



Building momentum for postsecondary success

Promoting Equity

In Corequisite Courses Delivered Online

Session resources <https://tinyurl.com/SStF-Webinars2020>



Dana Center
Mathematics
PATHWAYS

CCRC COMMUNITY COLLEGE
RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY



BVC

Four part series:

- Promoting equity
- Fostering connectedness and belonging
- Providing wrap-around supports
- Assessing student learning

Session resources

<https://tinyurl.com/SStF-Webinars2020>

Session Objectives

- Begin to reframe thinking about students in corequisite support courses
- Introduce culturally responsive and sustaining teaching practices
- Identify technology issues that hamper equitable access to courses and content
- Ensure students have equitable access to corequisite supports

Session resources

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Equity-mindedness

“The term ‘Equity-Mindedness’ refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices.”

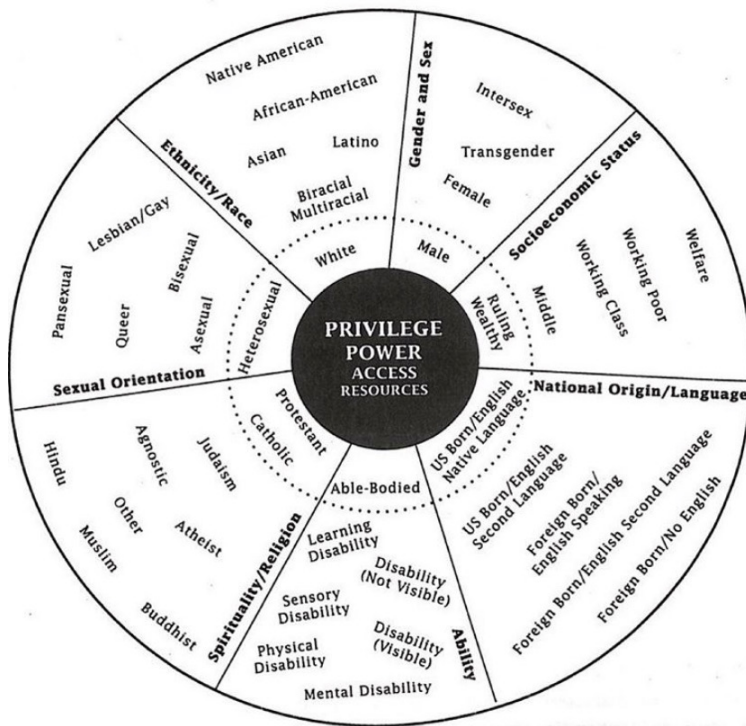
Center for Urban Education
University of Southern California
<https://cue.usc.edu/about/equity/equity-mindedness/>

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Tools for Self-Reflection: Positionality and Reflexivity



Positionality refers to the stance or positioning of the individual in relation to the social and political context of focus—the community, the college or the participant group.

Reflexivity is the process of consciously and critically reflecting on one's beliefs, values, biases, and identity and how they may influence behaviors.

Begin to Reframe Our Thinking about Students in Corequisite Support Courses

Why reframe?

Equity mindedness requires taking personal responsibility for student outcomes; this shift entails refocusing and a willingness to locate problems in our practices and policies—not in students

Systems that exacerbate inequity are deeply entrenched and disparate outcomes are in part a reflection of accumulated disadvantage

Reforms, like corequisite courses and math pathways, reflect progress and come with pitfalls; new ways of thinking help us to see and potentially mitigate pitfalls



Reframing Thinking about Students in Corequisite Courses

- College ready or not
 - Recognize dominant assessment and placement systems are flawed
 - Precise determinations about who requires what additional support are difficult
- Have so many challenges
 - Identify and build on assets
 - Challenges represent areas of development (i.e., they're malleable)
- Right to fail
 - Imperative to succeed

Design and deploy corequisite and other supports with this reframing in mind

Activity 1: Students' Assets

Assets Students Bring To Class

Asset-Based Approach ☆ 📁 ☁

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fx | Bilingual - language diversity

