

Achieving Equity through Humanized Online Teaching

2020 ASCCC Academic Academy

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CVC-OEI/@ONE

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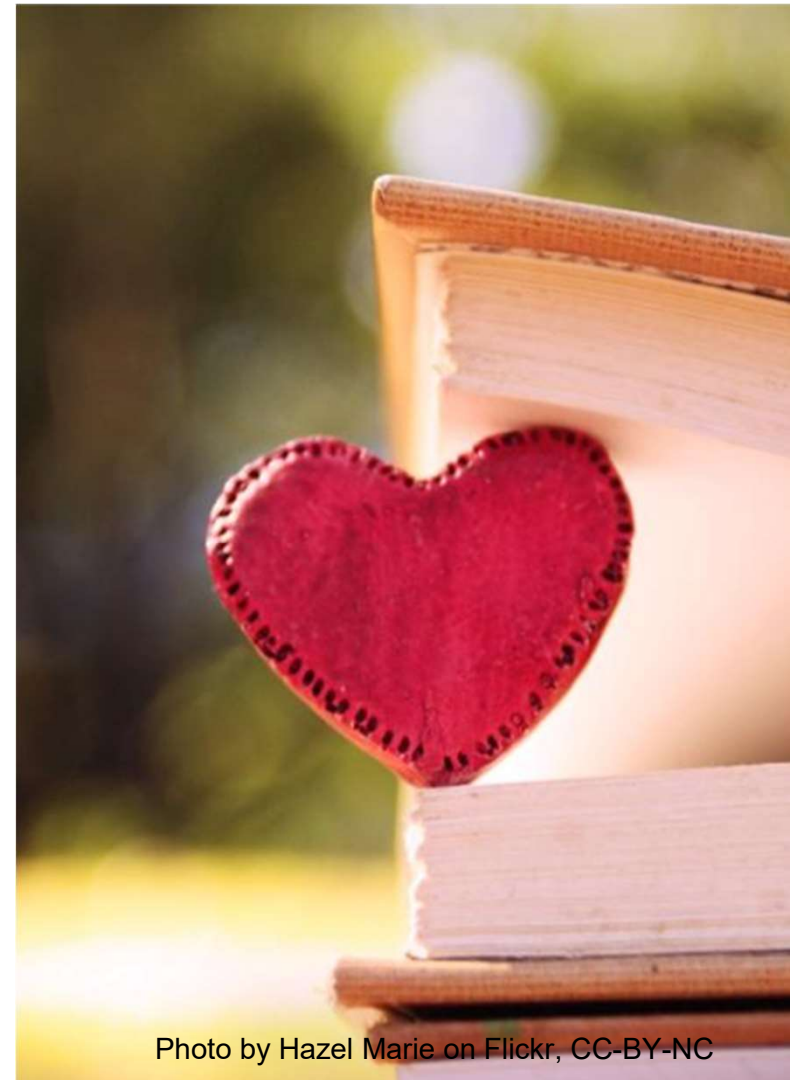


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Goals

1

Define the problem that Humanizing seeks to improve.

2

Examine the principles and research that guides Humanizing.

3

Preview 8 Humanized Online Teaching Elements that serve as kindness cues that promote trust and belonging for diverse students online.

Humanizing Online Teaching is a grassroots movement that began 10+ years ago in the California Community Colleges and has been fueled through @ONE (Online Network of Educators).



#HumanizeOL

Follow the hashtag on Twitter and build your network of humanizing educators!



4-week facilitated online course offered by @ONE, facilitated by CCC faculty.

[Learn more about the course.](#)

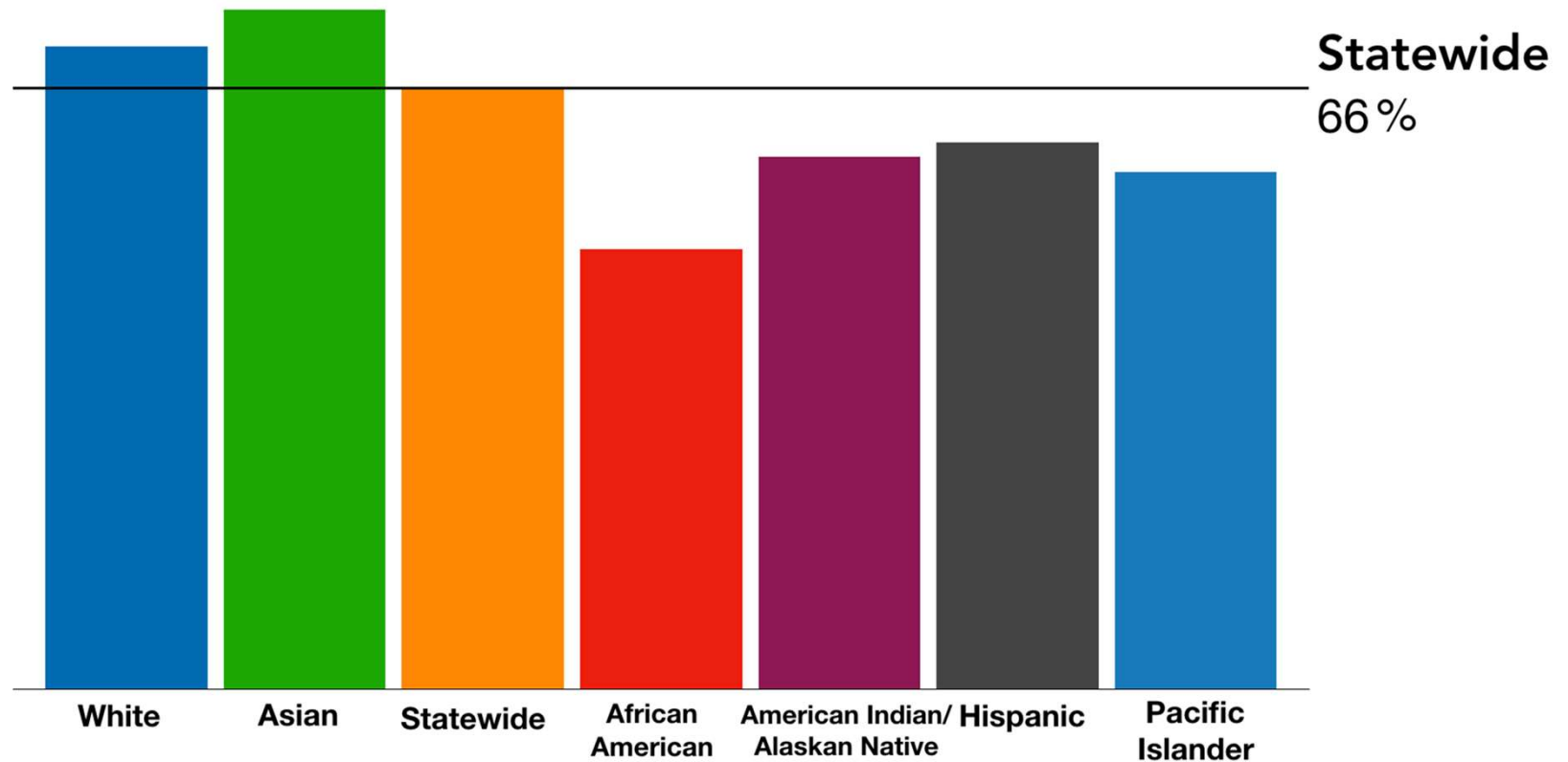


**Humanizing
CHALLENGE**

Self-paced resources from CVC-OEI/@ONE.

