

STEM EDX 2020

Faculty Development Workshop #1: Dimensions of Equitable Teaching During a Pandemic



Introductions

Workshop Coordinators



Robin Côté
Dean
College of Science
and Mathematics
UMass Boston



Hannah Sevian
Professor
Chemistry
UMass Boston

Workshop Facilitators



Stacey Brydges
Teaching Professor
Chemistry &
Biochemistry
UC San Diego



Stanley Lo
Teaching Professor
Cell & Developmental
Biology
UC San Diego

Welcome!

AGENDA

Friday, August 14, 2020

ZOOM Link:

E-mailed to registrants.

Pre-Workshop Survey & Activity

E-mailed to registrants.

Dr. Stacey Brydges is Teaching Professor of Chemistry and Biochemistry at UC San Diego.

Dr. Robin Côté is Dean of the College of Science and Mathematics (CSM) at University of Massachusetts Boston.

Dr. Stanley Lo is Teaching Professor of Cell and Developmental Biology at UC San Diego.

Dr. Hannah Sevian is Professor of Chemistry at University of Massachusetts Boston.

Dr. Shirley S. Tang is Professor of Asian American Studies in the School for Global Inclusion and Social Development and College of Education & Human Development at University of Massachusetts Boston.

Hakeem Alhady (junior, biology), **Hannah Bechtel** (sophomore, biology), **Urwah Kanwal** (senior, biology) and **Klaudja Caushi** (3rd year, PhD chemistry) are students at University of Massachusetts Boston.

1:00 PM Welcome and Introductions

*Robin Côté, Hannah Sevian, Stacey Brydges, Stanley Lo
Participants*

1:20 PM A Framework for Course Design

Facilitated by Stacey Brydges

1:30 PM The Student Experience @ UMB

*Facilitated by Hannah Sevian - Video and Q&A with Shirley
Tang, Student Panel*

2:15 PM BREAK

2:25 PM The Faculty Perspective

Facilitated by Stacey Brydges, Stanley Lo

3:10 PM The Pivot to Online – Curriculum & Classroom

Facilitated by Stacey Brydges, Stanley Lo

3:50 PM Wrap-Up

General Zoom Etiquette

Participants

- See all participants
- Rename yourself, add pronouns.
- Use the buttons such as raise hand, go slower or faster, yes or no, etc.

Chat

- Enter responses to brainstorm activities
- Ask questions, make comments
- If your comment is only for one person, please chat that person only!

Breakout Rooms

- We will be randomly assigned to breakout rooms for discussion
- Talk with the others in your room, share screens, etc.

Community Norms

We hope that this workshop fosters open, respectful productive dialogue and maximum participation. To do so, we agree to:

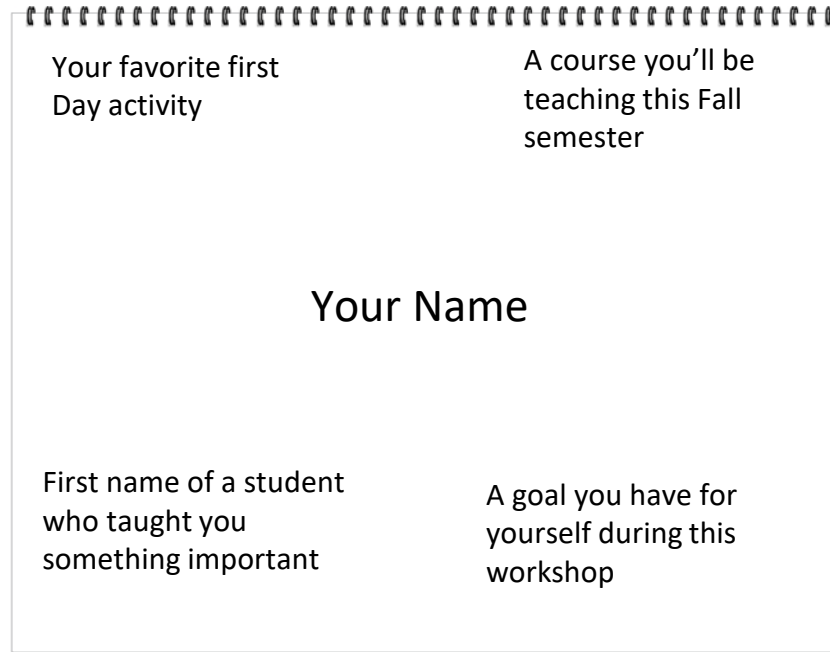
- Participate to the fullest of our ability
- Share responsibility for including all voices in the conversation
- Speak from our own experience instead of generalizing, and differentiate between opinion and informed knowledge
- Listen actively
- Refer to others with their preferred pronouns
- Be willing to grapple with challenging ideas

What would you like to change or add?