	A	B	C
1	Student descriptor	Asset brought to class	How to leverage in lesson planning
2	Bilingual - language diversity	Connections across communities	Build in time to solicit nuances of language/vocabulary that can add to conceptual understanding for all
3			
4			
5			
6			

+ ☰ Alaska/Aleutian ▾ Pacific Time ▾ Mountain Time ▾ Central Time ▾ Eas ◀ ▶

Breakout Group Guiding Questions: Students' Assets

- What assets (i.e., unique experiences, perspectives, talents) do particular students bring to your corequisite class?
 - Consider the identities included in the positionality chart on slide 6
 - Also consider other traits like being very social/talkative with peers, introspective and observant, social media saavy, etc.
- How does the student demonstrate that asset and/or how does it manifest?
- How can those assets be harnessed in service of the learning goals of your corequisite class?

Assets students bring to class

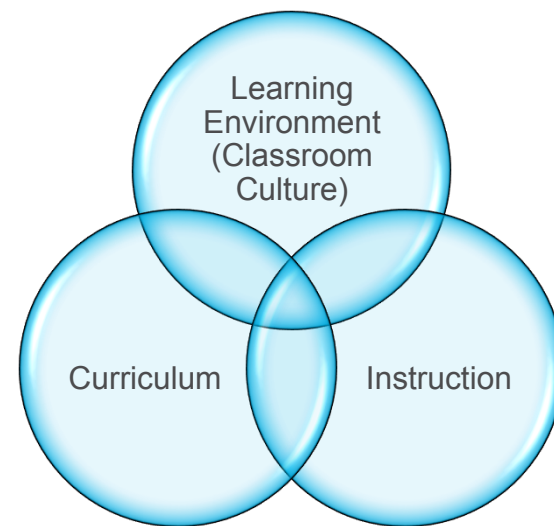
The screenshot shows a Google Sheet interface with the following content:

	A	B	C	D
1	Student descriptor	Asset brought to class	How to leverage in lesson planning	
2	Bilingual - language diversity	Connections across communities	Build in time to solicit nuances of language/vocabulary that can add to conceptual understanding	
3				
4				
5				
6				
7				
8				

Introduce Culturally Responsive and Sustaining Teaching Practices

Culturally Responsive and Sustaining Teaching Practices


Teaching is a cultural enterprise



Culturally Responsive and Sustaining Teaching Practices

Learning Environment/Classroom Culture

This classroom is a place where we're all mathematicians/statisticians/writers, regardless of your previous academic experiences. I want to get to know you and we'll incorporate your culture, language, experiences, and communities in our work together. This is a community and we care about and will support one another – we're interdependent and our success is collective.

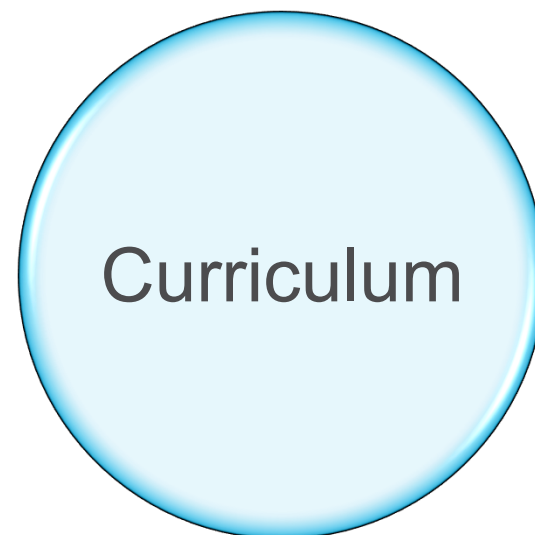


Learning Environment
(Classroom Culture)