[Learn more about the Humanizing Challenge.](#)

Disaggregated 2016–17 Online Course Success Rates California Community Colleges (CCCs)



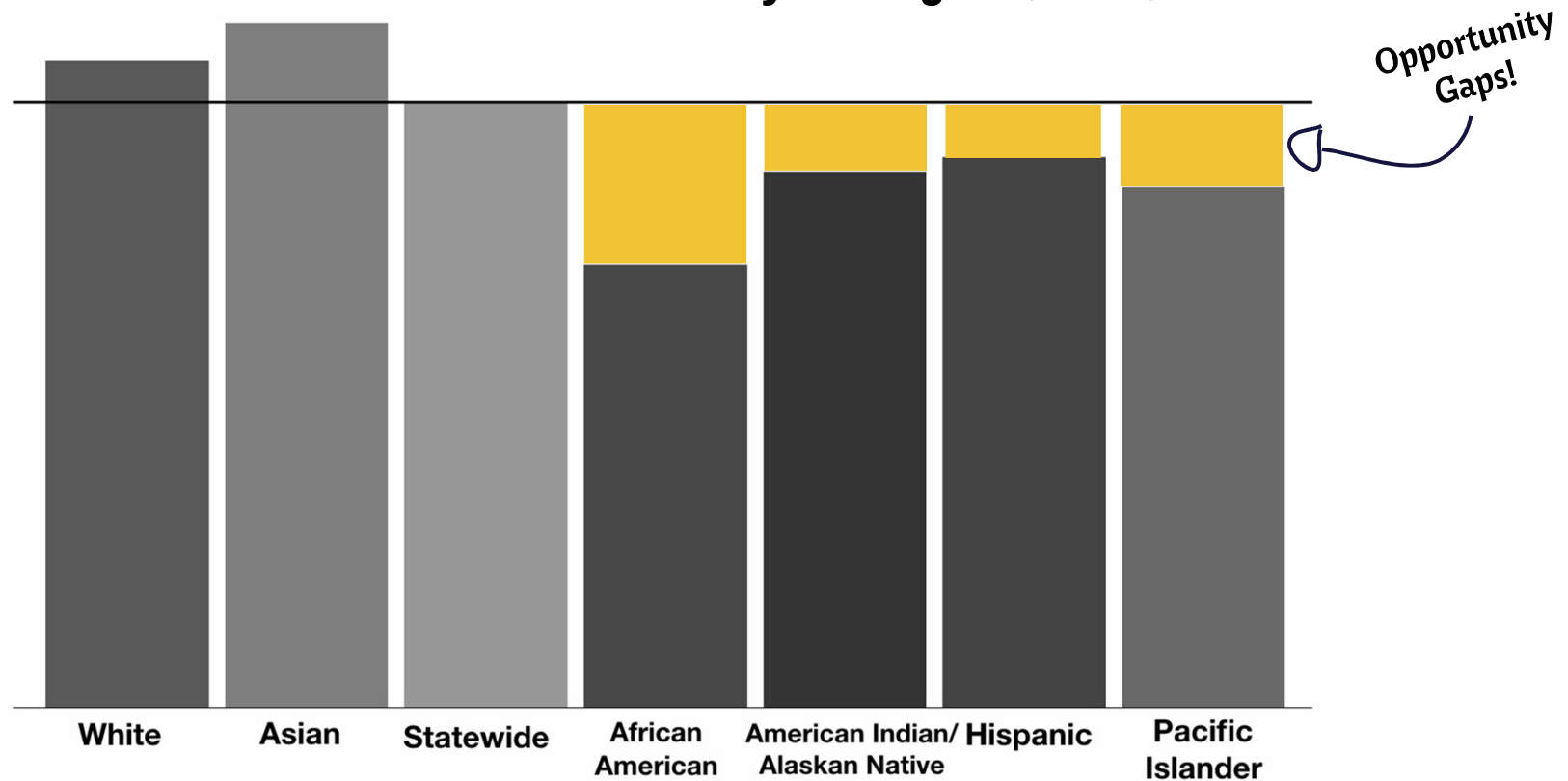
Source :2017 CCC Distance Education Report, CA Community College Chancellor's Office

When a flower doesn't bloom,
you fix the environment in
which it grows, not the flower.

-Alexander den Heijer



Disaggregated 2016–17 Online Course Success Rates California Community Colleges (CCCs)



Source :2017 CCC Distance Education Report, CA Community College Chancellor's Office

Equality \neq Equity

Equality: Treat all students the same



Equity: ensure all students have what they need to succeed



What are the barriers in our online courses that disproportionately impact our Black, Hispanic, and Indigenous students?

Barrier #1: Deficit-based thinking

THE HECHINGER REPORT

Weakest students more likely to take online college classes but do worse in them

“The interaction between a student and an instructor is an intrinsic part of the educational process and we need to be very, very cautious before watering down this requirement.”

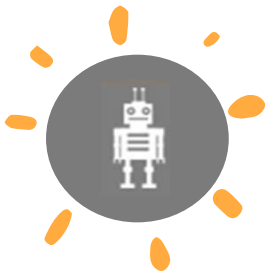
<https://hechingerreport.org/weakest-students-more-likely-to-take-online-college-classes-but-do-worse-in-them/>

Slide by Michelle Pacansky-Brock, CC-BY-NC

Barrier #2: Lack of Human Connection

- Connection starts with psychological safety
- Develops through vulnerability and empathy
- Fosters belonging and engagement
- Connection is *more important* for some students

Principles of Humanized Online Teaching



presence

Don't be a robot.



awareness

Know your students.



empathy

See things through your
students' eyes.

[Get the infographic: How to Humanize Your Online Class](#)

Presence



Teaching & Learning Innovations at CSU Channel Islands, CC-BY-NC

Awareness & Empathy



start at :50

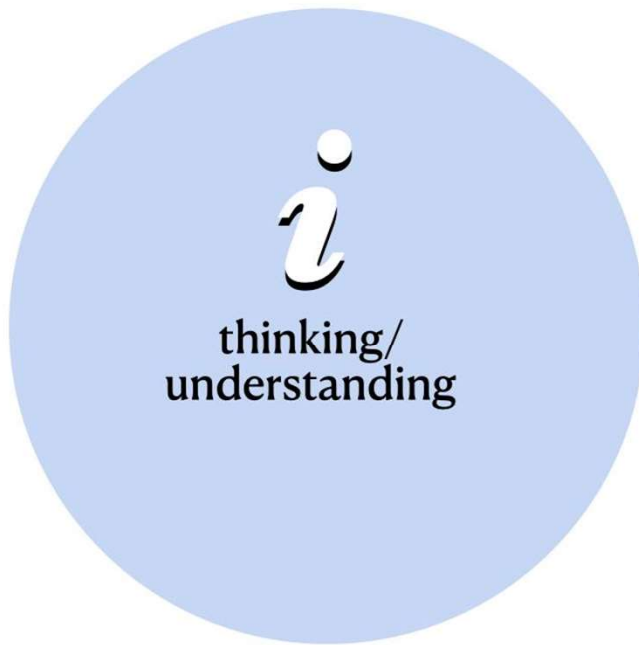
CVC-OEI/@ONE, CC-BY

What course design
features influences
online community college
student performance
most?