Break-Out Room: Introductions and Icebreaker

Workshop Participants

You completed your extended name tag in advance.



Your favorite first
Day activity

A course you'll be
teaching this Fall
semester

Your Name

First name of a student
who taught you
something important

A goal you have for
yourself during this
workshop

Let's share (5 – 8 min.)

Outcomes for this Workshop

In this workshop, we will:

1. **Examine** how students' lived experiences might interact with their classroom experiences, especially during this pandemic;
2. **Consider** how our goals, beliefs, and strategies connect with student experiences and success in our courses;
3. **Think** about adapting our courses to online environments in an equitable way.

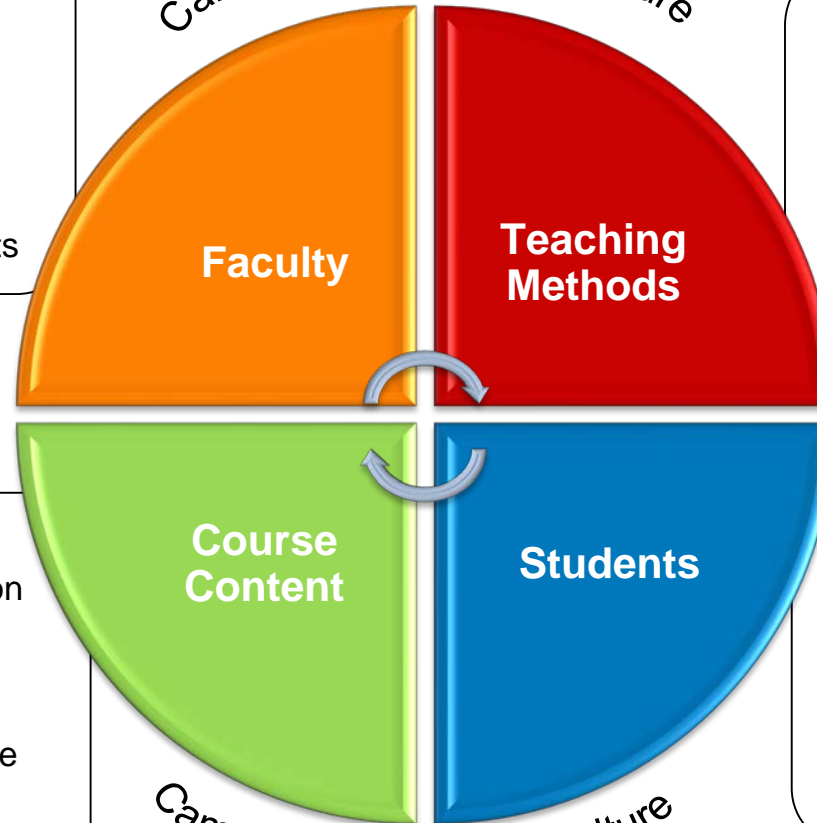
A Framework for Course (Re)Design

A Framework: Dimensions of Equitable Teaching

Know oneself

- Examine identity and socialization
- Examine assumptions and stereotyped beliefs
- Examine impact on teaching and interactions with students

Campus Climate and Culture



Implicit Messages

- Establish classroom norms that emphasize respect, fairness, and equity
- Create a sense of belonging
- Broaden your repertoire of teaching methods to reach all students