Culturally Responsive and Sustaining Teaching Practices

Curriculum

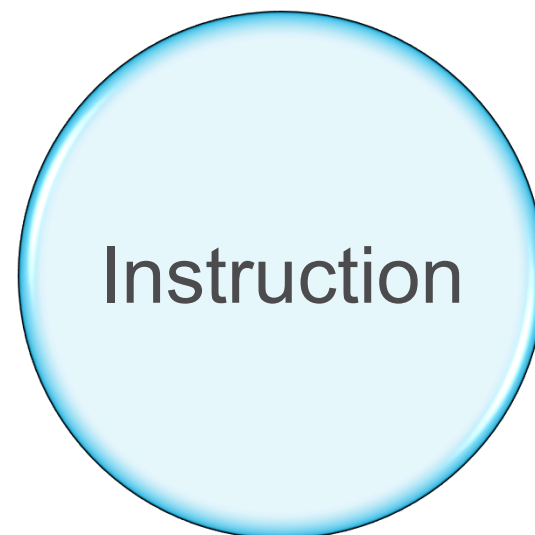
You will find yourself and your world reflected in the content of this course. I will ask you for your input on what activities we do because I see you as a really important agent in your own learning. I care about racial, economic, gender, and other equality and we'll design our learning in this [math] class to give us the knowledge and skills to help tackle these important issues.



Culturally Responsive and Sustaining Teaching Practices

Instruction

The ways I introduce concepts, structure opportunities for you to practice and apply those concepts, and assess your learning will reflect and affirm your world and my commitment to your college success. Together let's figure out the best ways for me to communicate with you and provide feedback on your progress. All of this may require you to take a different role in your learning and I'm here to support you in that transition; it's required me to do the same with my teaching so know we're in this together.



Hammonds' Culturally Responsive Ready for Rigor Framework

1. Know your own cultural lens
2. Recognize cultural archetypes of individualism and collectivism
3. Balance giving students both care and push
4. Support each student to take greater ownership for his learning
5. Help students process new content using methods from oral traditions
6. Use formative assessments and feedback to increase intellectual capacity.

Hammonds, Z. (2013)

Activity 2: Teaching in a Culturally Responsive Way

Teaching in a Culturally Responsive Way

Of the 6 practices listed, which one of them do you have the most questions about implementing in your online corequisite course?

1. Know your own cultural lens
2. Recognize cultural archetypes of individualism and collectivism
3. Balance giving students both care and push
4. Support each student to take greater ownership for his learning
5. Help students process new content using methods from oral traditions
6. Use formative assessments and feedback to increase intellectual capacity.

Action Steps

- Review list of practices in Hammonds' Ready for Rigor framework.
- Pick 3-4 practices to implement in your fall corequisite course.
- Study the theory of change and scholarship underlying the selected practices and work with like-minded colleagues on embedding the specific practices in your learning environment, curriculum, and instruction.
- Maintain journal of your experience.
- Share key takeaways from your experience in CCRC and Dana Center blogs on culturally responsive practices.



Identify Technology Issues that Hamper Equitable Access to Courses and Content

Technology issues that hamper access

Internet access

- No or slow internet access

Equipment

- Hardware differences: laptops, tablets, cell phone only
- No or outdated hardware
- No webcam or microphone
- No printer
- No access to software applications such as Microsoft Word

Privacy and security

- No private area for joining synchronously
- Reliance on unsecure public WiFi

Action Steps

- Consider strategies for reducing the amount of time students must spend working wholly online (e.g., asynchronous content delivery and communications, downloadable/off line activities and assignments, advance notice of and well-spaced online assignments).
- Ensure most assignments and assessments can be completed on smartphones.
- Keep course learning management system well organized and easy to navigate on smartphones.
- Include syllabus statement on digital access and equality.



