

# 9. Equity, Inclusion, and Accessibility

## Carpentries Instructor Training

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# Overview

## Questions

- Why are equity, inclusion, and accessibility important?
- What can I do enhance **equity**, **inclusion**, and **accessibility** in my workshop?

## Objectives

- Identify instructional strategies that are consistent with **universal design**.
- Recognize **systemic factors** that can distract and demotivate learners.
- Understand the role of The Carpentries **Code of Conduct** in maintaining an explicitly inclusive environment.

# A Positive Environment for All

**Equity<sup>1</sup>** The proportional distribution of desirable outcomes across groups.

**Inclusion** Actively engaging traditionally excluded individuals and/or groups in processes, activities and decisions in a way that shares power.

**Accessibility** Refers to the intentional design or redesign of technology, policies, products, and services (to name a few) that increase one's ability to use, access, and obtain the respective item.

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<sup>1</sup>definitions adapted from [University of Pittsburgh DEI Glossary](#)

# Exercise 9.1

## Discuss The Carpentries Core Values

- 1 Take a moment to read through the Core Values on this page:  
<https://carpentries.org/values/>.
- 2 Choose one core value that resonates with you. What is a decision you might make in a workshop that could look different if you were actively considering the core value you chose?

# [Accessibility]

- many people will not feel comfortable requesting accommodations in advance
- accommodation puts the onus on the individual with the need
- involve people with disabilities in decision-making
- [accessibility checklist](#) in The Carpentries Handbook

**Reasonable accommodation** “A reasonable accommodation is an adjustment made in a system to accommodate or make fair the same system for an individual based on a proven need.”  
([Wikipedia: Reasonable accommodation](#))

## [Exercise 9.2]

### What Happens When Accessibility is an Issue?

Think of a time when you have been affected by, or noticed someone else being affected by barriers to accessibility. This may have been at a conference you attended where the elevator was out of service, or maybe a class you were taking relied on audio delivery of content. Describe what happened, how it impacted your (or someone else's) ability to be involved and what could have been done to provide better accessibility in this case.

# From Accommodation to Universal Design

**universal design** creating something to be maximally usable by all people without additional changes

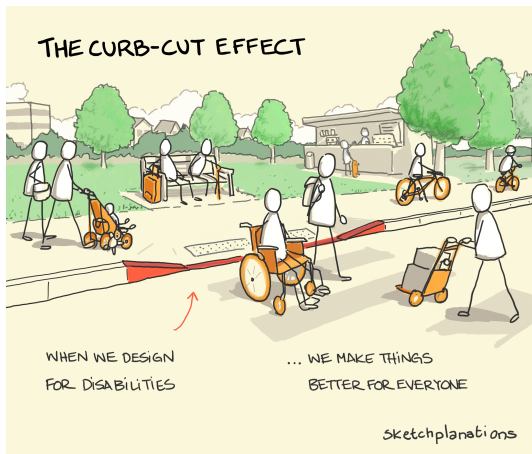


Figure: [Sketchplanations](#)

# Universal Design in Learning (UDL)

- responsibility for accessibility on the course designer rather than on the learner
- providing multiple options in how
  - 1 receive,
  - 2 engage, and
  - 3 share information.
- see [accessibility checklist](#) in The Carpentries Handbook



## Exercise 9.3

### Activity: Applying Universal Design in Your Teaching

Consider some of the teaching tools and strategies we have discussed so far in this workshop, or others you have observed in your experience. How do these meet UDL goals of providing multiple options for learners?

Consider multiple ways for learners to:

- receive information
- engage with you, the material, and other learners
- share what they have learned

# [Systemic Exclusion]

## Stereotypes

- can facilitate quick judgements in appropriate situations
- can lead to systematic negative attitudes and behaviours
- dangerous when explicit, especially hazardous when implicit

## Instructor's stereotypes about learners

- call attention to differences unnecessarily
- give more or less attention to certain learners
- respond to questions differently for certain learners

## Learner's stereotypes about themselves

- develop a fixed mindset about aspects of their own capability
- experience increased cognitive load when reminded about a stereotype

# [What can we do about our own stereotypes?]

- Get to know people from many different groups!
- Observe your own behavior!
- Build awareness of situations in which your perceptions and behaviors are influenced by stereotypes!
- Avoid calling attention to common stereotypes, even in a way that seems positive!

# [Equity versus Equality]

- We aim to make Carpentries programs equitable!
- actively counter-balance unequal opportunities
- reaching out to historically under-represented groups

# Inclusive Practices in a Carpentries Workshop

- setting expectations with our [Code of Conduct](#)
- listening with assessment and feedback
- including opportunities for anonymous feedback
- explicitly seeking to learn from and attend to the concerns of your learners
- notice the people you are not hearing from in a room
- examining your actions
- keep a positive and simple goal in mind: to learn and to improve your teaching

# Looking for More? Want to Contribute?

- The Carpentries is actively working on improving our content and practices with respect to equity, inclusion, and accessibility.
- Ways to contribute:
  - 1 [GitHub: "improve this page"](#)
  - 2 [#accessibility channel](#) on [The Carpentries Slack](#)
  - 3 [team@carpentries.org](mailto:team@carpentries.org)

## Key Points

- Inclusivity is a key attribute of a positive learning environment.
- Universal design benefits everyone.