

# Inclusive and Accessible Education with CRP



# INCLUSIVE AND ACCESSIBLE EDUCATION WITH CRP

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# CONTENTS

Introduction	1
Part I. <a href="#">Introduction and an Overview of UDL</a>	
1. UDL Review	5
Part II. <a href="#">Culturally Responsive Pedagogy - An Introduction</a>	
2. Let's read some scenarios and choose correct options to move forward	9
3. To deepen your understanding on CRP	10
4. Applying Gholdy Muhammad's CRP Framework in your Teaching	12
Part III. <a href="#">AI and Educators: Enhancing Culturally Responsive Pedagogy</a>	
5. Using ChatGPT	17
6. Using Microsoft COPILOT	18
7. OER for CRP using AI	19
8. Machine Tranlations	21
Part IV. <a href="#">Your reflections / views on CRP implementation</a>	
Appendix	25



This Open book is based on a open course offered is developed by [Dominique Scheffel-Dunand](#), professor at York University (Canada), and [Sushumna Rao](#), instructional designer (India). It is funded by [Ontario Ministry of Education Links to an external site](#) and [Heritage CanadaLinks to an external site](#).

[CAMERISE](#) is an initiative originally driven by a team at York University's Glendon Campus.

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Camerise, or haskap in English, is a small and super nutritious berry with a subtle and complex flavour. They grow in clusters and can be eaten fresh or made into a variety of desserts. The plant is very hardy and flourishes in North American climates.

This delicious small fruit represents the vision of our hub project for French as a second language in Canada: to offer students, educators, researchers, and administrators a space to collaborate for the sustainability of FSL/FLA-teaching programs in Canada.

Our objective is to ensure all FSL/FLA stakeholders in Canada have access to inclusive and engaging open educational resources and collaborative tools as well as the support they need to reach their full potential as bilingual or plurilingual Canadians.

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This course developed is composed of four modules with interesting activities and a final assignment which will lead to the course participation / completion certificate. Here we tried to provide all the Course modules as chapters with activities assignments offered in the course. First module started with a Welcome module with brief Introduction and Significance of Culturally Responsive Pedagogy and activities like Meet and Greet!, Pre-Course Survey along with a general course queries forum – Gneral Course Queries, which are incorporated in first module of the course. (In Moodle LMS)

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In the course, the Second module started with UDL overview followed by Assignment UDL Review 13 pts (Score at least 8), which are added here as second chapter titled [UDL overview](#).

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The Third module in the course is about CRP (Culturally Responsive Pedagogy). And it starts with a brief overview of CRP followed by these activities :-

- Finding OER that helps to embed CRP principles ,
- Remix, adapt to make the resource fits to the needs and
- Let's read some scenarios and answer the questions
- Applying Gholdy Muhammad's CRP Framework in your Teaching
- Share your thoughts on Gholnecsar (Gholdy) Muhammad's framework for Culturally and Historically Responsive Education

which are added here into the third chapter titled [Culturally Responsive Pedagogy and OER](#).

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The Fourth module of the course is about [Enhancing Culturally Responsive Pedagogy with AI](#). And it starts with a brief introduction on AI and Educators, followed by interesting activities like **OER for CRP using AI** which are added here into the fourth chapter titled

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PART I

# INTRODUCTION AND AN OVERVIEW OF UDL

<https://camerisefsl.h5p.com/content/1292214181395917187>



1.

## UDL REVIEW

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1. Complete the UDL Guidelines by completing the drag and drop activity given below. The activity will load in a new tab.
2. To complete the activity drag and drop each item to the correct zone in the chart. Once you're happy with your response, click the check button to check your answer. To navigate in the activity entirely with a keyboard, follow the guidelines given below:
  - Use the Tab button to cycle between the Fullscreen button, draggable items, and submit button
  - Use the arrows to choose the item you want to drag
  - Use the space bar to select the item
  - Use the arrows to choose where you want to place your item in the chart
  - Press the spacebar to lock in your response
  - Repeat until the chart is complete
  - Tab to the check button and press enter to submit your response

If you have difficulty completing the graphic organizer you may wish to look back at the [UDL Overview](#).

