How Do I Infuse Equity into Any Online Class?

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Glossary of Equity Terms

Cultural competence – the ability of a person to respect and understand the values, attitudes and beliefs of other groups. The other might include different races, nationalities, sexual orientations, physical ability, mental health status, etc.

Equity – treating people fairly. This is distinct from treating everyone the same. Sometimes, treating people the same results in unfair treatment.

Equality – treating people the same. This sometimes results in unfair treatment for people who need different circumstances to be taken into consideration.

Inclusive – designing for all participants, not just the majority participants or the preferred participants. If one is a member of the majority, it can be hard to know what seems exclusive, so talking with colleagues, students, reading articles, etc can help.

Create Community in the Classroom

- Icebreakers for Inclusive teaching from the University of Michigan - https://sites.lsa.umich.edu/inclusive-teaching/tag/icebreakers/
- 5 Game-Changing Diversity and Inclusion Activities for Teams by Alison Robins. This article is aimed at a business audience, but the ideas work well for the classroom. It also starts with an article that makes a business case for why inclusion is necessary to diversity. https://officevibe.com/blog/diversity-and-inclusion-activities

Identify Classroom Norms

- Critical Practices for Anti-Bias Education - This e-book from Teaching Tolerance is a great resource. The link here specifically goes to the chapter on creating classroom norms. https://www.tolerance.org/magazine/publications/critical-practices-for-antibias-education/classroom-culture
- The Science Behind Classroom Norming by Todd Finley – while this article is aimed at K-12, the suggestions are all perfectly appropriate for higher education audiences. https://www.edutopia.org/blog/establishing-classroom-norms-todd-finley
- Eight Actions to Reduce Racism in College Classrooms: When professors are part of the problem By Shaun R. Harper and Charles H. F. Davis III from the AAUP. Sometimes, despite best intentions, our own bias is part of the problem and it is hard to respond to it in the classroom if we have not done the work on ourselves. https://www.aaup.org/article/eight-actions-reduce-racism-college-classrooms#.XiXS18iQHcs

Track Participation Data

- How to have an equitable class discussion by Leah Shafer, Harvard Graduate School of Education- https://www.gse.harvard.edu/news/uk/17/11/how-have-equitable-class-discussion
• Fostering and Assessing Equitable Classroom behavior -
  https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/course-design/creating-syllabus/equitable-classroom-participation
• It’s all in the Questions By Saarita McCoy Gregory from Inside Higher Ed -
  https://www.insidehighered.com/advice/2018/05/08/engaging-students-making-them-ask-critical-questions-opinion

**Universal Design for Learning** – The CAST website is the best place to begin learning more about Universal Design for Learning. The site includes an excellent guidebook, helpful videos and a wealth of resources. Check them out at www.cast.org.

**Transparency in Teaching and Learning** – The TILT framework and research is fully explored on the Transparency in Teaching and Learning website at https://tilthighered.com/. There you will find explanations, research documents and short introductory videos to help you learn more about TILT and its benefits for students.

**Give Feedback that leads to Improved Performance**

• Grading Student Work – Vanderbilt University has a nice web resource on the different steps of effective grading - https://cft.vanderbilt.edu/guides-sub-pages/grading-student-work/
• Effective Feedback for Deeper Learning by Dr. Natalie Saaris -
  https://www.activelylearn.com/post/effective-feedback-for-deeper-learning
• Effective Grading by Barbara Walvoord and Virginia Anderson is an amazing book that changed the way I think about grading. I keep multiple copies of it in my office and regularly give copies to faculty struggling with issues stemming from grading practices.

**Give All Students a Voice**

• Let every voice be heard: 6 activities to spark better class discussion: Reflections on pedagogy that works for marginalized students by Jon Altbergs – http://www.redesignu.org/let-every-voice-be-heard-6-activities-spark-better-class-discussion
• Increasing Student Engagement: Including the Marginalized by Kami Anderson -
  https://cetl.kennesaw.edu/article/increasing-student-engagement-including-marginalized
• Guidelines for Discussing Difficult or High Stakes Topics from the University of Michigan -
  http://www.crlt.umich.edu/publinks/generalguidelines

**Small Group Work**

• Online students don’t have to work solo By Mark Lieberman
• Ideas for Great Group Work by Randy Riddle -
  https://learninginnovation.duke.edu/blog/2016/10/ideas-great-group-work/
• 4 Types of Group Work activities to Engage Students from Faculty Focus -
  https://www.facultyfocus.com/articles/course-design-ideas/group-work-collaborative-activities/

**Thoughtful use of Graphics**
• Design Inclusive Visuals: Images, Icons, and Color by Ste Grainer
  https://uxcellence.com/2015/inclusive-visuals
• Diversity & Inclusion in Design: Why Do They Matter? By Antionette Carroll -
• How to Better Support Your Marginalized Students by Nick Gehl
  https://theartofeducation.edu/2019/09/02/how-to-better-support-your-marginalized-students/

Ask for Feedback

• 8 QUESTIONS TO ASK STUDENTS WHILE COMPLETING THE MINUTE PAPER By Savannah Cox -
  https://www.teacherready.org/minute-paper/
• Improve Your Teaching: Obtaining Feedback – the suggestions in this short article could also be
  useful in helping you to see progress in making your teaching practice more equitable. From the
  University of Michigan - http://www.crlt.umich.edu/gsis/p9_1
• Gathering Student Feedback from the University of Washington. I especially like the Small Group
  Instructional Diagnoses (SGIDs) as a way to see if the classroom environment is inclusive-
  https://www.washington.edu/teaching/topics/assessing-and-improving-teaching/gathering-
  student-feedback/

Also mentioned in the 20 Minute Mentor session - Crucial Conversations by Kerry Patterson, Joseph
Grenny, et al.