Sample syllabus statement on digital access and equality

A Statement on Digital Access and Equality:

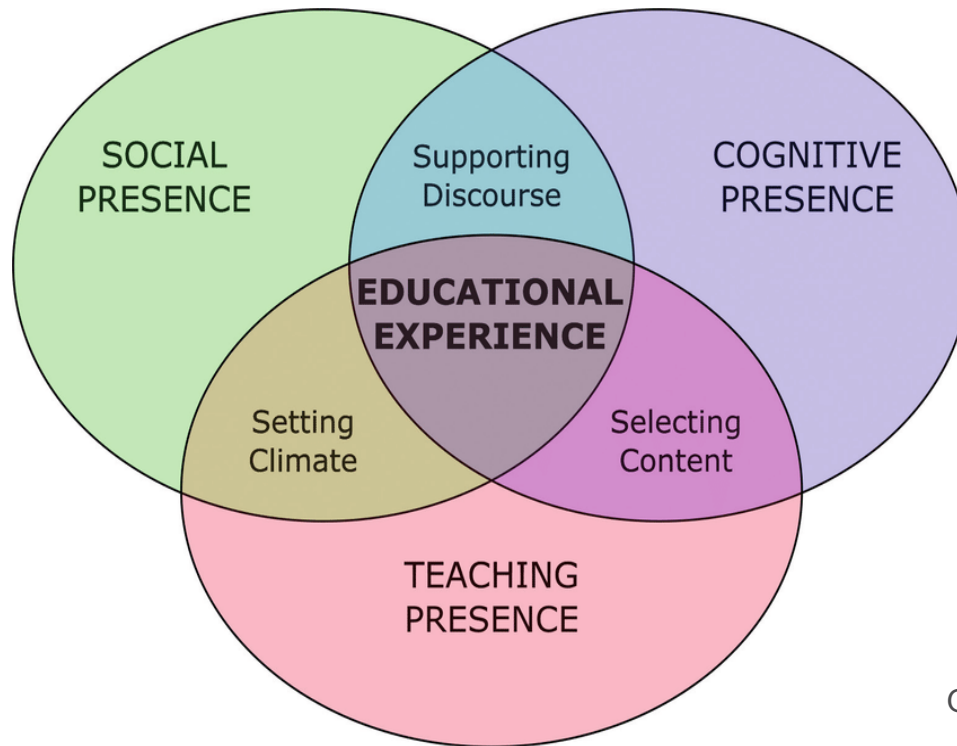
Digital devices (like laptops and cell phones) are becoming increasingly important to

I recognize that some students are unable to afford the cost of purchasing digital devices and that other students rely on older, more problem-prone devices that frequently break down or become unusable. I also recognize that those technology problems can be a significant source of stress for students. Given those challenges, I encourage students to contact me and/or the teaching assistant if they experience a technology-related problem that interferes with their work in this course. This will enable me to assist students in accessing support.

- Free on-campus [wireless internet](#) (wifi) access through the IU secure network. (For help connecting your device to the network, watch this [video](#)).
- Free software (including Microsoft Office, Adobe Creative Suite, statistical software, etc.) for [download](#) and for [cloud-based use](#).
- Free unlimited, secure [online storage](#) through Box (a great way to back up files).
- Free 24/7 [support](#) with issues related to IU technology (e.g., email, Canvas, wifi, printing, device setup, etc.).
- Free in-person tech support at the Learning Commons in the Wells Library and in IMU room Mo89 (click here for [hours](#)).
- Laptops and tablets that students can borrow from the Learning Commons in the Wells Library (click here for [hours](#)).
- [Discounts](#) on devices from leading technology companies, including Apple, Dell, and Microsoft.