Explicit Messages

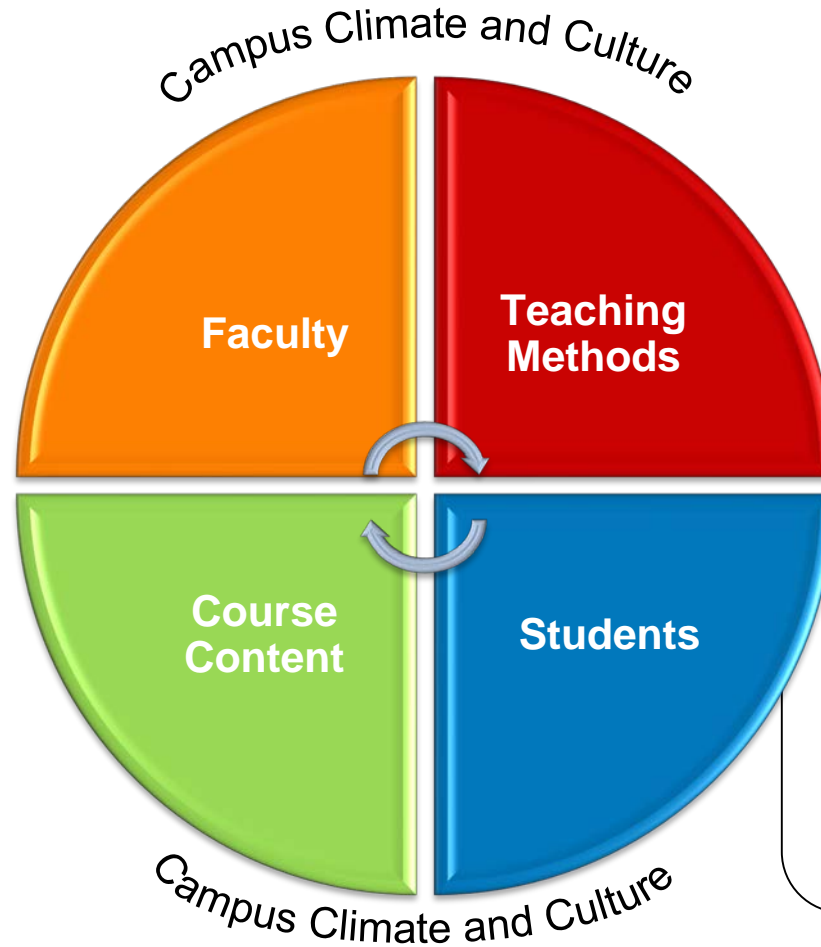
- Use a curriculum of inclusion
- Represent diverse perspectives
- Draw examples and illustrations from diverse life experiences
- Create a sense of belonging

Know your students

- Examine identity and socialization
- Examine assumptions and stereotyped beliefs
- Attend to student interactions
- Identify readiness and assets

The Student Experience @ UMB

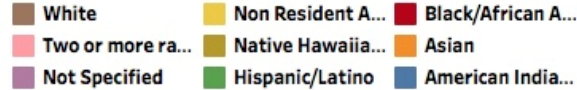
Who Are YOUR Students?



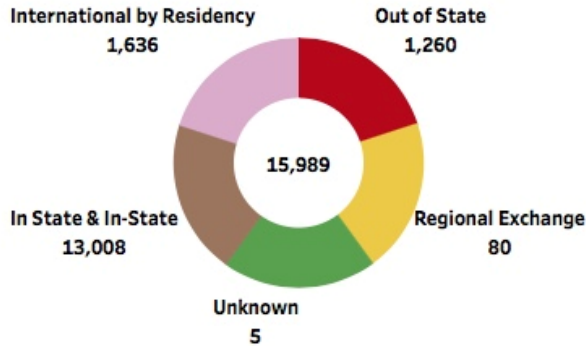
What are their stories (lived experiences), and how do these extend to the classroom? How will you affirm and support all students?

Who Are YOUR Students?

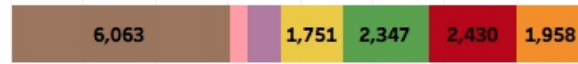
Race/Ethnicity



UMB Enrolled Students by Residency Fall 2019

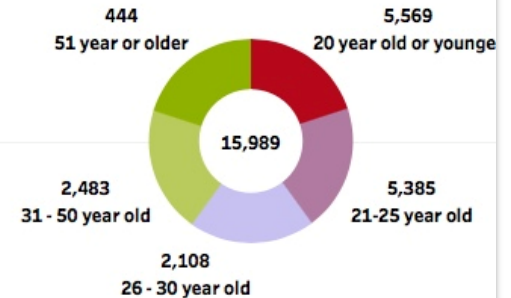


UMB Enrolled Students by Race/Ethnicity Fall 2019



UMB Enrolled Students by Age Range Fall 2019

Hover over the pie for more information



Students are much more than #s!! What else would you like to know about your students?

Take 30 sec. to write one item on the CHAT board.

How Are Students Managing During the Pandemic?

Guest Speaker



Shirley Tang
Professor
Asian American
Studies
U Mass Boston



How Are Students Managing During the Pandemic?