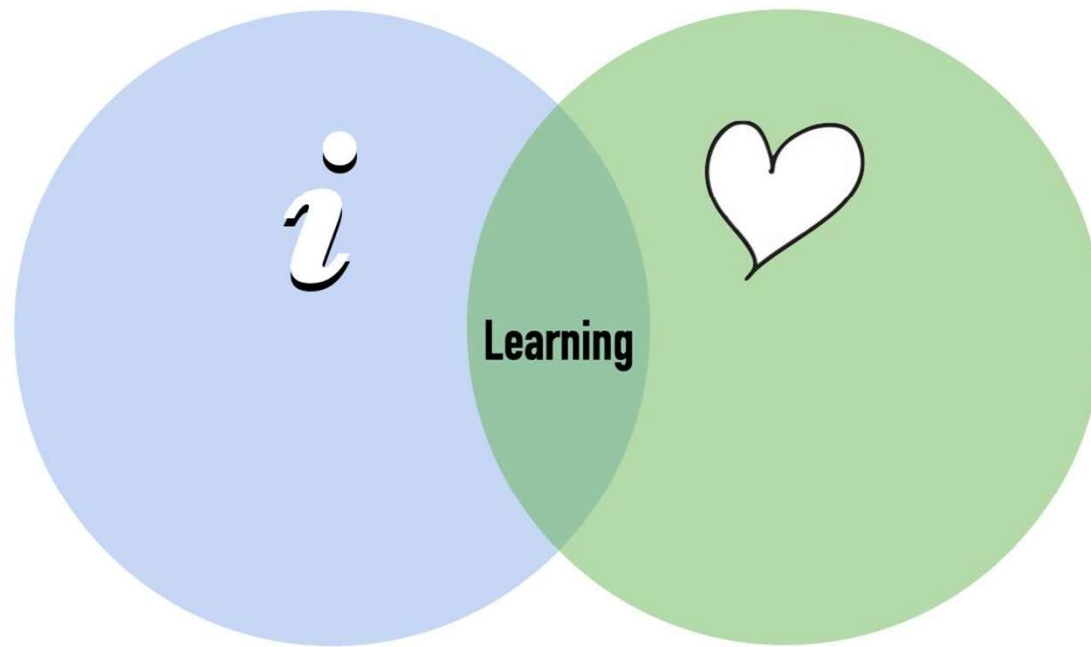
Quality instructor-
student interactions

(Quality = an instructor
who cares)



- Immordino-Yang, M. H. & Damasio, A. (2007). *We feel, therefore we learn: The relevance of affective and social neuroscience to education*, *Mind Brain and Education*, 1(1), 3-10.
- Rendón, L. (2009) *Sentipensante (Sensing/Thinking) Pedagogy*, Stylus Publishing.

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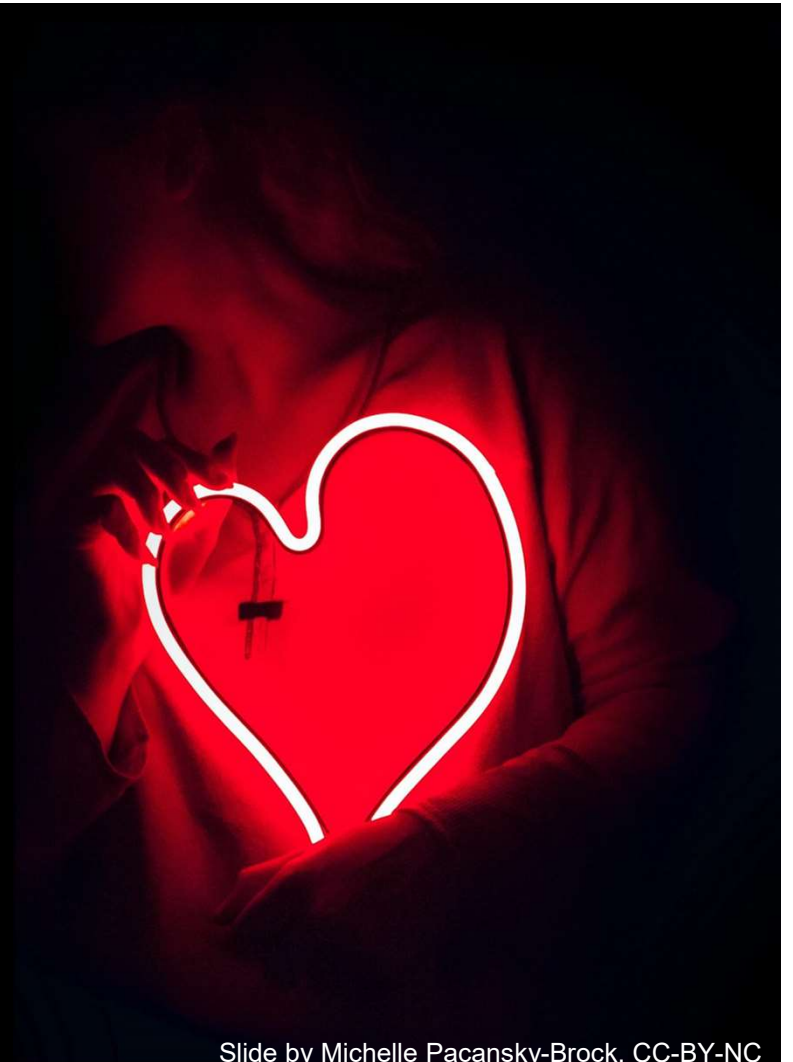