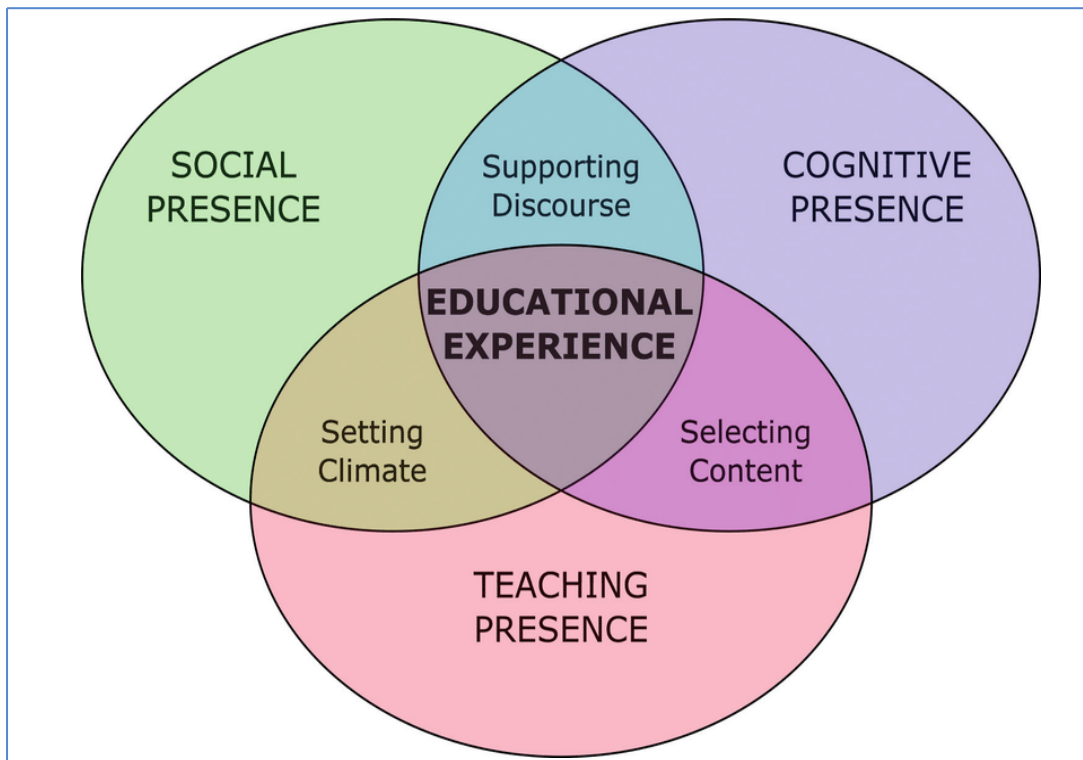
Creating Online Classroom Connections

Creating a Community of Inquiry



Garrison, Anderson, Archer, 1999

Creating a Community of Inquiry



- Equity Presence**
- Be intrusive
 - Be relational
 - Be culturally relevant and affirming
 - Be community focused
 - Be race conscious

Garrison, Anderson, Archer, 1999
Adapted by Harris and Wood, 2020

Action Steps

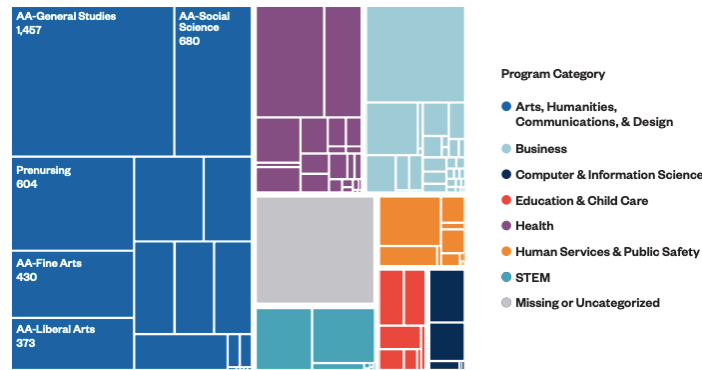
- Make use of the technology to post a short introductory video about yourself, welcome students to the class, give an orientation tour to the LMS, etc.
- Make use of the discussion boards and chat functions.
- Make use of verbal feedback features.
- Be sure you are providing regular but staggered “student hours” so that students on different schedules can seek help.
- Be explicit about your equity goals.
- Embed Harris and Wood equity presence principles.