Student Panelists



Hakeem Alhady
Junior UG
Biology



Hannah Bechtel
Sophomore UG
Biology



Klaudja Caushi
3rd year PhD
Chemistry



Urwah Kanwal
Senior UG
Biology



KEY TAKEAWAY

Students are experiencing **higher levels of stress** as they grapple with new barriers and challenges related to the pandemic.

This can affect their ability to learn and participate in our classes.

We must show care and concern, and foster student well-being.

Tips for Fostering Student Well-Being

Make adjustments to course goals and expectations.

Assume good intentions.

Provide for asynchronous options.

Survey students about their access to resources.

Include supports for students with disabilities.

Respect student's privacy on Zoom.

Consider timing deadlines to promote healthy sleep.

Check in regularly and offer support.

Encourage and model self-care.

Participant Poll

Take 10 sec. to **check in** with yourself. How are you feeling? Pick the emotion that most applies at this moment.

- a. Worried
- b. Hopeful
- c. Determined
- d. Exhausted
- e. Excited
- f. Scared
- g. Unsure
- h. Other



10:00

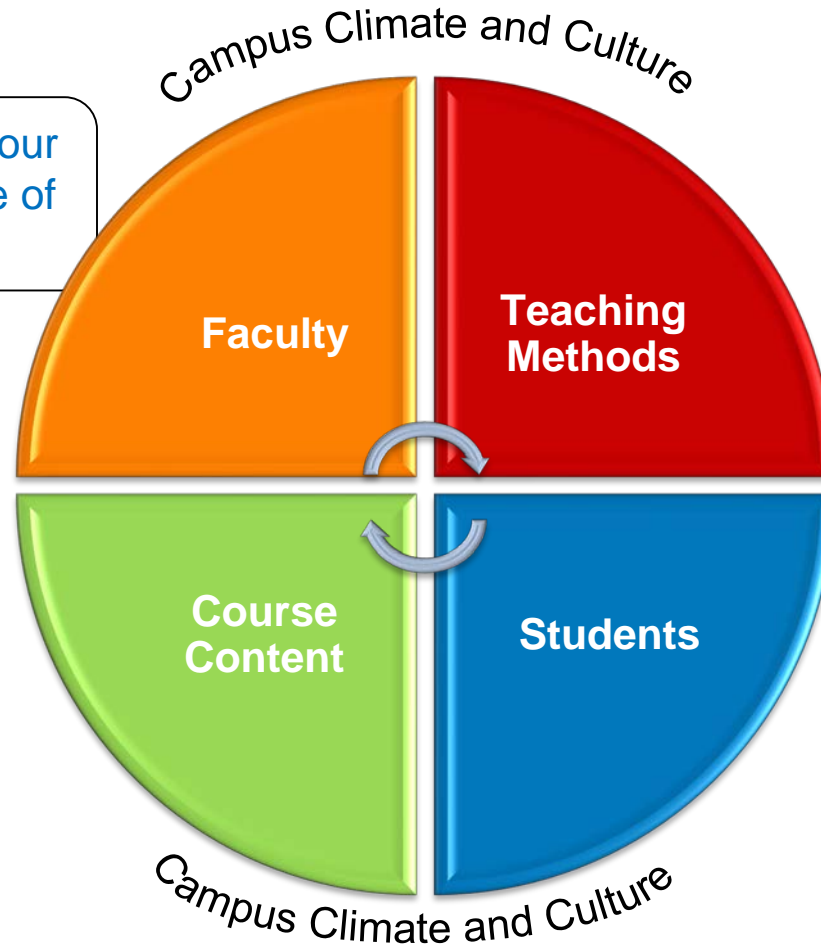
Stop

During the break, think about how these student experiences relate to what you do as an instructor.

The Faculty Perspective

What are YOUR Goals, Beliefs, Strategies?

How does it influence your philosophy and practice of teaching?



Why should we care about our own goals, beliefs, strategies?

- Literature has shown the importance of instructor approaches to teaching and learning on student outcomes (Amundsen & Wilson 2012)
- An quantifiable gap for persistence in higher education continues to exist for minoritized students (Hurtado et al. 2010, Jackson et al. 2016)
- As instructors, we **directly interact with students** and are in a position to facilitate a classroom culture that determines student success (Gordon et al. 2010, Pasque et al. 2013)



Sharing in the main room

How do different faculty approach course design?



Please use the “Raise Hand” function on Zoom.