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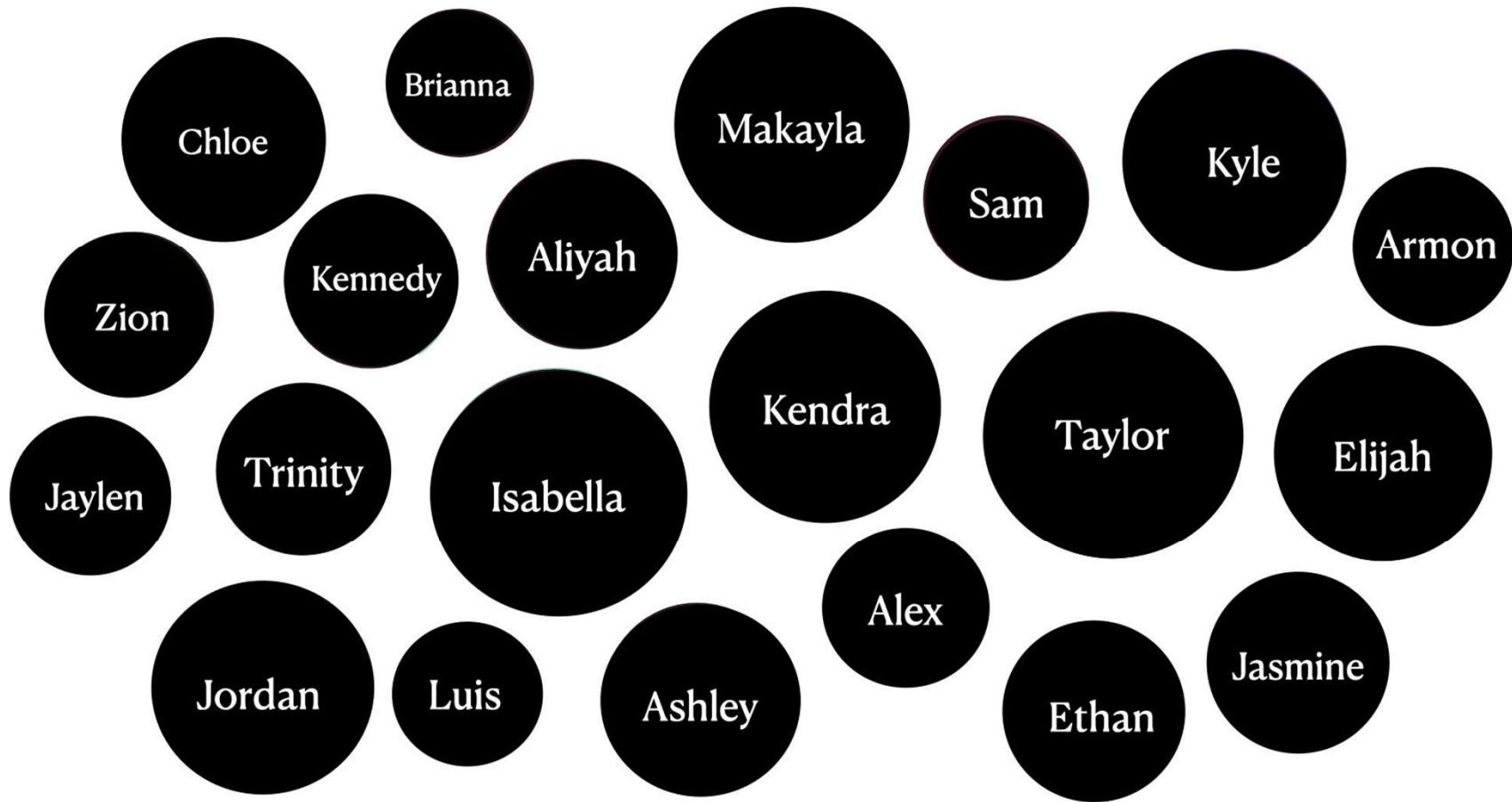
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“... emotions are not just messy toddlers in a china shop, running around breaking and obscuring delicate cognitive glassware. Instead, they are more like the shelves underlying the glassware; without them cognition has less support.”

Mary Helen Immordino-Yang & Antonio Damasio
[We Feel, Therefore We Learn: The Relevance of Affective Social Neuroscience to Education](#)



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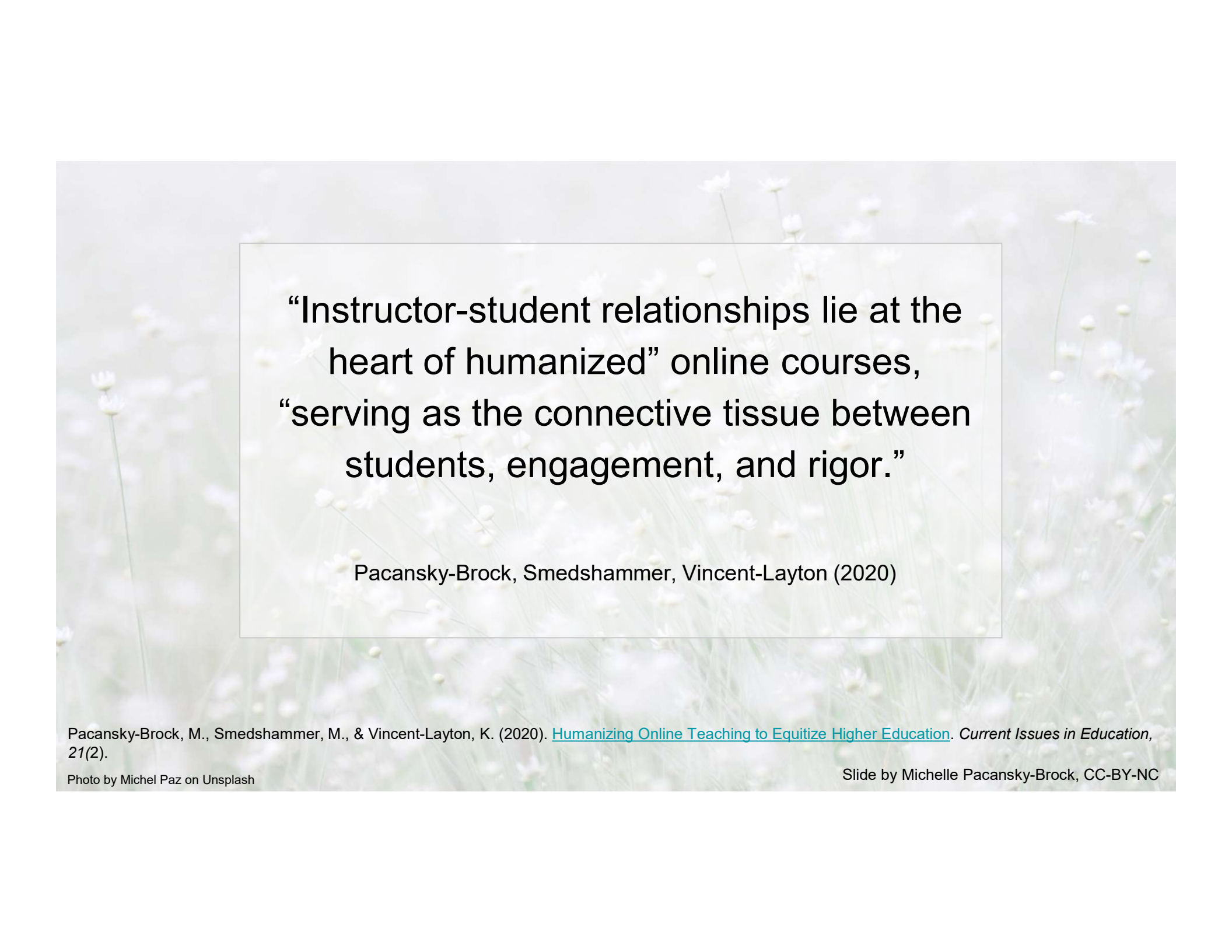






The antidote is connection.





“Instructor-student relationships lie at the heart of humanized” online courses, “serving as the connective tissue between students, engagement, and rigor.”

Pacansky-Brock, Smedshammer, Vincent-Layton (2020)

Pacansky-Brock, M., Smedshammer, M., & Vincent-Layton, K. (2020). [Humanizing Online Teaching to Equitize Higher Education](#). *Current Issues in Education*, 21(2).

Photo by Michel Paz on Unsplash

Slide by Michelle Pacansky-Brock, CC-BY-NC

Vulnerability

“is uncertainty, risk, and emotional exposure.”

