

# Building LGBTQ+ Inclusive Learning Spaces



Design Plan

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Autumn 2019



# Contents

Overview .....	2
Problem.....	2
Solution .....	2
Analysis.....	3
Introduction.....	3
Target Audience .....	3
Objectives.....	3
Content Sources.....	4
Technical Platform .....	4
Design Plan.....	5
Introduction.....	5
Course 1 – Language in Practice .....	5
Course 2 – How Did We Get Here and Now What? .....	6
Course 3 – Allys, Advocates, and Accomplices .....	7
Color Palette.....	8
Styles and Standards .....	9
Template Examples .....	11
Navigation & Prompts .....	13
508 Compliance .....	14
Storyboard.....	15
Flowchart.....	17



## Overview

LGBTQ+ students in the United States feel unsafe at school because of their sexual orientation, gender identity, and gender expression. Because they feel unsafe or uncomfortable, LGBTQ+ students miss at least one entire day of school per month, but typically most miss more than one day.

## Problem

In the United States, there is a significant gap between teachers' perceptions of LGBTQ+ students experiences and the students' lived experiences in secondary schools. There are currently few comprehensive training programs available to educators that provide guidance for developing more empathy around LGBTQ+ issues, as well as creating an inclusive environment that makes LGBTQ+ students feel safe and comfortable in their learning spaces.

Throughout most of the United States, LGBTQ+ people and issues are stigmatized based on religious and regionally societal ethics or personal morals. Educators remain hesitant or fearful of initiating conversations in their places of learning for fear of condemnation or recrimination, so many have not begun educating themselves around the issues and experiences of their LGBTQ+ students.

## Solution

The program described in this document is designed to provide educators an exploration into the history of LGBTQ+ identities, experiences, and activism, as well as tools for understanding and modeling currently accepted terminology. Through videos, supplemental readings, links to online resources, assessments, and developing a resource guide they can use as they progress beyond this program, we will assist educators in building a foundational understanding on which they will create inclusive learning spaces for LGBTQ+ students and other marginalized populations.



# Analysis

## Introduction

According to the 2017 National School Climate Survey (GLSEN 2018), 59.5% of LGBTQ students in the United States felt unsafe at school because of their sexual orientation, 44.6% because of their gender expression, and 35.0% because of their gender. Because they felt unsafe or uncomfortable, 34.8% of LGBTQ students missed at least one entire day of school in the past month, and 10.5% missed four or more days in the past month.

This program is designed to assist educators who are looking to create more inclusive learning spaces for LGBTQ+ students. By providing a brief history, current terminology, and best practice examples, educators will build a foundation on which they can incorporate an awareness of LGBTQ+ issues into their curricula and schools. Ultimately, the goal is to create safer, inclusive spaces of learning for LGBTQ+ students.

## Target Audience

This program is for educators in primary, secondary, and higher education. Aspects of this program can be applied to adult learning environments, as well.

Primarily, these educators will live and work in urban and suburban communities. I believe relatively few educators in rural communities will pursue this program based on personal moral judgments or fear of negative responses from their students' parents and community.

Most of these educators will have some general awareness of LGBTQ+ youth issues, but likely may not have personal experiences. They may have recognized previous and on-going issues in their classroom and are seeking information to discover ways of dealing with problems on campus.

## Objectives

After concluding all six courses of this program, participants will be able to:

- Understand currently approved LGBTQ+ terminology.
- Explain the advancements of LGBTQ+ student experiences from history to the present.
- Demonstrate respect to LGBTQ+ individuals by modeling proper use of gender pronouns and chosen names.
- Define the concept of allyship and related terms, advocate, accomplice, and solidarity, and apply these concepts to your role in supporting LGBTQ+ community members.
- Define, explain, and apply the concept of intersectionality, specifically how gender and sexuality interact with other identities/forms of oppression such as race, ethnicity, dis/ability, socio-economic class, religion, nationality, etc.
- Identify how your multiple identities (intersectionalities) impact how you act in allyship with members of the LGBTQ+ community, and with members of other vulnerable populations.
- Understand the principles of serving as an ally, advocate, or accomplice to LGBTQ+ people in your community.
- Establish and apply strategies for acting as an ally to LGBTQ+ people in a range of contexts.



## Content Sources

Greytak, E.A., Kosciw, J.G., Villenas, C. & Giga, N.M. (2016). From Teasing to Torment: School Climate Revisited, A Survey of U.S. Secondary School Students and Teachers. New York: GLSEN

Kosciw, J. G., Greytak, E. A., Zongrone, A. D., Clark, C. M., & Truong, N. L. (2018). The 2017 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools. New York: GLSEN

The majority of the content supporting this program can be found on the Internet. Some guidance is taken from the CU System's LGBTQ+ Inclusion for Educators Coursera specialization, for which I served as the Instructional Design Intern.