<https://camerisefsl.h5p.com/content/1292213943763069847>



## PART II

# CULTURALLY RESPONSIVE PEDAGOGY - AN INTRODUCTION

Below are six slides. Please go through each slide and answer the two questions asked in the video of slide 4 (at 06:24) and submit the answers at the end of the video.

There is a notes taking area provided on slide 5. You can take notes and at the end of the presentation you can download the notes for review.

<https://camerisefsl.h5p.com/content/1292217208859398157>

## Exercise-I\_

### Finding OER that helps to embed CRP principles

1. Find an OER for CRP that makes sense in your teaching environment and
2. Assess and explain why the resource is or is not Culturally responsive

#### **Instructions:**

#### **1. Provide Name, License and Link of the OER found to illustrate embedding of CRP principles and guidelines**

**review and critic the resource for a future reuse in your own learning/teaching environment or for your peers**

#### **2. Suggest adaptations to make the resource Culturally responsive**

- Your explanation on why the resource is or is not Culturally responsive: (up to 100 words)
- Adaptations required to make the resource culturally responsive or optimize CRP principles

## Exercise-II\_

# Remix, adapt to make the resource fits to the needs

Here are three options to complete this assignment. Choose one of the three and complete this assignment.

1. Here is a whole lesson plan that you can modify if needed or adapt to your own cultural environment. Review it and submit your modified/remixed lesson plan. The revised lesson plan should include: Overview of the lesson, Goals and Objectives and Lesson Preparation. Don't forget to respect original Copyrights and Attribution of the lesson plan you plan to adapt when writing your remixed lesson plan.

<https://oercommons.org/courseware/lesson/93526/overview>Links to an external site.

<https://oercommons.org/courseware/lesson/93526>Links to an external site.

2. Recall a moment in your academic experience (or just imagine a moment ) when you felt your cultural identity was either effectively conveyed or not conveyed at all in the course or activity you were asked to complete. How did it influence your engagement and knowledge in the learning experience ? **(Please answer in not less than 500 words and not more than 1500 words)**
3. Does cultural biases and stereotypes influence educational environments? If yes or no, explain how and why **(Please answer in not less than 500 words and not more than 1500 words)**

2.

## LET'S READ SOME SCENARIOS AND CHOOSE CORRECT OPTIONS TO MOVE FORWARD

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<https://camerisefsl.h5p.com/content/1292217716596150777>

## 3.

## TO DEEPEN YOUR UNDERSTANDING ON CRP

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### Framework by Muhammad Gholdy:

Muhammad, G. (2020). *Cultivating genius: An equity model for culturally and historically responsive literacy*. Scholastic Education.

[https://ncte.org/wp-content/uploads/2023/05/2023-NCTE-Squire-Office\\_Culturally-and-Historically-Responsive-Education.pdf](https://ncte.org/wp-content/uploads/2023/05/2023-NCTE-Squire-Office_Culturally-and-Historically-Responsive-Education.pdf) [Links to an external site.](#)

Assignment on policy recommendations in the Policy Research Brief by the James R. Squire Office of the National Council of Teachers of English, May 2023 : <https://ncte.org/resources/policy-briefs/> [Links to an external site.](#)

### References:

Centre Franco. (2019). *Pédagogie sensible et adaptée à la culture*. <https://psac.lecentrefranco.ca/> [Links to an external site.](#)

Doutreloux, Émilie. (2019, été). La pédagogie de l'équité – Pour favoriser l'égalité des chances. *Pédagogie collégiale*, 32(4), 22–27. Repéré le 18 juillet 2022 à <https://educ.info/xmlui/bitstream/handle/11515/38030/doutreloux-32-4-19.pdf> [Links to an external site.](#)

Doutreloux, E. et Auclair, A. (2021, 28 mai). *Repenser le système éducatif pour plus d'équité, de diversité et d'inclusion: un pari possible?* Le Réseau ÉdCan. Repéré le 18 juillet 2022 à <https://www.edcan.ca/articles/repenser-le-systeme-educatif-pour-plus-dequite-de-diversite-et-dinclusion-un-pari-possible/?lang=fr> [Links to an external site.](#)