-Brené Brown, researcher, author, professor



Check-in

In our session chat, please share:
What is resonating with you?

Photo by [Nikita Taparia](#) on [Unsplash](#)



Culturally Responsive Online Teaching



**Our students are not underprepared.
They are prepared differently.**

Photo by [Nikita Taparia](#) on [Unsplash](#)

Cultural Differences

Culture influences how you communicate and how your students interpret your communications.



Low Context Cultures

- Context (situation, people, nonverbal elements) is less important than words
- Relationships begin and end quickly
- Learning occurs by following the directions and explanations of others

High Context Cultures

- Context (situation, people, nonverbal elements) is more important than words
- Relationships build slowly and depend on trust
- Groups are preferred for learning

Influence of Race on Belonging

- Humans are a social species; belonging (seeing oneself as socially connected) is a basic human need
- Members of socially stigmatized groups are more likely to experience *belonging uncertainty*, triggered by:
 - lack of social connectedness (which can be exacerbated by online courses)
 - macro and microaggressions
 - negative stereotypes in and out of the classroom
- Research shows: When White and Black students are exposed to the same threats of social connectedness, the motivation of Black students is impacted more severely (Walton & Cohen, 2007)

Trauma and Learning

- Trauma changes the brain
- Executive functioning and self-regulation skills are derailed
 - Inability to plan, focus, remember, juggle
- A traumatized brain continuously scans an environment for danger and safety cues
 - What are those cues in your online course?
 - How do we foster safety and trust online?

[Trauma-aware Teaching Checklist](#) by Karen Costa

Definition of macro and micro aggression and affirmation of social inclusion (Estrada, Eroy-Reveles, Matsui, 2018).

Threat

Macro Aggression

- Obvious or blatant racism, discrimination, prejudice, hate, rejection

Micro Aggression

- Subtle or ambiguous cues of racism, discrimination, prejudice, hate, rejection

Kindness

Macro Affirmation

- Obvious or blatant acts of social inclusion in community and respect for dignity








Micro Affirmation

- Subtle or ambiguous acts of social inclusion in community and respect for dignity



Humanizing STEM Grant Project Team

Funded by the California Education Learning Lab

FACULTY DEVELOPMENT	MATH	FACULTY DEVELOPMENT	COMPUTER SCIENCE	FACULTY DEVELOPMENT	BIOLOGY	EDUCATION RESEARCH
						
Michelle Pacansky-Brock	Sarah Williams	Mike Smedhammer	Brent Wedge	Kim Vincent-Layton	Jeffrey White	Di Xu
FOOTHILL-DEANZA COMMUNITY COLLEGE DISTRICT		MODESTO JUNIOR COLLEGE		HUMBOLDT STATE UNIVERSITY		UC IRVINE

Slide by Michelle Pacansky-Brock, CC-BY-NC

8 Humanized Online Teaching Elements

		HUMANIZING PRINCIPLE	KINDNESS CUE
1	LIQUID SYLLABUS	Presence	I will be a partner in your learning.
2	HUMANIZED COURSE CARD & HOMEPAGE	Presence	You are welcome here.
3	GETTING TO KNOW YOU SURVEY	Awareness	I want to know how to support you.
4	VOICE/VIDEO FEEDBACK	Empathy	I believe in you.
5	SELF-AFFIRMING ICE BREAKER	Empathy	Your values and experiences matter.
6	WISDOM WALL	Empathy	Learning is a process of growth.
7	BUMPER VIDEO	Presence	I am here to help you learn.
8	MICROLECTURE	Presence	I am here to help you learn.



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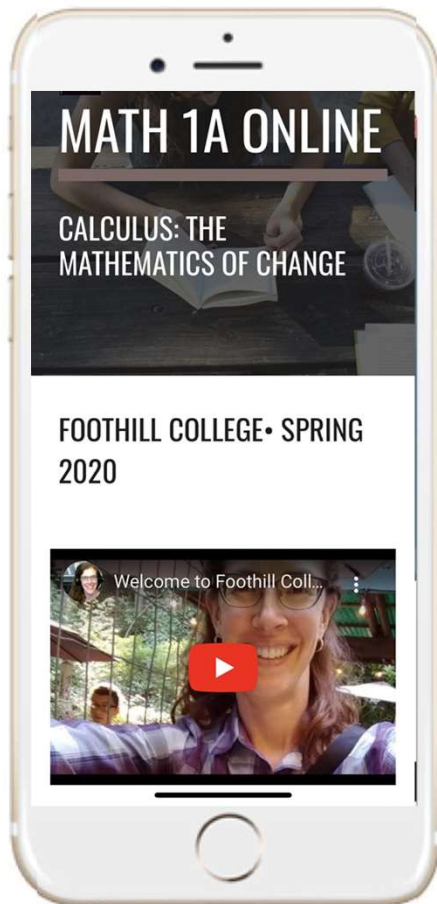
- 6-week asynchronous online professional development program in Canvas
- Models 8 humanizing elements and warm demander pedagogy
- Culminates in the creation of a Humanizing Showcase and redesigned online course
 - Showcases from pilot participants with examples of Humanizing elements:
 - [Brent Wedge](#), Computer Science, Modesto Junior College
 - [Jeffrey White](#), Biology, Humboldt State University
 - [Sarah Williams](#), Math, Foothill College

Influenced by the CVC-OEI/[@ONE courses](#): Humanizing Online Teaching & Learning and Equity and Culturally Responsive Teaching in the Online Environment, which are shared with a CC-BY license.



1. Liquid Syllabus

Sends the cue: “I will be a partner in your learning.”



Pacansky-Brock, (2017, 2014); Pacansky-Brock, Smedshammer, Vincent-Layton, (2020)

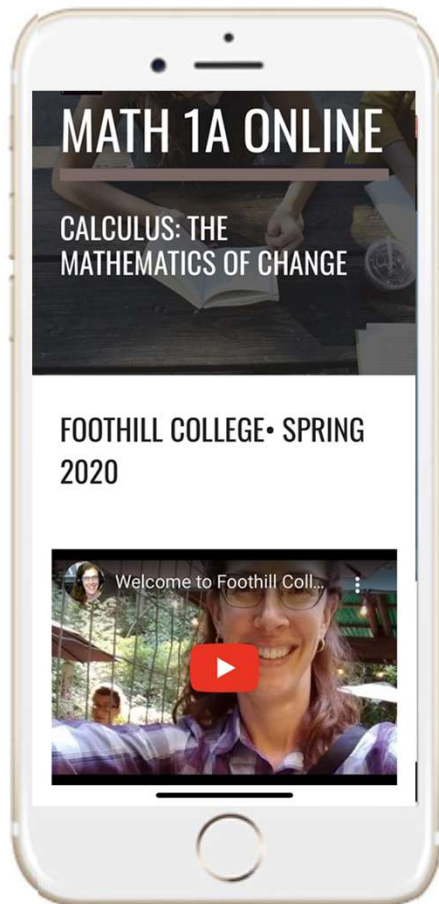
Example by Katie Wittman-Conklin, shared with permission
Slide by Michelle Pacansky-Brock, CC-BY-NC

The slide features a white central area with a black header and footer bar. The title is centered, with 'BENEFITS OF A' in a grey serif font and 'A LIQUID SYLLABUS' in a large, bold, blue sans-serif font. A yellow wavy line separates the text from the footer.

