Improving Course Objectives and Classroom Communication Through Toolkits Highlighting Equity and Inclusion

Focus Group Draft

December 10, 2019

Welcome:
Good morning and welcome to our session. Thank you for taking the time to talk with us and help us to understand inclusive design. My name X and assisting me this morning is X. We are both a part of the School of Nursing IDEA Initiative. My role as moderator is simply to guide the discussion. With that in mind, I ask that you please talk to each other. X will take notes to increase the accuracy of the information you provide.

Our Topic:
We are here this morning to talk about inclusive design here at the School of Nursing. The results will be used to help us identify ways to best serve faculty in strengthening the use of inclusive design. You were selected because you serve as faculty here in the School of Nursing and you have developed at least one set of course documents and implemented course components.

Ground Rules:
- We are on a first name basis. Please don't share outside this group. Should we conduct additional focus group sessions, we would like participants to enjoy the same experiences.
- As we are tape recording our session, I ask that one person speak at a time.
- There are no right or wrong answers, only differing points of view
- You don't need to agree with others, but we ask that you listen respectfully as others share their views
- Please turn off your phones. If you cannot, please place your phone on silent mode.
- If you must respond to a call, please do so as quietly as possible and rejoin us a quickly as you can

Are there any questions or concerns before we begin?

Questions – Part I: Background Information (~ 15 minutes)

1. I would like to start by asking each person to tell us your first name and how many years you have been teaching at the college level.

2. What interests you most about inclusive design?

3. How long have you been using inclusive design?

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Questions – Part II: Classroom Environment (~ 45 minutes)

1. How do you **define** inclusive design?
   a. What is the most important part of inclusive design?
   b. What is the greatest reward in integrating inclusive design?
   c. What is the biggest challenge in integrating inclusive design?
2. How do you integrate inclusive design into **Syllabi**?
   a. (Possible Probe) In what ways has that changed over time?
   b. (Possible Probe) What lessons have you learned over time?
3. How do you integrate inclusive design into **Course activities**?
   a. (Possible Probe) In what ways has that changed over time?
   b. (Possible Probe) What lessons have you learned over time?
4. How do you help students develop a sense of belonging in the classroom?
5. What is the difference between equality and equity?
   a. (Possible Probe) In what ways do you increase equity in the classroom?
   b. (Possible Probe) What equity lessons have you learned over time?
6. What types of additional support do faculty need to increase the integration of inclusive design in the classroom?
7. What are the characteristics of students who feel a sense of inclusion in the classroom?
8. What responsibility does the student have to develop a sense of inclusion in the classroom?
9. What percentage of your students can see themselves represented in your course design?
   a. (Possible Probe) In what way is difference reflected in your course design?
   b. (Possible Probe) In what way is difference **not** reflected in your course design?
10. What inclusive factors do you consider when selecting course readings?
11. **Final question:** During our time together we have discussed several ways in which inclusion can be woven into our choices as faculty in designing course components such as syllabi and course activities. As faculty, we want to create an environment in which our students feel free to bring their whole selves to the learning experience. In this discussion, what have we missed?

Wrap-up: thank you for sharing your knowledge and wisdom with us. Please feel free to take any remaining food with you. If no one has any further questions or comments, we will end our recording and end our session.