Humanizing Your Online Teaching for Equity & Effectiveness

Michelle Pacansky-Brock
CVC/@ONE and
Mt. San Jacinto College
Please reflect on your life. Identify one memorable teacher who positively influenced you.
In your mind, identify two words that describe that person.
Share those two words in our MENTIMETER ACTIVITY.

- Click on the link in the Chat area OR
- Scan this QR code with your phone

View Results
“As a younger female professor, I believed I needed to put on a tough outer shell in the classroom and uphold "rigid expectations" so that students wouldn't take advantage of my kindness/vulnerability. But what I've realized in the past year is that this was a terrible misconception I held onto for much too long.”

Kerry Byrne, Environmental Science & Management, Humboldt State University
After completing the Humanizing Online STEM Academy
“...I carried many traumas and pains from my own undergraduate STEM experience. ... It was not the course material that was challenging for me, it was the feeling of not being cared for and simply being a number on my ID card. I felt that I was a dollar commodity for the department and not a person. ...Now ... I have a deeper understanding of myself and how I can improve my own courses. ... In many ways, I have held myself back from my true nature and have tried to work within what I thought were the ‘rigid expectations’ for a professor. However, I now have a deeper understanding of how important emotions are in learning.” (emphasis added)

Safa Khan, Chemistry, CSU Channel Islands
After completing the Humanizing Online STEM Academy
Yale Law School, sculptural frieze above entrance, Photo by Sarah Silverman, CC-BY.
When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.

-Alexander den Heijer
“Belonging is not the same as fitting in.”
-Brene Brown
Education is not neutral.

Classroom studies document the fact that underserved English learners, poor students, and students of color routinely receive less instruction in higher order skills development than other students (Allington and McGill-Franzen, 1989; Darling-Hammond, 2001; Oakes, 2005). [This] denies students the opportunity to engage in what neuroscientists call productive struggle that actually grows our brain power (Means & Knapp, 1991; Ritchhart, 2002). As a result, a disproportionate number of culturally and linguistically diverse students are dependent learners.

<table>
<thead>
<tr>
<th>The Dependent Learner</th>
<th>The Independent Learner</th>
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<tbody>
<tr>
<td>● Unsure about how to tackle a new task</td>
<td>● Possesses cognitive strategies for getting unstuck</td>
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<tr>
<td>● Needs scaffolds to complete tasks</td>
<td>● Attempts new tasks without scaffolds</td>
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<tr>
<td>● Will sit passively and wait if stuck until the teacher intervenes</td>
<td>● Has learned how to retrieve information from long-term memory</td>
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Michelle Pacansky-Brock, CC-BY
Starts with cultivating positive instructor-student relationships

Relationships are leveraged *to increase academic performance*.

Producing a high level of academic work becomes a reciprocal obligation between student and teacher

Students push themselves beyond their perceived ability so they do not let their teacher down

Kleinfeld, J. (1972). *Effective Teachers of Indian and Eskimo High School Students*. Institute of Social, Economic and Government Research, University of Alaska


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Hold All Students to High Standards

Positive Instructor-Student Relationship


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“Trust is taking something important to you and making it vulnerable to another person.”

Charles Feltman
What does this look like online?
I'm not a math person.

She's going to think I'm lazy if I ask for an extension.

If I score too high, he's going to think I cheated.

He's going to shut me down if I ask for help.

I am not cut out for this.
● Small things matter

● Microaffirmations are kindness cues of social inclusion.

● Like marbles in a jar, they accumulate over time.

How & Why to Humanize Your Online Class

infographic

brocansky.com/humanizing/infographic2

Michelle Pacansky-Brock, CC-BY
warm demander pedagogy
Liquid Syllabus

Emailed to students the week before the class starts.

- A public webpage (Google Sites)
- Phone-friendly
- Accessible (alt-text, color contrast, headings/subheadings, lists)
- Components:
  - Written with welcoming, hopeful language
  - Welcome note with brief, imperfect video (with accurate captions)
  - Week 1 Success Kit
  - Pact
  - Teaching Philosophy
  - Inclusive images (with alt-text)
  - “Support for you”

Frank Gonzalez, Saddleback College

Michelle Pacansky-Brock, CC-BY
Liquid Syllabus

Emailed to students the week before the class starts.

View Michelle’s Liquid Syllabus.

Michelle Pacansky-Brock, Mt. San Jacinto College
Welcome to Honors 1100!

Hello and Welcome to Honors 1100! I am glad that you are here. My name is Katie Orr and I am your professor this semester. I am really happy that you decided to join this course and am looking forward to working with each of you.

In this course, we will explore poetry, the rhetorical choices a writer makes, conduct academic research, and investigate our identities as written and academic.

Because this is a writing class, you will write, think, discuss, and research; that will allow you to create an academic conversation. Together, we are starting a journey toward better college writing. We will be traveling through and discovering parts of ourselves and our academic life. At the end of the course, we will reach our destination as better, more confident writers and academics, ready to succeed.

Start Here:
- Building a Course Orientation - START HERE!
- Week 1: 10/18-10/21: Name of Week

Quick Links:
- Request Resources
- PDA Discussion

Instructor Contact Information:
How to Contact Me:
The Canvas Inbox is the best way to reach me because it keeps your name tied to the course number.
Email address: sorr@csusb.edu
Office Hours: Mondays 10:00-4:00PM

Sally Baldwin
Katie Orr
Christy Flores
Getting to Know You Survey

Suggested Questions:

● What would you like me to call you?
● What are your 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.

Sample survey available in the Canvas Commons. Search for #HumanizingSTEM
Adapt Your Teaching to Support Your High Opportunity Students

- Take notes
  - In Canvas, enable the Notes field in the Grades area
- Jot down key things you learn about your students
  - Example: “Overwhelmed. Working extra hours to support parents.”
- Track log-in dates and assignment submissions
- Reach out before it’s too late. Be intrusive.
  - Use a subject line that signals care. Ex: Carla, are things ok on your end?
Self-Affirming Ice Breaker

An intervention that mitigates stereotype threat by:

- Having students reflect on core personal values (Cohen et al., 2006, 2009; Martens et al., 2006; Miyake et al., 2010);
- Valuing students' individuality (Ambady et al., 2005; Gresky et al., 2005);
- Conveying that diversity is valued (Purdie-Vaughns et al., 2008); and
- Removing cues that suggest that college is a setting defined by a dominant majority group (Cheryan et al., 2009).

Tools: Flipgrid or VoiceThread

What is important to you?
Contributed by Denise Maduli-Williams
In the chat, share one thing that is resonating with you.
The hardest part is taking off the emotional armor we’ve been taught to wear.

In that vulnerable place is where we find authentic connection, joy, and fulfillment.