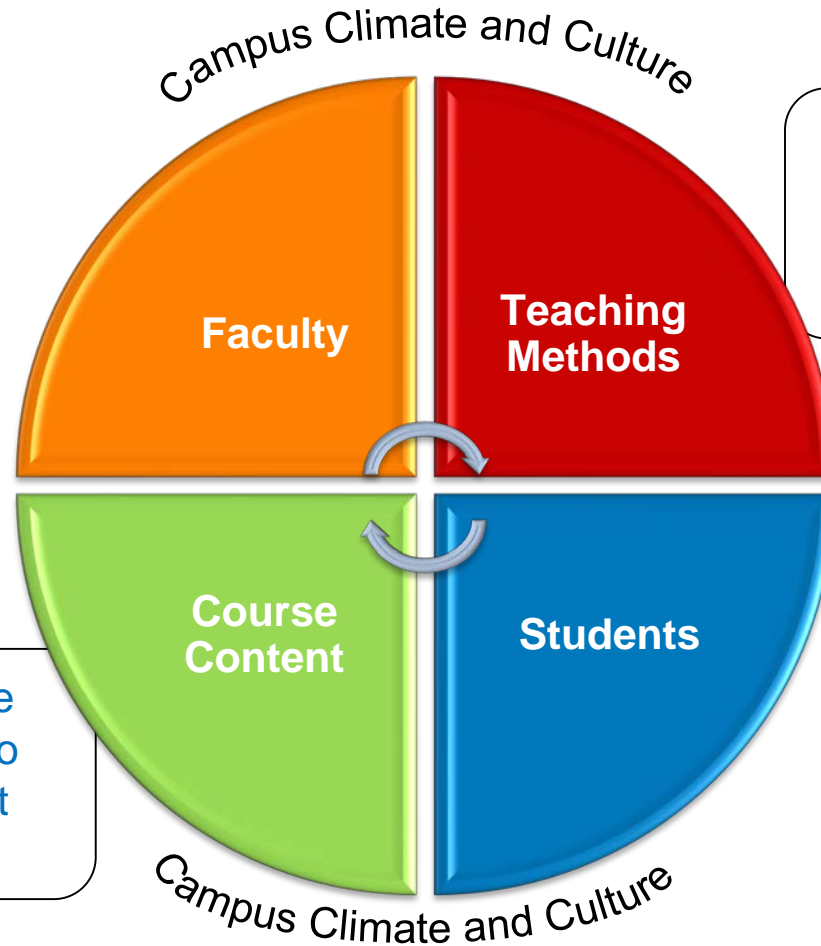


KEY TAKEAWAY

As faculty instructors, our goals and beliefs connect with the strategies we use, and ultimately, students' experiences and success in our course(s).

The Pivot to Online: Curriculum and Classroom

How Will You Reimagine Your Course(s)?



How will you create community and engage all students in respectful, fair, and equitable ways?

How will you structure your course content to connect with different students?

Thinking About “in class” to Thinking About “online”

- ✓ We’re not starting from scratch!
- ✓ **What stays the same?** Similar principles of good practice apply
 - Demonstrate enthusiasm for subject
 - Communicate expectations and provide regular feedback
 - Build community and more ...
- ✓ **What changes?** Methods and technology – and we can use this to:
 - Provide flexibility in the way content can be accessed online
 - Encourage students’ self-directed learning
 - Have students interact with content, peers, and us in different ways!

Thinking About “in class” to Thinking About “online”

On your own, take 2-3 min. to consider the course you wish to adapt to online

List the strengths (things that would work or have worked easily)

List the challenges (things that may be difficult to adapt or you wish to improve)

What is a practical problem that right now you don't know how to solve? Let's share in Breakout Rooms (10 min.)

Share in main room (5 min.)



KEY TAKEAWAY

There is work ahead, and we have available to us resources including each other's experiences.



1

Ensure your course reflects a diverse society and world.

Be intentional when selecting your multimedia (images, videos, blogs), required readings, and illustrative examples so that your course site and curriculum reflect diverse people, voices, and viewpoints. For example, seek articles from publications outside of your discipline's main journals, in journals published outside the U.S., and in open-access databases. [View resources](#)

2

Ensure course media are accessible.

Making your course media — including videos, images, documents, PowerPoint presentations, and so on — accessible benefits all of your students. [View resources](#)



3

Ensure your syllabus sets the tone for diversity and inclusion.

An inclusive syllabus includes policies and resources that help ensure all students are supported in their learning process. Including a diversity statement that explains why diversity and inclusion are important to education helps students understand the importance and relevance of diversity and inclusion. [View resources](#)

4


Use inclusive language.