BENEFITS OF A **A LIQUID SYLLABUS**

Pacansky-Brock, (2017, 2014); Pacansky-Brock, Smedshammer, Vincent-Layton, (2020)

1. Liquid Syllabus



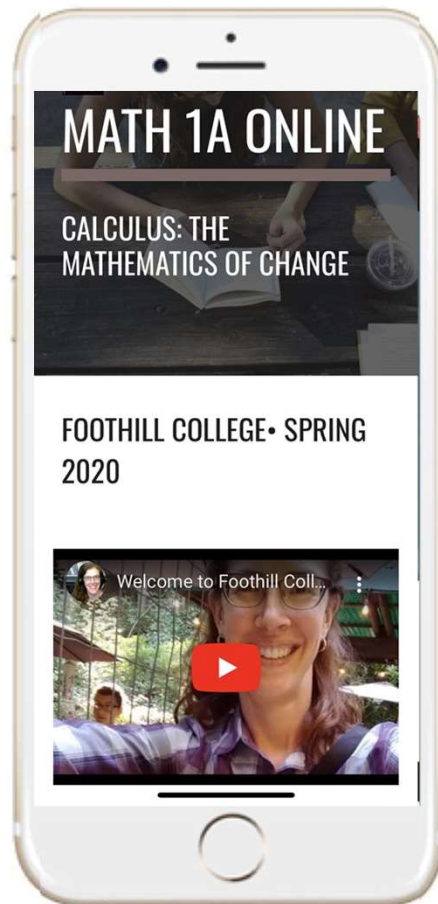
- Created with a website tool (Google Sites)
- Public
- Phone-friendly
- Accessible (alt-text, color contrast, headings/subheadings, lists)
- Components:
 - Starts with a captioned brief, imperfect welcome video
 - Written with welcoming., hopeful language
 - Tips for success
 - Learning pact
 - Inclusive images

1. Liquid Syllabus

Examples

- [Sarah Williams](#), Math, Foothill College
- [Brent Wedge](#), Computer Science, Modesto Junior College

[Learn how to create your own Liquid Syllabus!](#)



Create a Learning Pact

What you can expect from me:

1. I will treat you with dignity and respect and be flexible to support your individual needs.
2. I will provide you with a clear, organized course that is designed to ensure you meet our course outcomes in a meaningful manner.
3. I will provide a variety of assignments to ensure your learning needs are met.
4. I will be actively present in your learning.
5. I will provide a supportive environment for you to share and discuss ideas with your peers.
6. I will reach out to you when I sense that you need support.
7. I won't be perfect. I am human and will make mistakes at times. I will view mistakes as an opportunity to learn and grow.
8. *Is there anything else you'd like to add to this list?*

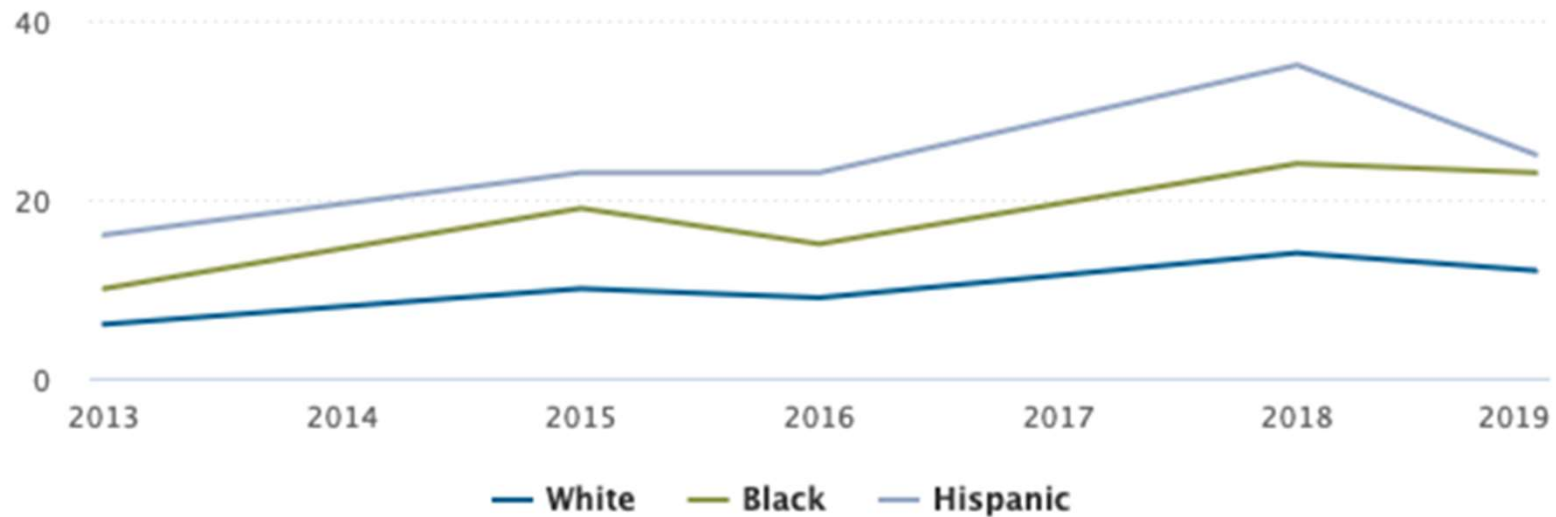
What I will expect from you:

1. You will strive to be an active participant in this course and strive to meet due dates.
2. You will maintain an open line of communication with me so I understand how to support you.
3. You will contact me if you have a concern with meeting a due date.
4. You will treat your peers and me with dignity and respect.
5. You will do your best to have patience with technology. There will be hiccups, expect them. We will get through them together.
6. You will give yourself grace. Expect to make mistakes. You are human.
7. *Is there anything else you would like to add to this list?*

This learning pact by Michelle Pacansky-Brock is shared in the public domain. You are free to adapt as you wish for your own teaching without permission.

