

A SMALL BITE AT A TIME: USING MICROLEARNING TO TEACH INCLUSIVE WRITING ACROSS DISCIPLINES.

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AGENDA



Session Descriptions and Outcomes

Basics of Inclusive Writing

Microlearning Concepts

Applying Inclusive Language and Microlearning in the Disciplines

Discussions, Questions, and References



Session Description and Learning Outcomes

Teresa Marie Kelly, MAT



SESSION BACKGROUND

Inclusive Writing is one of the cornerstones of both Writing Across the Curriculum (WAC) and diversity, equity and inclusion (DEI) –

Student writers master the use of inclusive language – more efficiently when they encounter them in General Education courses and courses central to their program of study (Cook-Sather, Des-Ogugua, and Bahti, 2018).

However, teaching inclusive language presents challenges due to both student resistance and faculty's limited experience teaching writing and/or inclusive teaching concepts (Brock, Sanchez, and Sharpe, 2020).

Pre-set course content and curriculum exacerbates this situation.

SESSION DESCRIPTION

One tool for exploring discipline-specific linguistic changes leverages microlearning in seminar.

This session examines basic principles of microlearning, demonstrate how to create and share inclusive learning microlearning materials, and explores existing resources from PG's Writing Across the Curriculum Faculty Website.

Participants will be invited to share examples of recent changes to the language used in their field of study as a starting point for developing micro-learning materials.

LEARNING OUTCOMES

During this session participants will:

Discuss basic concepts of inclusive writing and microlearning;

Examine existing microlearning materials for teaching inclusive writing; and

Explore how to find and develop discipline specific micro-learning topics.



Basics of Inclusive Writing

Lisa Teitler, MA



WORDS MATTER

Basics of Inclusive Writing

“He was no botanist; the names and uses he taught me were those he had learned from country folks, not from books. Latin never crossed his lips. Only much later would I discover that the tree he called ironwood, its branches like muscular arms, good for axe handles, is known in the books as hophornbeam; what he called tuliptree or canoewood, ideal for log cabins, is officially the yellow poplar; what he called hoop ash, good for barrels and fence posts, appears in books as hackberry”(Sanders, 2012, para. 12).



“For each home ground we need new maps, living maps, stories and poems, photographs and paintings, essays and songs. We need to know where we are, so that we may dwell in our place with a full heart ”(Sanders, 2012, para. 34).

~~PERS~~ON~~IST~~ AND ~~IDENTITY~~ LANGUAGE

APA's Inclusive Language Guidelines

Person-first and identity-first language: Terms to avoid and suggested alternatives	
Term to avoid	Suggested alternative
victim, survivor	person who has experienced... person who has been impacted by...
wheelchair-bound	person who uses a wheelchair
mentally ill	person living with a mental health condition person with a mental disorder person with a mental illness
abusive relationship	relationship with a person who is abusive
addict	person with a substance use disorder
homeless person	person without housing
prostitute	person who engages in sex work
prisoner, convict	person who is/has been incarcerated
slave	person who is/was enslaved

Using Their Language

Informed Approach to Language

Marshall Project

“Designed to promote precision and accuracy” (Solomon, 2021, para. 10).

“Language is fluid” (Solomon, 20210, para. 16).

Nancy Mairs “On Being a Cripple”

“I would never refer to another person as a cripple. It is the word I use to name only myself” (Mairs, 1986, para. 4).

“I am not a disease” (Mairs, 1986, para. 23).

Trauma Informed Language

Six key principles of a trauma-informed approach

“One does not have to be a therapist to be therapeutic” (SAMHSA, 2014, p. 11).



Basics of Microlearning

GaliaFussell PhD



MICROLEARNING

Badrul Khan's
(2020) definition
for
microlearning:

- A single objective-focused, outcome-based, stand-alone, meaningful, and interactive learning unit