Students feel acknowledged when we adopt current terminology about various identity groups. Using inclusive language can help build a stronger campus community and further our ability to thrive in an increasingly diverse environment. [View resources](#)

5

Share your gender pronouns.

Model inclusion and send a message that your course is a safe space for students across the gender spectrum by including your pronouns on your syllabus, on your signature line, and in your LMS profile. [View resources](#)





6

Learn and use students' preferred names.

Remember that students' preferred names may not always match what is on your course roster. Ask students ensure that their preferred name appears in their LMS profile and on accompanies their video on any live meetings. [View resources](#)

7

Engage students in a small group introductions activity.

During the first week of your course, provide an opportunity for students to learn more about each other, in order to help everyone feel more comfortable and to start developing a sense of belonging and community. [View resources](#)

9

Offer inclusive office hours.

Remove barriers to students meeting with you by offering a variety of times (time of day and length of meeting), formats (e.g. video conference, phone call, text message, email), and structures (e.g. one-on-one and in groups). [View resources](#)



8

Use an interest survey to connect with students.

Use an online questionnaire that asks students about their preferred name/ pronouns, work experience, plans for the future, what they are most looking forward to and most concerned about related to your course, to help you connect with them and better meet their learning needs. [View resources](#)

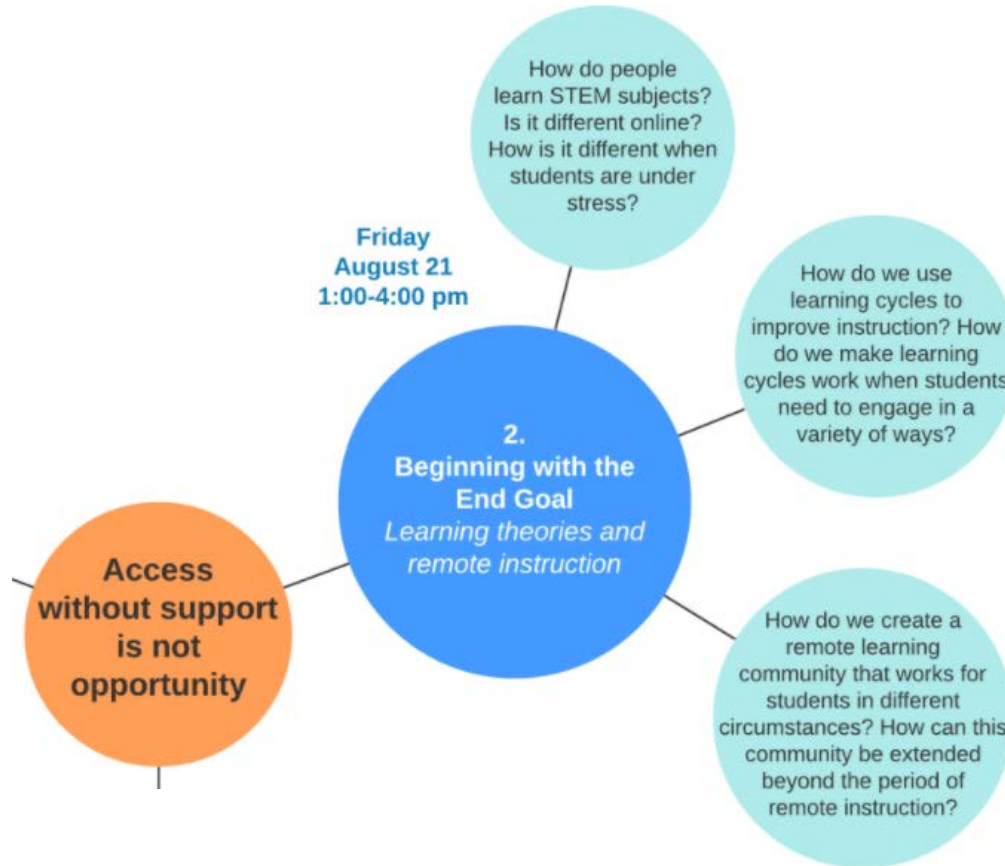
10



Set expectations for valuing diverse viewpoints.

Engaging students in a discussion about online communication norms and guidelines at the very beginning of a course is an essential step in fostering community and creating a productive learning environment. Decide together on a list of guidelines to help ensure that everyone feels valued and included in the course discussions. [View resources](#)

A Peak Ahead: Workshop #2



Summary Reflection

On our shared Google doc, please write:

1. A one-sentence summary of today's workshop.
2. One idea you might use.
3. One word that describes how you feel.

Thank You