Phone-friendly learning environments are anti-racist

% of U.S. adults who do not use broadband at home but own smartphones, by race

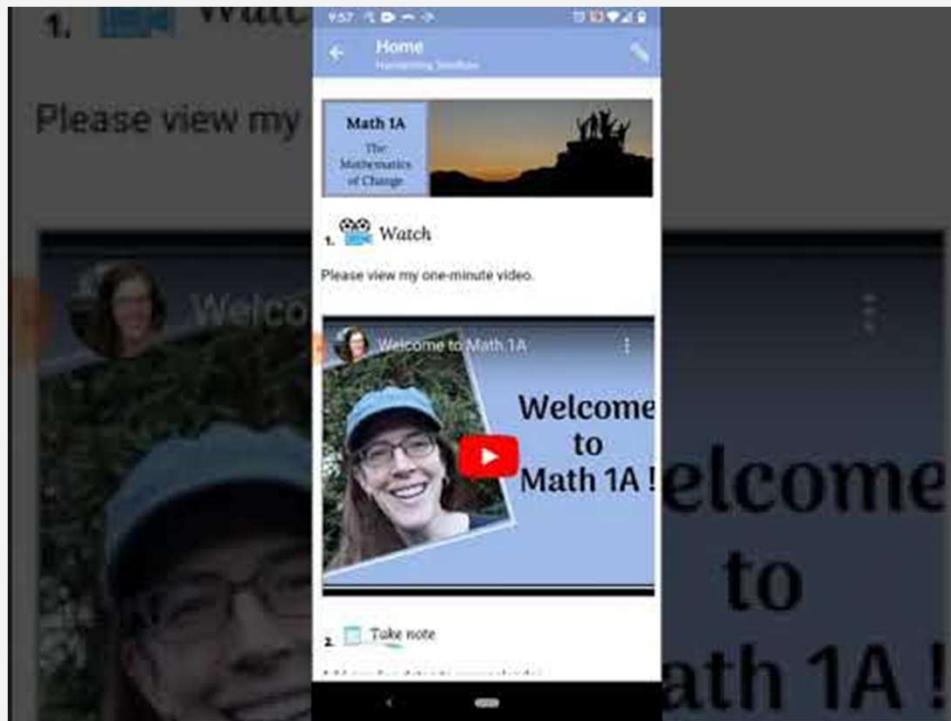


Pew Research Center, (2019). [Mobile Fact Sheet](#).

Slide by Michelle Pacansky-Brock, CC-BY-NC

2. A Humanized Homepage

Sends the cue: “You are welcome here.”



Sarah Williams, Calculus, Foothill College

3. Getting to Know You Survey

“I want to know how to support you.”

- What are your preferred pronouns?
- I will leave you feedback in video format. Does that work for you?
 - Yes, sounds great.
 - No, thanks. I prefer written feedback.
- In one word, describe how you are feeling about this class.
- Please share one thing that may interfere with your success in this class.

See a Google Forms sample: brocansky.com/humanizing/student-info
Import from the Canvas Commons: Search for #HumanizingSTEM



During your course

Adapt Your Teaching

Sends the cue: "I believe in you."

- [Enable the Notes column](#) in the Canvas gradebook.
- Take notes about what you learn from the survey.
- Track activity and performance.
- Reach out directly before it's too late.

4. [Record voice and video feedback](#) in the gradebook for high opportunity students.

5. Self-Affirming Ice Breaker

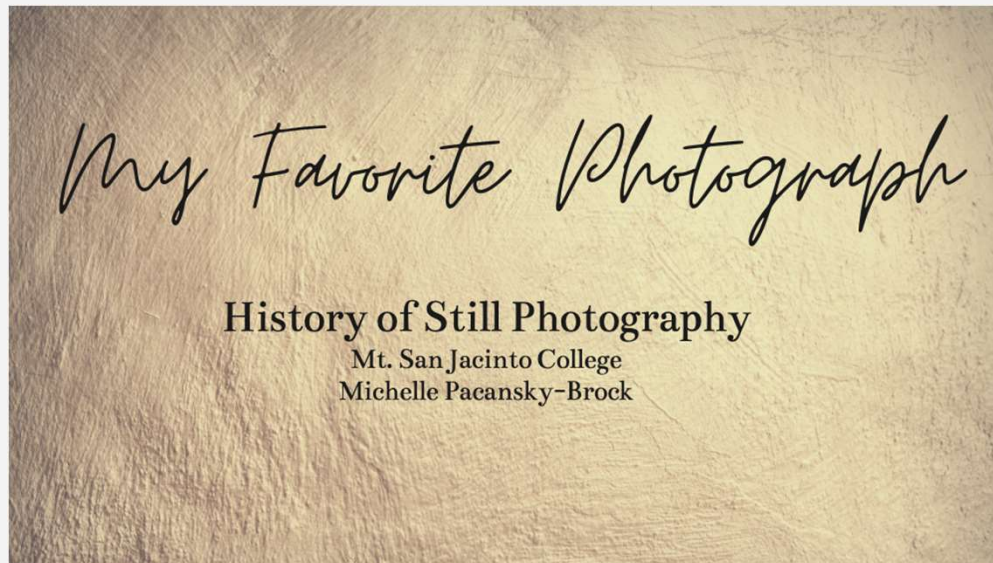
Sends the cue: Your values and experiences matter.



Spitzer, B. and Aronson, J. (2015). [Minding and mending the gap: Social psychological interventions to reduce educational disparities](#). *The British Psychological Society*, 85, 1-18.

Self-Affirming Ice Breaker

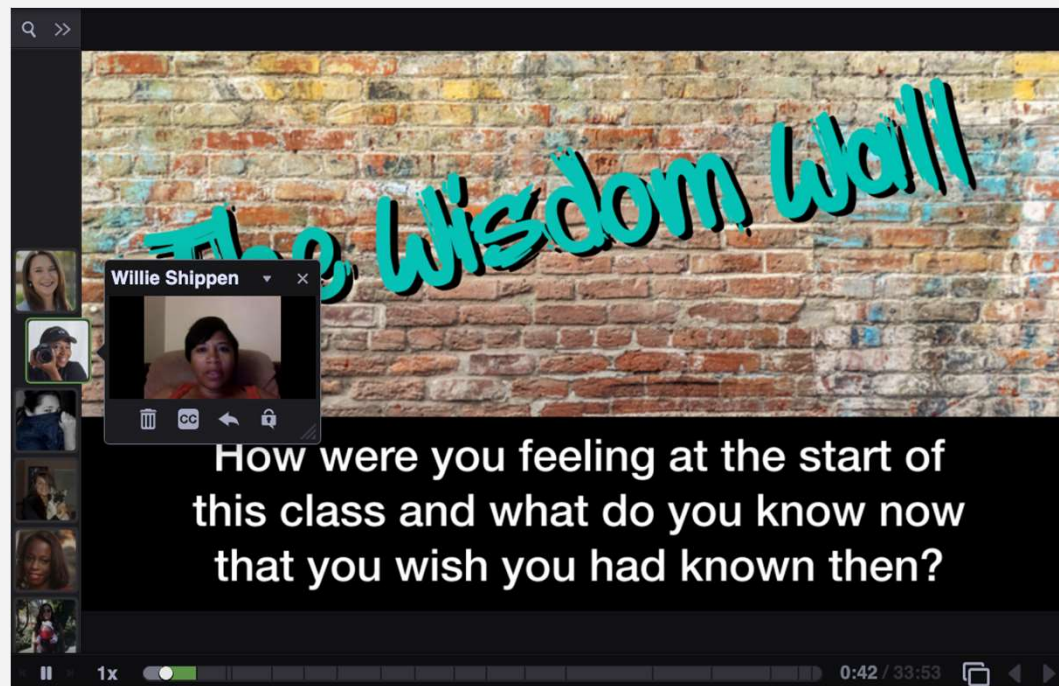
- Prompt: Share a photograph of someone/something important to you and share why.



Spitzer, B. and Aronson, J. (2015). [Minding and mending the gap: Social psychological interventions to reduce educational disparities](#). *The British Psychological Society*, 85, 1-18.