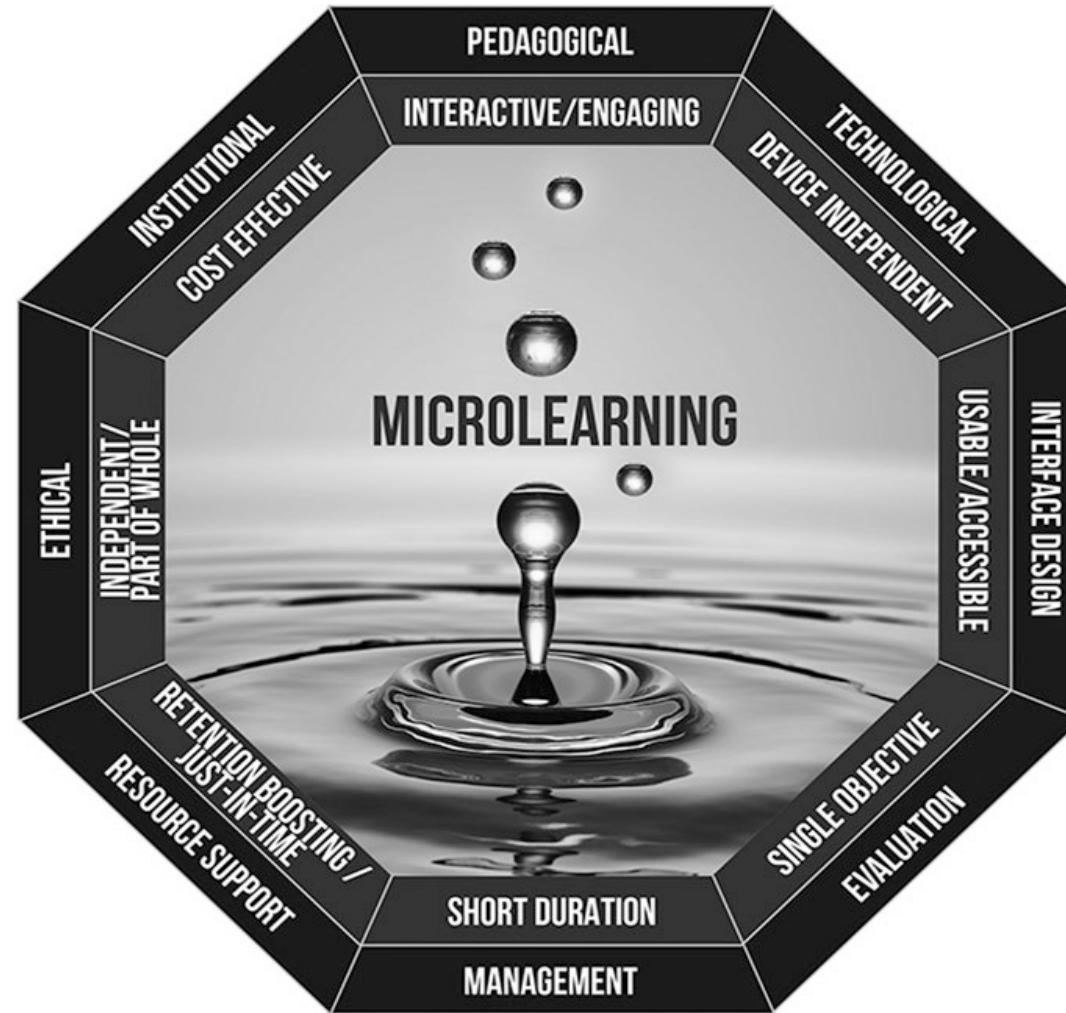
Khan's Delivery
Model

- Delivered in bite-sized snippets (i.e., a short modular format)
- Presented either digitally (i.e., via computer, tablet, or mobile phone) or non-digitally (i.e., as via a flashcard or booklet).

Khan's eight
dimensions of
his framework:

- Pedagogical
- Technological
- Interface design
- Evaluation
- Management
- Resource support
- Ethical
- Institutional

KHAN LEARNING FRAMEWORK PERCEIVED THROUGH MICROLEARNING



MICROLEARNING IN HIGHER EDUCATION

“Microlearning is perfectly suited for today’s fast-moving world. From the instructors’ perspective, it is quick to develop, and from the learners’ perspective, it is easily accessible whenever they need it” (Khan, 2020).

How microlearning can
be implemented in your
courses?

Which of the dimensions
of the E-Learning
Framework would you
use for the
implementation of
microlearning in your
courses?

Why?

MICROCREDENTIALS IN HIGHER EDUCATION

New Media Writing Micro-credential


Micro-credential Bulletin



Writing for the new forms of media in the Digital Age requires an updated set of skills. The new media writing micro-credential covers topics such as the role of storytelling in electronic media, digital communication technologies, and the use of data, metrics, and other forms of research to support new media writing.

This micro-credential is part of the personalization series. For more information about personalization series micro-credentials, see the Micro-credential Series section of the [Additional Offerings](#) page and the [Micro-credential Bulletin](#).

Requirements

The  icon appears in the title of traditional courses that are also available as a set of module courses. Module course availability may be limited to certain academic calendars. See [Course Types](#) for information about module courses.