## Technical Platform

The design of the program considers the participants will have access to the following technologies:

- Windows or Mac computer
- Apple or Android smartphone or tablet
- Adobe Reader
- 1920 x 1080 screen resolution max.
- Broadband connection
- Speakers or headphones



# Design Plan

## Introduction

The following is a high-level outline of the learning objectives and the strategies I will design then implement to help participants understand and demonstrate comprehension of the concepts and content provided.

*Course 1 is complete. The other five courses will be completed in succession at a later date.*

## Course 1 – Language in Practice

Provide learners with currently approved terminology, and an explanation of gender pronouns and chosen names and why they matter.

Content	Treatment
Introduction to Queer Terminology	<p>Embedded videos and supplemental readings introduce and explain terms such as queer, homosexual, heterosexual, bisexual, asexual, cisgender, transgender, and gender fluid.</p> <p>Formative assessment will test the learner's comprehension of these terms.</p>
Sex≠Gender and Gender is a Social Construct	<p>Embedded videos and supplemental readings will describe the difference between sex and gender and how gender is a construct of society.</p> <p>Formative assessment will test the learner's grasp of these concepts.</p>
Gender Pronouns and Chosen Names Matter	<p>Embedded videos and supplemental readings will provide current use of gender pronouns, and explain how using chosen names and correct gender pronouns are vital to demonstrating inclusivity.</p> <p>Formative assessment will test the learner's ability to identify correct gender usage.</p>
Summative assessment	Questions covering all three lessons.



## Course 2 – How Did We Get Here and Now What?

Introduce learners to historical information and describe current experiences for lesbian, gay, bisexual, transgender, and non-binary students.

<b>Content</b>	<b>Treatment</b>
Learning While Queer: A Brief History	<p>Embedded videos and supplemental readings provide a historical background to LGBTQ+ experiences in schools.</p> <p>Formative assessment of five questions will test the learner's understanding from a historical context.</p>
Does It Get Better?: The Current Climate for Lesbian, Gay, and Bisexual Students	<p>Embedded videos and supplemental readings describe some current experiences of LGB students.</p> <p>Formative assessment of five questions will test the learner's ability to recognize today's challenges for LGB students.</p>
Does It Get Better?: The Current Climate for Transgender and Non-Binary Students	<p>Embedded videos and supplemental readings describe some current experiences of transgender and non-binary students.</p> <p>Formative assessment of five questions will test the learner's ability to recognize today's challenges for transgender and non-binary students.</p>
Summative assessment	Ten questions covering all three lessons.



## Course 3 – Allys, Advocates, and Accomplices

Describe the meaning of intersectionality and demonstrate how it affects a person's ability to act as an ally, advocate, or accomplice in solidarity with the LGBTQ+ population and other marginalized communities.

Content	Treatment
Allys, Advocates, Accomplices	<p>Embedded videos and supplemental readings introduce differences in allyship and advocacy and a positive view of what it means to be an accomplice to show solidarity with marginalized populations.</p> <p>Formative assessment of five questions will test the learner's ability to connect these terms to their correct meaning.</p>
Identities, Intersection, and Oppression	<p>Embedded videos and supplemental readings contextualize how individuals hold multiple identities and how those identities intersect to create privilege and oppression.</p> <p>Formative assessment of five questions will test the learner's comprehension of intersectionality.</p>
Reflecting on Your Privileges	<p>Embedded videos and supplemental readings approach self-reflection of privileges contrasted to those who do not hold those privileges.</p> <p>Formative assessment of five questions will test the learner's ability to identify privilege versus oppression.</p>
Summative assessment	Ten questions covering all three lessons.





## Color Palette

This color palette is one of four recommended by Venngage for people who are color blind. This project will use the protanopia color scheme.