6. “Wisdom Wall” Assignment(s)

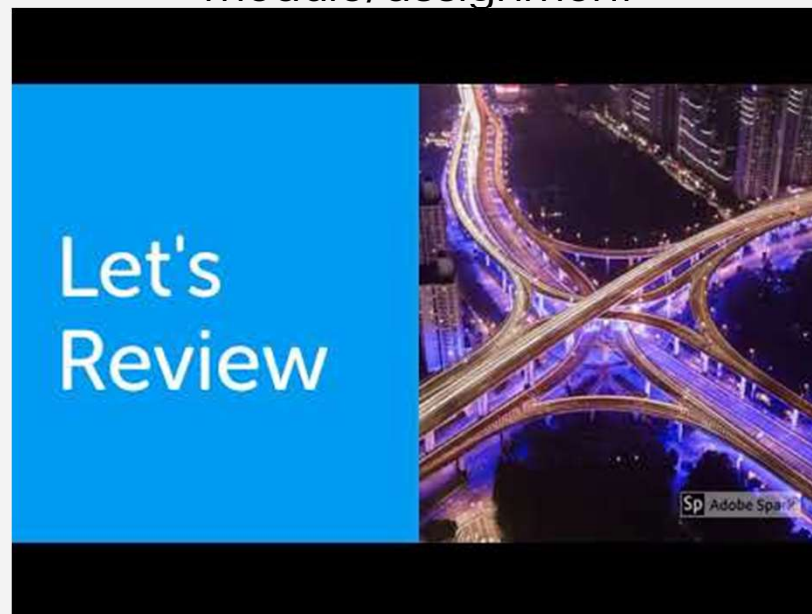
Students reflect and share successful strategies with future students.



Pacansky-Brock, M. (2017). *Best practices for teaching with emerging technologies* (2nd ed.). New York, NY: Routledge.

7. Bumper Videos

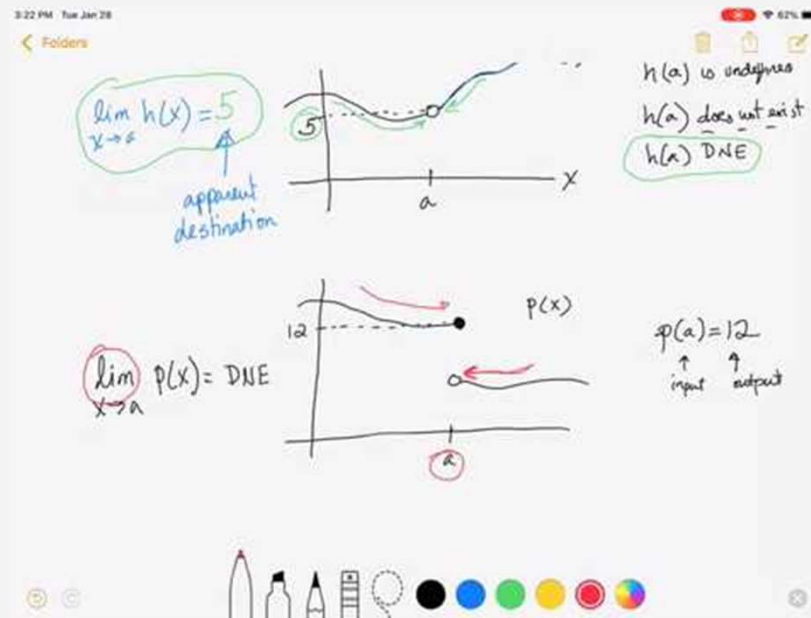
Brief, Visually Oriented Video: Clarify a sticky topic or introduce a module/assignment



Brent Wedge, Computer Science, Modesto Junior College. Made with Adobe Spark.

8. Microlectures

Focused instructional videos.



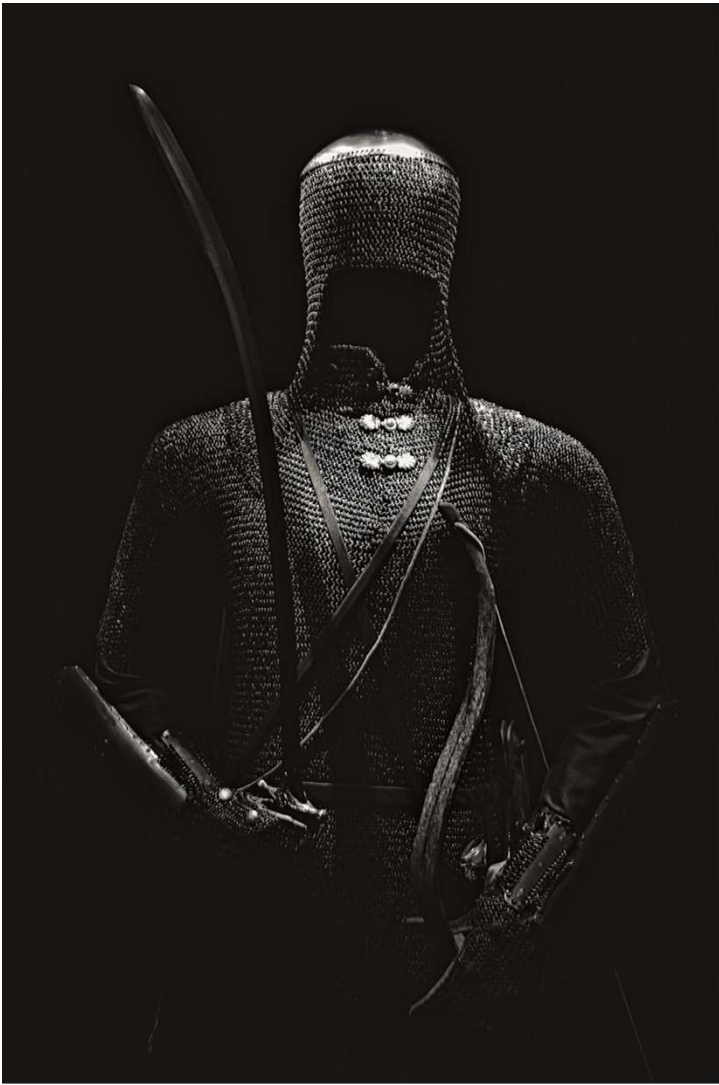
Sarah Williams, Calculus, Foothill College. Made with MS OneNote & Zoom or Screencast-O-Matic

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A black and white photograph of a person wearing a full suit of chainmail armor, including a hood that covers the face. The person is holding a long, curved sword upright in their right hand. The armor is highly detailed, showing the texture of the chainmail and various straps and buckles. The background is dark, making the metallic armor stand out.

Relationships start with
psychological safety and
creating psychological safety
requires us to take off our
emotional armor and be
vulnerable.

Brené Brown

For more information about Humanizing

Pacansky-Brock, M., Smedshammer, M., & Vincent-Layton, K. (2020). **Humanizing Online Teaching to Equitize Higher Education**. *Current Issues in Education*, 21(2).



#HumanizeOL

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4-week facilitated online course offered by @ONE, facilitated by CCC faculty.

[Learn more about the course.](#)



**Humanizing
CHALLENGE**

Self-paced resources from CVC-OEI/@ONE.

[Learn more about the Humanizing Challenge.](#)

References & Resources

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