Lory, M.-P. et Le Pichon, E. (2021, septembre). *Une pédagogie sensible et adaptée à la culture – Adopter des pratiques équitables et inclusives dans les conseils scolaires de langue française en Ontario* (Monographie, Série PSAC). Gouvernement de l'Ontario. Repéré le 18 juillet 2022 à [https://assets.ctfassets.net/cfektv4t16rw/7bYwfiNlGu8h2nxtuGHQIH/2c5582a55b32461f65751ccb98d4a28e/Monographie\\_PSAC\\_Accessible.pdf](https://assets.ctfassets.net/cfektv4t16rw/7bYwfiNlGu8h2nxtuGHQIH/2c5582a55b32461f65751ccb98d4a28e/Monographie_PSAC_Accessible.pdf) [Links to an external site.](#)

Ministère de l'Éducation de l'Ontario. (2014). *Équité et éducation inclusive dans les écoles de l'Ontario – Lignes directrices pour l'élaboration et la mise en œuvre de politiques*. Imprimeur de la Reine pour l'Ontario. Repéré le 3 décembre 2022 à <https://files.ontario.ca/edu-equity-inclusive-education-guidelines-policy-2014-fr-2022-01-13.pdf> [Links to an external site.](#)

Ministère de l'Éducation de l'Ontario. (2020-2023). *Considérations concernant la planification du programme – Planification pour l'élève ayant des besoins particuliers*. Imprimeur du Roi pour l'Ontario. Repéré

le 3 décembre 2022 à <https://www.dcp.edu.gov.on.ca/fr/considerations-concernant-la-planification-du-programme/planification-pour-l-eleve-ayant-des-besoins-particuliers> Links to an external site.

## 4.

# APPLYING GHOLDY MUHAMMAD'S CRP FRAMEWORK IN YOUR TEACHING

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### Exercise-III

In this activity, we are asking you to read and reflect on Muhammad Gholdy's framework (see in the reference link given below) to answer the two questions asked. :

Hope you have read *An equity model for culturally and historically responsive literacy. Scholastic Education by Muhammad, G. (2020).*

[https://ncte.org/wp-content/uploads/2023/05/2023-NCTE-Squire-Office\\_Culturally-and-Historically-Responsive-Education.pdf](https://ncte.org/wp-content/uploads/2023/05/2023-NCTE-Squire-Office_Culturally-and-Historically-Responsive-Education.pdf)

#### Questions:

1. **What challenges do you anticipate, in implementing (Gholdy) Muhammad's framework for culturally and historically responsive education in your classroom?**
2. **List strategies or resources that can be helpful in addressing these challenges.**

**(Text for each answer up to 300 words. For citations please follow APA citation style.)**

## PART III

# AI AND EDUCATORS: ENHANCING CULTURALLY RESPONSIVE PEDAGOGY

The integration of artificial intelligence (AI) into education presents a groundbreaking opportunity to enhance culturally responsive pedagogy.

AI technologies can help educators personalise learning experiences through providing adaptable content that specifically caters to the varied cultural backgrounds, learning requirements, and linguistic diversity of learners.

As artificial intelligence (AI) becomes increasingly widespread, it is essential to know how to use it ethically in order to promote equitable learning for all learners.

## AI in Education

Advanced artificial intelligence has made substantial progress in revolutionising the education industry.

Artificial intelligence (AI) assists instructors by saving time, offering insights through data analytics, and improving personalised learning through intelligent tutoring systems and automated grading processes.

Advanced artificial intelligence (AI) applications encompass adaptive learning systems, virtual teaching assistants, and predictive analytics for monitoring student performance and engagement. These advanced technologies might help to establish a learning environment that is more inclusive, engaging, and efficient.

## AI and CRP

Culturally responsive pedagogy (CRP) recognizes and honor students' cultural references in all aspects of learning.

AI can support CRP by offering language translations, tracking student engagement, and identifying bias in educational materials.

AI-powered tools with right kind of instructions / prompts to them can help teachers to design lesson plans/lessons that are more reflective of students' cultural contexts, supporting inclusive practices that build on students' experiences and identities.

## AI tools and Resources an Introduction

Internet users, educators now have access to a wide variety of AI-powered tools that support teaching and learning. Some of the most popular tools include Chat GPT, Copilot, personalized learning platforms like DreamBox, AI-driven content creation tools like Canva's AI designer, and assessment software like Gradescope.

These tools help educators to create dynamic lessons, and deliver tailored learning experiences to meet diverse student needs.

## Responsible usage of AI

Although artificial intelligence presents thrilling experiences and exciting opportunities for education, it is important to address ethical considerations.