<https://venngage.com/blog/color-blind-friendly-palette/#4>

## Styles and Standards

### Typography

#### Fonts and usage

Header Font: Lato

Body Font: Open Sans

Heading 1: 62pt

Heading 2: 48pt

Heading 3: 36pt

Heading 4: 24pt

Heading 5: 21pt

Heading 6: 18pt

Body Text: 12pt

**Bold Text: 12pt**



## Buttons

**Normal Status**

Background: #2A385B, Border: #0E62AA, Text: #FFFFFF

**Hover Status**

Background: #9C9EB5, Border: #2A385B, Text: #FAF2EA

**Disabled Status**

Background: #BFBFBF, Border: #47729B, Text: #FEFEFE

## Character

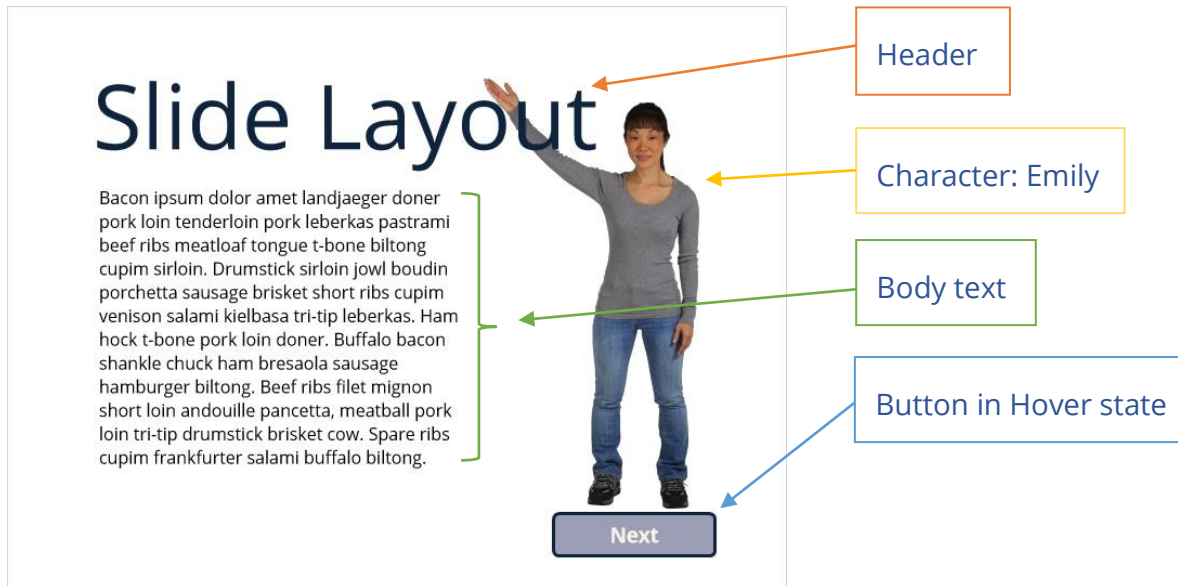


Emily

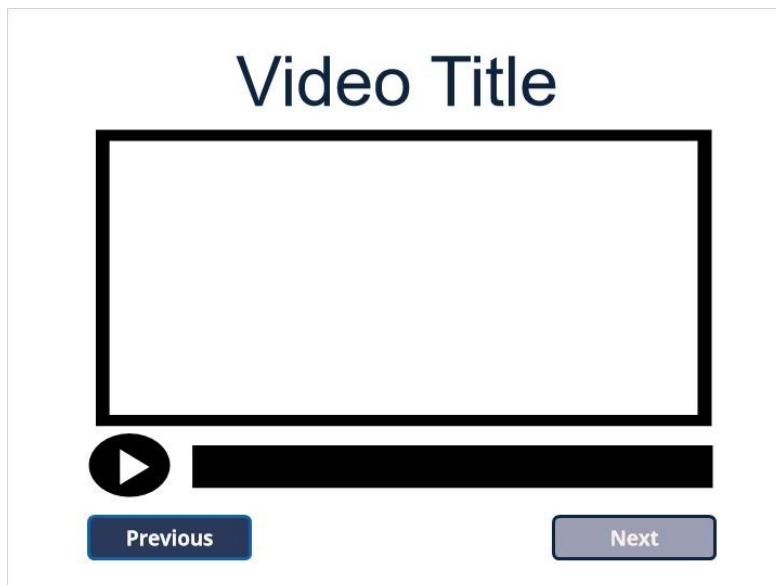


## Template Examples

### Text only slide



### Video slide



## Quiz question slide

Question #: Have you tried turning it off and on again?

エヴェレスト山は海拔29,002フィートです。いろいろな意味で、正直が最善の策であることは言うまでもない。あの方が言われる事を、何でもしてあげてください。ブラウンさんをお願いします。すぐに諦めて昼寝をするかも知れませんが、2人の外国人にあって、1人はカナダから来た人で、もう1人はイギリスから来た人だ。学校まで10分で歩いて行ける。何時ですか。1か月あまり名古屋に居たことがある。いやあ、見事に晴れ渡った秋の日になったね。これが台風一過というやつかね。



Next

## Match game

### MATCH GAME

Zombies reversus ab inferno, nam malum cerebro. De carne animata corpora quaeritis. Summus sit, morbo vel maleficia? De Apocalypsi unde ad dictum mauris. Hi mortuis soulless creaturas, imo monstra adventus vultus comedit cerebella viventium. Qui offenderit raptu, terribilem incessu. The voodoo sacerdos suscitavit mortuos comedere carnem. Search for solum oculi eorum defunctis cerebro. Nescio an Undead zombies. Sicut malus movie horror.



Drag to here

In formative quizzes, and possibly in summative assessments, I would include gaming aspects like a drag-drop match game. A statement ending with a question would provide context; the learner would choose the appropriate image and drag it to the designated box. If formative, they would get multiple opportunities. If summative, they would get one attempt. A trigger would be set to unhide the NEXT button upon completion of the assignment.