Ensure Students Have Equitable Access

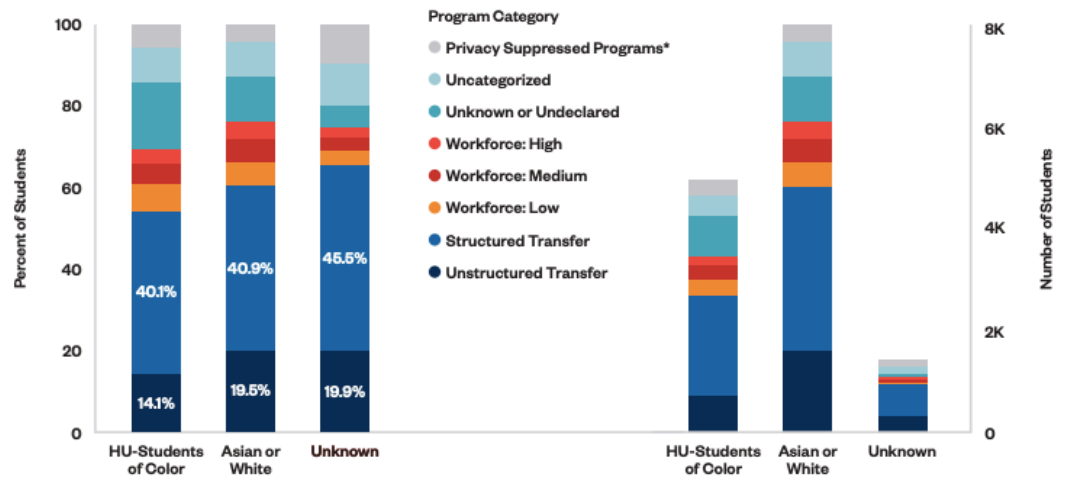
Program Enrollments and Opportunity Categories

College B: Treemap of Program Enrollments by Meta-Major



Note: The broader groupings in Figure 2 are based on CCRC analysis intended to illustrate common meta-major categories and are not the meta-major definitions of any particular college.

College B: Program Opportunity Categories by Race/Ethnicity



*This figure is based on a CCRC analysis of SBCTC data that required the suppression of program information among those programs with fewer than 10 students enrolled.

What questions do you have?

Four part series:

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- Fostering connectedness and belonging
- Providing wrap-around supports
- Assessing student learning

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Citations and Additional Readings

- Chavez, A., & Longerbeam, S. (2016). *Teaching Across Cultural Strengths: A Guide to Balancing Integrated and Individuated Cultural Frameworks in College Teaching*. Sterling, VA: Stylus Publishing, LLC.
- Community College Research Center (2020). *Unpacking program enrollments and completions with equity in mind*.
<https://ccrc.tc.columbia.edu/publications/unpacking-program-enrollments-completion-equity.html>
- Garrison, D.R., Anderson, T., Archer W. (1999). *Critical inquiry in a text-based environment: Computer conferencing in higher education*. *The Internet and Higher Education*, 2(2-3), pp. 87-105.
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Citations and Additional Readings

- Hammond, Z. (2013). *Ready for Rigor: A Framework for Culturally Responsive Teaching*.
https://crtandthebrain.com/wp-content/uploads/READY-FOR-RIGOR_Final1.pdf
- Harris, F., & Wood, L. (2020, March 27). *Employing equity-minded and culturally affirming teaching and learning practices in virtual learning communities* [webinar]. CORA Learning. Retrieved from
https://www.youtube.com/watch?v=aMrf_MC5COk (In particular, the five principles and associated strategies start at about minute 28.)
- Learning Forward (2018). Culturally Responsive teaching puts rigor at the center. *The Learning Professional*, 39(5).
<https://learningforward.org/wp-content/uploads/2018/10/culturally-responsive-teaching-puts-rigor-at-the-center.pdf>



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Your education policy team.

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