Ensuring responsible use of AI involves protecting student privacy, guaranteeing transparency in decision-making, and reducing biases inherent in algorithms. It is essential for educators to be knowledgeable about the limitations of artificial intelligence (AI) and make efforts to prevent AI tools from perpetuating disparities or causing harm to marginalised people.

In order to ensure the responsible integration of new technologies, it is essential to cultivate AI literacy among educators.

## Practical applications and examples

The practical uses of AI in education are numerous, encompassing automated essay grading systems as well as AI-powered chatbots that offer round-the-clock help in websites.

For example in language learning, tools like **Duolingo** leverage AI to tailor lessons to individual proficiency levels, offering a personalized path to mastery.

Canva's AI-driven features help educators create visually engaging presentations, infographics, and other learning resources.

The **AI tools in Canva** assist by suggesting layouts, fonts, and images based on the content prompt given, helping its users to quickly design resources that resonate with idea presented while minimizing the time spent on content creation.

A plagiarism detection tool, **Turnitin** not only detects instances of plagiarism in writing but also provides feedback on grammar, syntax, and style, helping students improve their writing skills.

**Khan Academy** has introduced an AI-powered tutor that interacts with students, guiding them through lessons with personalized feedback. It adapts to the student's understanding, offering hints, explanations, and practice problems tailored to individual learning speed and need.

Try generating a video using [ai.invideo](#) tool with **Prompt as** “*Create a video on Culturally Responsive Pedagogy, for (Audience) academicians in a (Look and Feel) clean look for (platform) Youtube.*”

## Future trends

The future of AI in education may see more advanced tools that can provide real-time feedback, personalized learning paths, and adaptive assessments, enhancing student engagement and outcomes.

Already few institutions are experiencing the AI-driven analytics which will help to gain deeper insights into student performance, identifying learning gaps early to support personalized learning.

As AI continues to develop, we can expect more seamless language translation tools, making cross-cultural and multilingual education more accessible and promoting global collaboration.

Educators will be future ready when they adapt to AI-driven innovations and will be better equipped to prepare students for the ever evolving market needs/trends, fostering critical thinking, creativity, and problem-solving skills.

However, it is essential for educators to critically evaluate AI tools, ensuring they align with pedagogical goals and maintain ethical practices, especially in terms of student privacy and data security.



5.

## USING CHATGPT

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Here is the information on using ChatGPT for various educational activities creation.

<https://camerisefsl.h5p.com/content/1292448453203385147>

6.

## USING MICROSOFT COPILOT

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Microsoft's Copilot also helps in generating content like ChatGPT.



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/iaecrp/?p=60#oembed-1>*

7.

## OER FOR CRP USING AI

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### Exercise-IV

- Find an OER for CRP using AI (ChatGPT) and assess/critique resource found in alignment to principles described in CRP frameworks provided in [previous chapter](#)

**Your response should follow this three point format:-**

- Name, License and Link of the OER for CRP provided by ChatGPT
- Your assessment/critique of the resource in reference to CRP framework provided in previous chapter
- Reflection on the ease of usage of ChatGPT to find an OER for CRP and assess Search performance, in terms of time taken and accuracy of the result in comparison with the previous activity where you were asked to manually searched for OER to illustrate CRP in your teaching .

### Exercise-V

In this activity please use any one of the tools mentioned in the Ai for Educators module ([ChatGPT](#) or [Microsoft COPILOT](#)) and generate a culturally responsive teaching resources. Review the output for Accessibility and Inclusion.

\* **The objective for this assignment is to discuss the adaptations you will need to**

**consider to ensure that the OER generated by AI can be considered a culturally responsive OER for your classroom.**

Your response should follow the three point format below:-

1. Text you used in your prompt
2. Cultural biases found in the generated content if any and how you rewrote or used AI to correct first output from original prompt
3. Assessment on content generated:
  - is text simple and clear without any complex language?
  - How you rephrased it or used AI to crephrase it to align text to your class grade level?
  - If a tool like Dall-E is used, indicate whether image is accessible with alternative text and colours with high contrast? If not, how would you addressed it to make it culturally responsive and accessible?

8.

## MACHINE TRANSLATIONS

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Educators can utilise machine translation tools to create multilingual resources, communicate with non-native speakers, and support diverse students in language acquisition.