Code	Title	Credits
CM202	Mass Media and Broadcasting	5
CM240	Technical Communication	5
CM250	Fundamentals of Grammar and Editing	5
CM313	Digital Tools and Society	6
TOTAL CREDITS		21

MICROCREDENTIALS IN HIGHER EDUCATION

Diversity Micro-credential


Micro-credential Bulletin



This micro-credential provides knowledge, skills, and practical application in areas related to cultural competence and diversity. The micro-credential will equip you with the skills to understand, communicate with, and effectively interact with people across cultures and become aware of one's world view in order to increase self-efficacy related to the approach to equity and inclusion.

This micro-credential is part of the personalization series. For more information about personalization series micro-credentials, see the Micro-credential Series section of the [Additional Offerings](#) page and the [Micro-credential Bulletin](#).

Requirements

The  icon appears in the title of traditional courses that are also available as a set of module courses. Module course availability may be limited to certain academic calendars. See [Course Types](#) for information about module courses.

Code	Title	Credits
CJ346	 Diversity and Inclusivity in Public Safety	6
CM305	Communicating in a Diverse Society	6
HN200	Survey of Social Problems	5
SS260	Gender and Society	5
TOTAL CREDITS		22



Samples of Microlearning Materials

Teresa Marie Kelly, MAT



Example 1: Pop Culture Talk About an Inclusive Writing Issue

Lesson: How to Respond to Language Criticism

Inclusive language is about effect not intent.

- The recipient defines whether a phrase is offensive
- Listen – Learn – Grow



Some words have been “reclaimed” to reduce their power.

- People injured by those words can use them. Others cannot.



If a recipient tells you something you've said or written is offensive:

- Apologize appropriately – take ownership
- Commit to improving



Follow-through on commitment

- Self Directed Learning
- Be Open Minded

Fans told Lizzo a word in her song was offensive. She changed the lyrics.



By Jaclyn Peiser

June 14, 2022 at 6:38 a.m. EDT

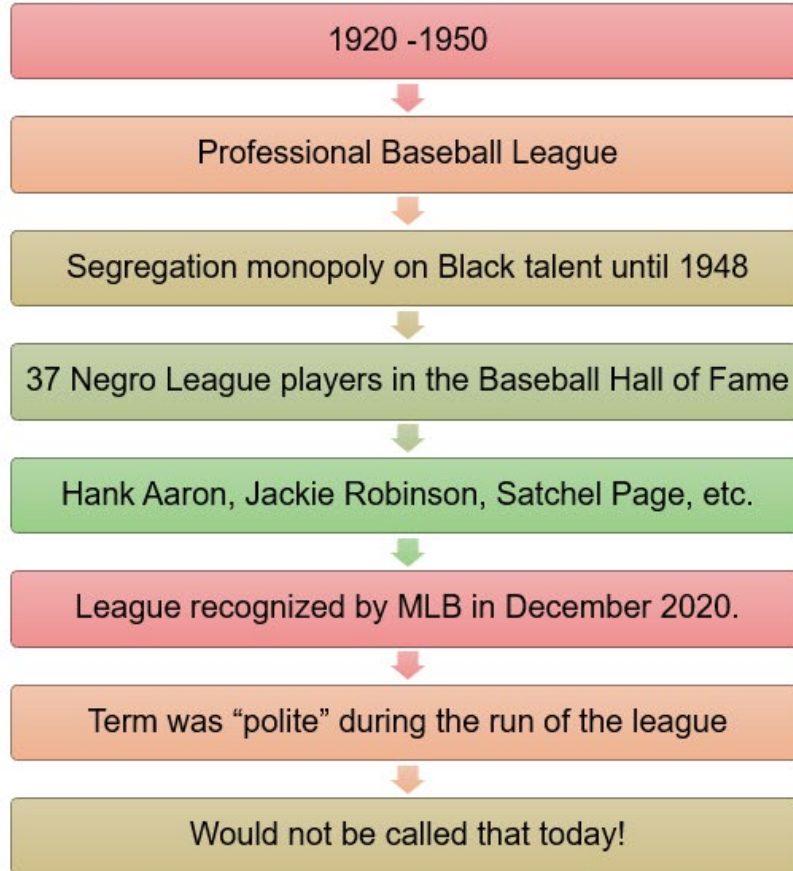


Example: Using History to Show How Language C

Lesson: Case Study – The Negro Leagues



(Yesterday's Negro League Players Hall of Fame, 2020)



EXAMPLE 3: A CALL TO ACTION

Lesson : Be an Ally

Research, research and more research!	Listen!	Don't practice "performative allyship."
Speak up in your own social circles.	Get comfortable being uncomfortable.	Learn from your mistakes
Amplify the voices and messages of BIPOC!	Show up!	(Kersten, 2020)



Finding and Developing Discipline Specific Micro Learning Topics

Michelle Bianco, MS



CM 250 FUNDAMENTALS OF GRAMMAR AND

OVERVIEW AND OUTCOMES

BIASED LANGUAGE: HOW TO AVOID ALIENATING READERS

Writers need to connect with readers by showing inclusivity and respect. To achieve this goal, writers must use language that avoids prejudicial or demeaning language. You have learned to edit for grammar, but it is equally important to edit to avoid biased language. Biased language includes words or terms that exclude or demean based on age, sex, race, ethnicity, social class, or physical or mental traits. It is important to practice sensitivity by using commonly accepted terms and practice specificity by using more specific terminology rather than general designations.