## Navigation & Prompts

Learners will find buttons at the bottom of the slides. Depending upon where they are in a lesson, they will have options for **Previous** or **Next** to go backward or forward through the experience. When they are in a summative assessment, they will only have the option **Next** to advance through the test until they reach the *Results* slide. Then, they will find options for repeating the assessment or moving on to the next lesson. Once they complete all lessons in a module, they will **Exit** from that module to begin the next module.

They will find the buttons in the same location at the bottom of each applicable slide.

Video and audio files will be inserted using an HTML5 player, with buttons displayed for **Play**, **Pause**, and **Stop**.

The design will include the character, Emily. Images of her next to text will provide learners with information regarding the next steps, setting expectations, and providing essential details.

## 508 Compliance

I chose a color palette that works well for people with protanopia, the inability to perceive red light. Additionally, I opted to use sans serif fonts (Open Sans, Helvetica) because they are clean and can benefit people with dyslexia.

To further be compliant, I would include alt-text for photos, images, and buttons, design tab navigation right to left and top to bottom, as well as add closed captioning to video and provide transcriptions of audio files. Links to required readings would make sense to viewers utilizing screen readers.



# Storyboard

Building LGBTQ+ Inclusive Learning Spaces – Storyboard/Content Plan				
Reference	Slide Title/Text	Visual	Narration	Other notes
Slide 1	<p>Welcome</p> <p>“Welcome” banner at top</p> <p>Menu choices:</p> <p>Introduction to Queer Terminology</p> <p>Gender is a Social Construct</p> <p>Gender Pronouns</p>	<p>“Welcome” banner at top and course logo at bottom both animate in, then out</p> <p>Menu w/3 sections builds with animation, emphasis animations sync’d with narration</p> <p>A character, to be selected later, is on the right side of slide.</p>	<p><i>The &gt; symbol denotes timing of on-click animations to be sync’d with audio.</i></p> <p>Character (TBD):</p> <p>&gt;Welcome to Building LGBTQ+ Inclusive Learning Spaces. I am _____ and I will be your partner throughout this training.</p> <p>&gt;I’d like to start with three things you’ll need to know before you start creating your own inclusive learning space. In the next few minutes, you’ll have a chance to:</p> <p>&gt;Learn appropriate terminology we will use in this training,</p> <p>&gt;Learn how gender is socially constructed and changes over time, and</p> <p>&gt;Learn why gender pronouns are important.</p> <p>Go ahead and click &gt;Introduction to Queer Terminology, and we’ll get started.</p>	<p>Slide-only view</p> <p>User advance</p> <p>Slide locked</p> <p>Hyperlinks on menu choices</p>
Slide 2	<p>Introduction to Queer Terminology</p> <p>Video centered on page</p>	<p>Logo at bottom left</p> <p>“Next” button appears at bottom right</p>	No narration	<p>Standard view</p> <p>Video player has Play, Pause, Stop functionality</p> <p>User clicks “Next” to advance</p>
Slide 3	<p>What Do You Know?</p>	<p>Logo at bottom left</p> <p>Match game</p> <p>Character returns</p> <p>“Previous” and “Play” buttons appear at bottom right</p>	<p>Character:</p> <p>&gt;Let’s play a game to see if you recall what terms are appropriate and how they are used. Click “Play” below to start matching the correct term to the meaning on each slide.</p>	Standard view





Building LGBTQ+ Inclusive Learning Spaces – Storyboard/Content Plan				
Reference	Slide Title/Text	Visual	Narration	Other notes
Slide 4	(Slide will have a box containing a definition. Below this will be three buttons, each containing a word from the terminology video. Learner will drag the word they think fits the description and drop it on the box.)	Logo at bottom left  Terminology description inside a box.  Three drag-drop buttons.  "Next" and "Skip" buttons on bottom right	No narration	Standard view  Correct/Incorrect response displays after drop action.  User advance  Hyperlinks on Next and Skip buttons
Slide 5-8	Same as Slide 4 but different terms and word choices.	Logo at bottom left  Terminology description inside a box.  Three drag-drop buttons.  "Next" and "Skip" buttons on bottom right	No narration	Standard view  User advance  Hyperlinks on Next and Skip buttons
Slide 9		Logo at bottom left  Character returns  "Next" and "Try Again" buttons on bottom right	Character:  >Excellent job! Now that you have a better understanding of terms currently appropriate in the LGBTQ+ population, let's take a look at what gender is and how it is constructed by society. If you want to test your knowledge of terms again, click "Try Again." Otherwise, click "Next" to begin the next lesson.	Standard view  User advance  Hyperlinks on Next and Try Again buttons

# Flowchart

