incorporate different modes of learning (Webb & Hoover, 2015). An examination of the ACRL Instruction Section's Instruction for Diverse Populations Committee's Library Instruction for Diverse Populations

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### Design

**Walk in their shoes.** Include learners in the design process from the beginning. Set-up interviews or small group discussions in order to identify gaps in knowledge and motivators.

**Get iterative feedback.** Ask learners to review the object early and often to determine if it is helping them to achieve the learning objectives. Use an iterative development cycle so that changes can be implemented quickly.

**Ask them about it.** In addition to assessment of learning, get evaluative feedback from learners about the object (see: Evaluation).

### Examples

#### Characters

- Provide multiple representations. Include not only details relating to ethnicity but also consider characteristics related to ability, body size, and positions of authority.
- If adding names and audio tracks for personalization consider name choice and sound of the voice.

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### Evaluation

1. I noticed the diversity of characters in this tutorial (Y/N)
2. In this module, you were introduced to the following characters. Which character's appearance did you most identify with? (multiple choice)
3. What features in character appearance would you like to see? (fill-in)
4. Do you like having characters with diverse appearances? (Y/N)
5. The module included a question about common knowledge. Was the example, "With the attack on Pearl Harbor, the US officially joined WWII" a common knowledge fact that you already knew?

### Results

1. 89% of learners noticed the diversity of characters in the tutorial
2. Nearly half of learners (41%) did not identify with any of the characters. 23% identified with the male Asian character.
3. Students would like to see the following characteristics.

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## INTRODUCTION

By 2044, the Census projects that non-Hispanic whites will no longer comprise the majority of the US population (US Census, 2015). As we prepare for this demographic shift, how can libraries incorporate diversity and inclusion in online tutorials? In the literature, best practices for creating online tutorials focus on learning outcomes, user engagement, usability and design, and evaluation (Blummer & Kritskaya, 2009). When examining diversity in online learning, there remains a heavy focus on diverse learners and different methods to incorporate different modes of learning (Webb & Hoover, 2015). An examination of the ACRL Instruction Section's Instruction for Diverse Populations Committee's Library Instruction for Diverse Populations Bibliography includes literature on a variety of populations, but very little if none discuss online tutorials. When fostering diversity, equity, and inclusion in online spaces, accessibility is the framework by which tutorial developers work. Clossen and Proces' examination of accessibility in library tutorials focuses on captions, screen audio coordinator, link context, length, headings, and alternative text (2017).

These efforts meet the needs of equitable access but do not touch upon the goal of inclusivity by creating an online environment in which students from diverse and minority backgrounds can see themselves reflected in the learning experience. The importance of creating diverse and inclusive instructional environments concerning student learning is indicative of the vast amount of literature devoted to the topic. Pendell and Schroeder discuss bringing culturally responsive teaching into the classroom (2017). This method "incorporates a multiplicity of students' cultures and lived experiences into their education, improving their classroom engagement, content relevancy, and fostering diverse perspectives" (Pendell & Schroeder, 2017).

Missing from the literature is a discussion regarding how to create inclusivity within asynchronous online learning environments or tutorials. The instructor or tutorial creator and the students participating in the learning are unseen partners in the learning experience. Traditional classroom techniques for addressing diversity and inclusion are hindered by constraints of the online asynchronous learning environment.

The UC San Diego Library serves 38,798 students, with 19% white (UCSD Institutional Research). Instructional Design and Instructional Technology librarians in our Learning Services program create online learning objects for specific classes as well as general topics like preventing plagiarism. This poster will discuss how we are moving beyond accessibility for equitable access to create tutorials that are not only accessible but also reflective of our diverse student population. Our solutions are grounded in teaching and instructional design practices for diverse populations. We will also discuss how we are evaluating our efforts by working with student groups to incorporate their viewpoints.

## DESIGN

**Walk in their shoes.** Include learners in the design process from the beginning. Set-up interviews or small group discussions in order to identify gaps in knowledge and motivators.

**Get iterative feedback.** Ask learners to review the object early and often to determine if it is helping them to achieve the learning objectives. Use an iterative development cycle so that changes can be implemented quickly.

**Ask them about it.** In addition to assessment of learning, get evaluative feedback from learners about the object (see: Evaluation).

## EXAMPLES

### Characters

- Provide multiple representations. Include not only details relating to ethnicity but also consider characteristics related to ability, body size, and positions of authority.
- If adding names and audio tracks for personalization consider name choice and sound of the voice.



- Avoid tokenism. A checklist approach is not ideal. Be authentic and strive to mirror the makeup of your learners.



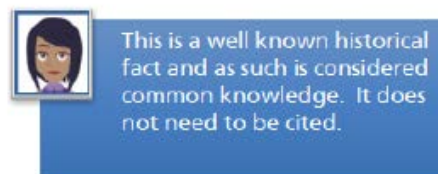
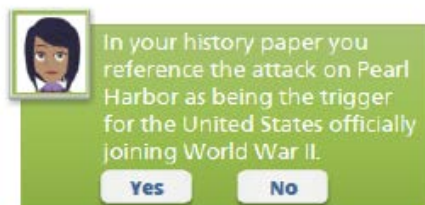
### Language

- Use person-centered language.
- Be aware of your use of pronouns.

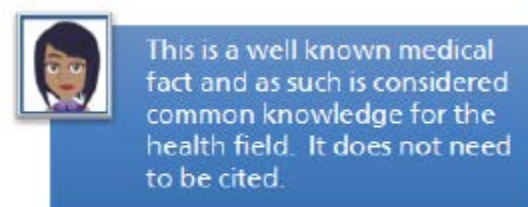
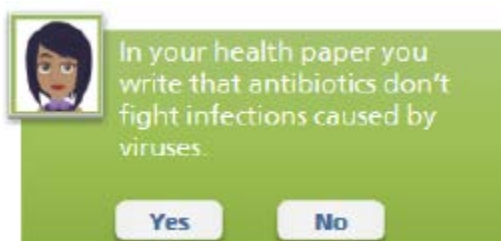
### Topics / Search Examples

- Be deliberate about which topics or search examples you select.
- Look out for eurocentrism and other dominative norms. Strive to include examples relating marginalized groups and voices.

### Original Example



### Revised Example



## EVALUATION

1. I noticed the diversity of characters in this tutorial (Y/N)
2. In this module, you were introduced to the following characters. Which character's appearance did you most identify with? (multiple choice)
3. What features in character appearance would you like to see? (fill-in)
4. Do you like having characters with diverse appearances? (Y/N)
5. The module included a question about common knowledge. Was the example, “With the attack on Pearl Harbor, the US officially joined WWII” a common knowledge fact that you already knew? (Y/N)

## RESULTS

1. 89% of learners noticed the diversity of characters in the tutorial
2. Nearly half of learners (41%) did not identify with any of the characters. 23% identified with the male Asian character.
3. Students would like to see the following characteristics.



4. 95% of learners liked having a diversity of characters
5. 90% of learners knew the common knowledge fact prior to completing the learning object.