Generalizations can also be seen as biased since they imply an overall trait. For example, the statement “mechanics are just trying to charge more money” would be considered a generalization and a form of bias because it makes a negative statement about all mechanics that could easily be proven false. The American Psychological Association has created up-to-date guidelines for bias-free language, but cultural applications develop and change, so you should stay informed and current with language to ensure you are respectful. Simple rules of capitalization, nouns, and pronouns are important. Some rules and guidelines may seem difficult to memorize so it is recommended that you consult the APA Style Guide and edit accordingly.

After completing this unit, you should be able to:

- Discuss what constitutes biased language.
- Use language appropriate for diverse audiences.
- Apply editing skills to documents in order to avoid the use of biased language.

Course Outcome practiced in this unit:

CM250-5: Evaluate the ethical implications of using words to distort or influence meaning.

USING-BRIEF LANGUAGE, TABLE 7

2. Description of income

Problematic:

the poor

low-class people

poor people

Preferred:

people whose incomes are below the federal poverty threshold

people whose self-reported income were in the lowest income bracket

Comment: Many find the terms “low class” and “poor” pejorative. Use person-first language instead. Define income brackets and levels if possible.

RESOURCE TO REFRAME LANGUAGE

Appropriate Usage

In writing, appropriate usage refers to writing with an awareness of your audience of readers and using language that is appropriate for those readers. In the context of academic research and professional writing, a respectful, non combative tone, unbiased and inclusive language usage, an active or passive voice depending on the context, and a formal style all fall under appropriate usage. This article discusses inclusive language, the use of the active or passive voice, and other features of formal style.

Inclusive Language Usage

When writing about people, whether they are the authors you are citing in your paper, the subjects you are studying in your research, or any individual or group of people, inclusive language is key to connecting with your readers without alienating anyone. The following sentence begins with language that wants to include you, the reader:

Examples

- “Many returning students . .

From the PG Appropriate Usage document <https://campus.purdueglobal.edu/article/appropriate-usage>

RESOURCE TO REFRAME LANGUAGE

“They” gained recognition when it became the American Dialect Society’s Word of the Year in 2015 as a singular, gender-neutral, non-binary pronoun. Since then, many dictionaries have updated the definition of “they” to include use as a singular pronoun for an unknown or unspecified person, a person whose gender identity is not revealed, and for a person whose gender identity is nonbinary. The American Psychological Association (APA) has also endorsed the use of “they,” “them,” and “their” as the unbiased and inclusive singular pronoun to use when writing about a person whose identified pronoun is unknown.

Original: The effect of PCBs has been studied extensively in rats and man. **Inclusive:** The effect of PCBs has been studied extensively in rats and humans.

Use a more accurate and inclusive word: workmen = workers; man-sized = sizable, adult-sized, or oversized; chairman = chair or chairperson; waitress or waiter = server or waitperson.

From the PG Appropriate Usage document <https://campus.purdueglobal.edu/article/appropriate-usage>

INCLUSIVE COMMUNICATION RESOURCE

PG Center for Teaching and Learning: Accessibility Guidelines and Resources

APA 7th Edition, Chapter 5: Bias-Free Language

A Framework for Helping Teachers Interrupt Oppression in their Classrooms

In Pursuit of Justice: Students' Right to Read and Write (K12 level, but applicable to higher ed)

This Book is Anti-Racist (informative author interview)

Writing Programs, Veterans Studies, and the Post-9/11 University: A Field Guide

AWAC Statement and Resources for WAC, Antiracism, and Social Justice

Zoeglossia: A Community for Poets with Disabilities



Discussion, Questions, and References

TeresaMarie Kelly, MAT



Need Help? Visit the PG WAC Page or Work with

Purdue University Global

Writing Across the Curriculum

[Writing Across the Curriculum Page](#)

WACconcierge@purdueglobal.edu

Stop by a walk-in session the last Tuesday of each month, noon-1:00 pm ET.

[WAC Consultant Request Form](#)

[WAC Google Community](#)

[Suggestions for the PG WAC Page](#)

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Thank You!

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