While these tools are powerful tools, it is essential to review and refine the translations, especially for grammar, bias, cultural nuances and domain-specific terminology, to ensure accuracy and appropriateness.

**Google Translate, Copilot, ChatGPT, and DeepL** are few examples of AI tools used for machine translation and other language-related tasks.

\* Have you ever tried <https://translate.google.co.in/> [Links to an external site.](#) to translate Webpages or Documents?



## PART IV

# YOUR REFLECTIONS / VIEWS ON CRP IMPLEMENTATION

**Final Exercise\_**

## Your reflections / views on CRP implementation

**Respond to any one of these five questions in 300-500 words, with three sections as Introduction, Explanation and Conclusion.:-**

1. Give an example of lesson plan /teaching strategy you have used or observed that effectively incorporated elements of culturally responsive pedagogy. What made it successful?
2. Describe the diversity present in your classroom. How can you integrate students' cultural backgrounds and experiences into your teaching methods?
3. What are the effective strategies that may help in addressing the challenges occur while implementing culturally responsive pedagogy in a teaching learning environment?
4. Do you think collaborating with other teachers help in designing more culturally responsive teaching practices?
5. Discuss how learning about culturally responsive pedagogy has impacted your perspective on your teaching and learning strategies.



## Pre-Course Survey questions

1. I can clearly describe CRP – Strongly Disagree Disagree Neutral Agree Strongly Agree
2. In today's classroom CRP play a vital role Strongly Disagree Disagree Neutral Agree Strongly Agree
3. Respecting students' cultural background is a major component of CRP Strongly Disagree Disagree Neutral Agree Strongly Agree
4. I took sufficient training on implementing CRP in my classroom Strongly Disagree Disagree Neutral Agree Strongly Agree
5. I will make sure that CRP is an important aspect in my regular teaching in the classroom Group of answer choices Strongly Disagree Disagree Neutral Agree Strongly Agree
6. I am aware of CRP / Well versed with CRP Strongly Disagree Disagree Neutral Agree Strongly Agree
7. In my classroom, I incorporated activities and lessons applying CRP tenets Group of answer choices Strongly Disagree Disagree Neutral Agree Strongly Agree
8. I am Confident about implementing CRP in my classroom Group of answer choices Strongly Disagree Disagree Neutral Agree Strongly Agree
9. There is abundance of material and resources available online that help in implementing CRP in a classroom Strongly Disagree Disagree Neutral Agree Strongly Agree
10. Describe success story of (If any) CRP implementation in your class (Optional) Do you have any questions related to CRP implementation in your classroom?
11. What do you expect out of this module or How this module can help you?

## Course feedback questions:-

1. While answering the first question feel free to go beyond these points.
  1. Aesthetic and design of module (reading/watching/doing activities, feedback, quiz, assignments)
  2. Learner's control and freedom of learner design wise
  3. Help and documentation to progress through module –
  4. **Please provide details like Link to a specific activity /Lien vers l'activité de la formation (optionnel) and your Comments/Commentaires.**
2. While providing your feedback on **Content and narratives**, feel free to go beyond these points.
  1. Breadth and depth of content presented
  2. Bilingual references and plural modality of documents provided to support understanding of

concepts

3. Assignments (level of difficulty, variety of exercises, number of assignments)
  4. **Please provide details like Link to a specific activity /Lien vers l'activité de la formation (optionnel) and your Comments/Commentaires.**
3. While answering question on **Expectations before enrolling and after enrolling** in the course feel free to go beyond these points.
    1. Calendar and number of hours to dedicate to the course or necessary to successfully finish the course
    2. Learning goals and outcomes, competences acquired and impact on your own personal/professional development.
    3. Assessment, Certification (what success would look like or mean to you)
    4. **Please provide details like Link to a specific Training activity /Lien vers l'activité de la formation (optionnel) and your Comments/Commentaires.**
1. Following your first interaction with the course, we welcome your first insights to assist us optimizing the design of the course by providing a brief feedback.
  2. Provide your feedback on Content and narratives
  3. Your expectations before enrolling and your reflections/views after enrolling into the course.
  4. Would you like to reuse this course? Do you want to adapt/adopt? If yes what are your plans to adapt/adopt the course /course modules.