



RACE AND INTERSECTIONAL STUDIES  
FOR EDUCATIONAL EQUITY CENTER  
COLORADO STATE UNIVERSITY

COLLEGE OF HEALTH AND HUMAN SCIENCES  
SCHOOL OF EDUCATION

# Equity in Online Teaching: Applying an Equity & Justice Framework to Pedagogy

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# Diversity & Inclusion >> Equity & Justice

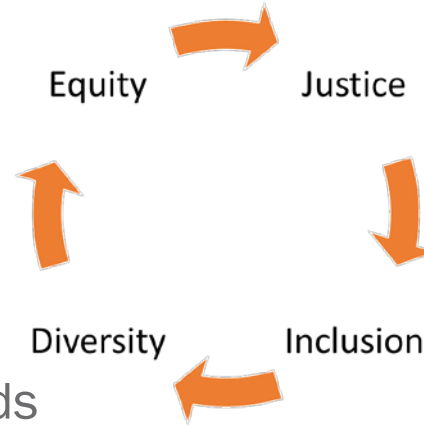
## A continuum not a binary

Institutional appeasement focus on D&I

- Defense of efforts; suppressing dissent
- How far we've come & what we're doing now

Critical focus on E&J

- Where are we going & what yet needs to be done?



Pedagogical appeasement focus on D&I

- Defense of efforts; suppressing dissent
- Move from DWM canon to diverse selection of authors and classroom examples

Critical pedagogical focus on E&J

- Learning outcomes that center transformative learning for citizenship & community
- Interrogating course policies and practices for vestiges of inequity & injustice – disparate outcomes



## Diversity & Inclusion in Pedagogy

- What authors are in my syllabus?
  - Focus: addition of different identities
- Did I create space for everyone to have a chance to share?
  - Focus: equal footing of all ideas
- How do I help minoritized students do better in my course?
  - Focus: student deficits; instructor/instructional neutrality

## Equity & Justice in Pedagogy

- How does my syllabus reflect consciousness of systemic social inequity?
  - Going beyond representation to content
- Whose ideas do I acknowledge and affirm? Whose ideas do I passively silence or dismiss?
  - Moves toward recognizing the classroom as a normative/privileged identity space
- How do my assessments & policies lead to identity-based disparate outcomes?
  - Shifts burden to instructor's agency & responsibility



# (Racial) Equity-Mindedness

## Estela Bensimon – CUE @ USC

### **Competence**

Is race-conscious and aware of racial identity.

Uses disaggregated data to identify racialized patterns of outcomes.

Reflects on racial consequences of taken-for-granted practices.

Exercises agency and actively self-monitors practice to produce racial equity.

Views the institution as a racialized space.

**VS.**

### **Lack of Competence**

Claims to not see race.

Does not see value in disaggregated data.

Unable to notice racialized consequences or rationalizes them as being something else.

Does not view racial equity as a personal responsibility.

Views the institution as a utilitarian physical space.



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# Complicating Student Narratives



# NAVIGATING OUR CURRENT MOMENT



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## *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.



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TEACHING

## Why You Shouldn't Try to Replicate Your Classroom Teaching Online

By Beckie Supiano | APRIL 30, 2020

You're reading the latest issue of *Teaching*, a weekly newsletter from a team of Chronicle journalists. [Sign up here](#) to get it in your inbox on Thursdays.

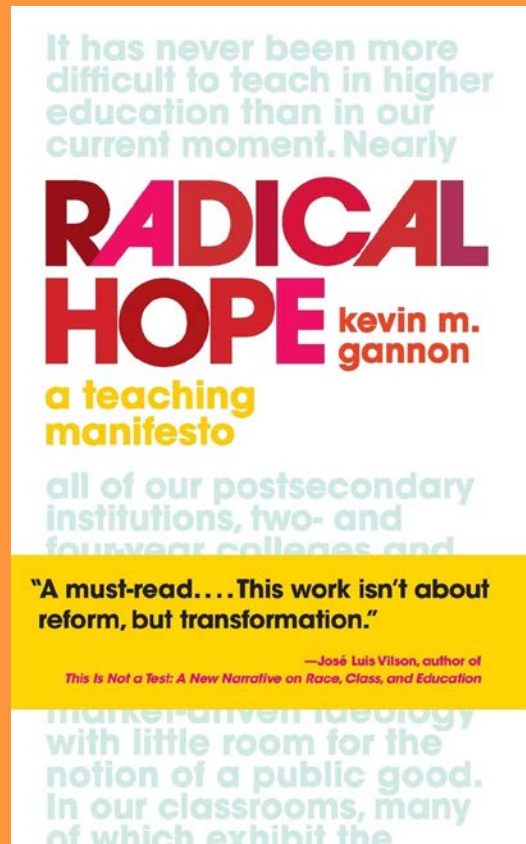




**CONTEXT**

**CONTENT**





“Teaching is a radical act of hope. It is an assertion of faith in a better future in an increasingly uncertain and fraught present. It is a commitment to that future even if we can’t clearly discern its shape.”  
(Gannon, 2020)



