EQUITY AND INCLUSION IN THE AGE OF ZOOM

JOHNSON CENTER LUNCH, APRIL 30 2020
TEACHING IN THE AGE OF ZOOM
College Made Them Feel Equal. The Virus Exposed How Unequal Their Lives Are.

When they were all in the same dorms and eating the same dining hall food, the disparities in students' backgrounds weren't as clear as they are over video chat.
- Asynchronous Learning
- Accessibility – audio: post transcriptions if possible, or make sure accurate closed captioning available
- Accessibility – visual: consider posting both audio and video recordings of lectures/classes

We’ve already taken the biggest step …
- Consistency, patience, and understanding in communication
- Consistent and frequent feedback (within limits)
- Set a regular schedule (with flexibility around when students need to be online)
- Enable multiple forms of contact
- Remind students we’re still committed to their success
Clear and upfront guidelines for participation
Take student input wherever possible
Be transparent about the why and wherefore
INCLUSIVE CLASSROOM COMMUNITY

- Discussion “onramp”
  - Useful time to see how students are doing, in class and beyond
- Discussion “offramp”
  - Structured and intentional signal that class is over
- Technological limitations
  - More likely than not that a student is using a mobile device
Display preferred names (and pronouns?)

Range of ways of participate – verbally, hand raises, via chat, polls, etc.

Lots of resources and ideas out there
  - Good starting list at goglobal.fiu.edu
Learning Community
Taxonomy of Collaboration

- **Reflection**
  Individuals align their own knowledge, attitudes, and skills with group efforts. Individuals make sense of and prepare for their roles in collaborative efforts.

- **Dialogue**
  Participants in the collaborative process agree on and work with the group's communication expectations, timelines, processes, and tools. They exchange ideas to find shared purpose and cohere with the plans and/or tactics needed to coordinate their efforts.

- **Review**
  Participants exchange work for constructive mutual critique and to incorporate others' perspectives. Participants evaluate which elements of each partner's work should be included in the deliverables, and how they will be integrated into the whole.

- **Parallel Collaboration**
  Participants work to each complete a component of the project. Elements are combined into a collective final product, or the process moves to another level of collaboration.

- **Sequential Collaboration**
  Participants complete stages of the work, building on each other's contributions through a series of progressive steps. All are combined into a collective final product, or the process moves to another level of collaboration.

- **Synergistic Collaboration**
  Participants synthesize their ideas to plan, organize, and complete the creation of a product that results in a collective final product.

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“STRUCTURED INTERDEPENDENCE”

- Collaborative learning tasks that cannot be accomplished by one person alone
- Set roles – interdependent but accountable
- Asynchronous collaboration through Moodle or low-bandwidth apps
  - Slack
  - Perusall
  - Unhangout
  - Miro
WE’RE PEOPLE TOO

INCLUSION AND EQUITY IS JUST AS IMPORTANT FOR FACULTY