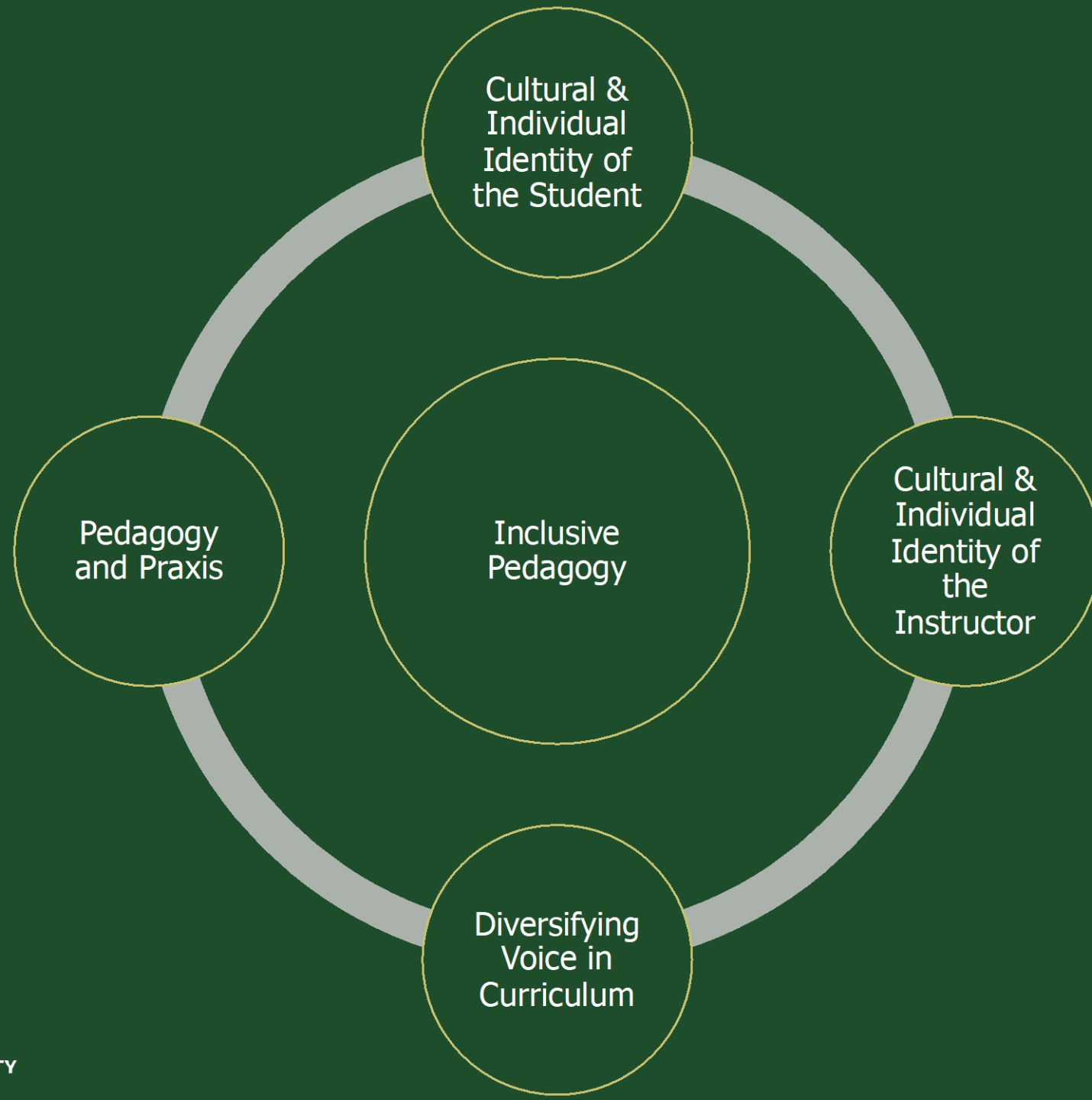


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# Faculty Response & Questions for Consideration





# Cultural & Individual Identity of the Student

How are you considering the cultural and individual identity of your students as you have moved online?

- Familial and job obligations
- Access to technology and resources varies
- Recognize the deficit frames we have regarding underrepresented students

*“When I am in person, I don’t always know who my rich kids are but through this process, the class differences are so clear. The students in my class who have fast internet, their own working computer, and family holding them accountable are excelling. The others are not and I don’t know how to help them.” – Physics Professor*





# Cultural & Individual Identity of the Instructor

How are you considering your cultural and individual identity?

- Conscious/unconscious biases
- Power dynamics between student/faculty
- Familial obligations

*“I have to be honest, I am seriously struggling as a faculty member. I am trying to shift my classes to be more engaging online, respond to my student’s needs, record my lectures...all while being the primary caretaker of two kids... how am I supposed to do all of this?” – Math Professor*



# Diversifying Voice in Curriculum

How are you representing diverse voices in your discipline?

- Consider the voices and perspectives that have been historically excluded from scholarship
- Representation from underrepresented scholars

*“For a recent assignment, I asked students to research a biologist that they shared an identity with that they hadn’t heard of before. I didn’t define identity for them, they had to figure that out for themselves. As a woman of color, I didn’t see chemists who looked like me until graduate school. I didn’t want the same experience for them.” – Biology Professor*



# Pedagogy and Praxis

How are you modifying your instruction to increase engagement?

- Consider different learning styles
- Synchronous and asynchronous options

*“I know my students learn differently so, I have been trying to mix up how I am teaching. I have short videos of lectures, I have annotated some of my power points, I am also doing office hours at different times of the day. I think it’s my job to provide accessibility to learning anyway I can.”*

*- Chemistry Professor*







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Q & A

