

Ideas and Strategies for Teaching **Inclusively** and **Equitably** Online

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Let us acknowledge that the land UT Austin sits on is the unceded traditional territory of a number of Indigenous peoples, including the Tonkawa, the Lipan Apache, and the Comanche. They were subject to systematic attack and murder at the hands of Texan colonists throughout the 19th Century, and they were forcibly removed from Texas in 1859.

We acknowledge the reparations owed to these communities and nations, and let us honor them by taking a moment of silence to reflect on what needs to be done, and what we can do.

The key ideas in this seminar come from a [CORA webinar](#) given by:



[Dr. Frank Harris III](#)



[Dr. J. Luke Wood](#)

As well as resources from the [UT Austin FIC](#),
and conversations with



[Dr. Laura Struve](#)

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As TAs, how can we make
our online teaching
inclusive and **equitable**?

Using Zoom is not enough.

**You should not teach online
the same way as you would
teach in person.**

Tenets for Inclusive and Equitable Teaching

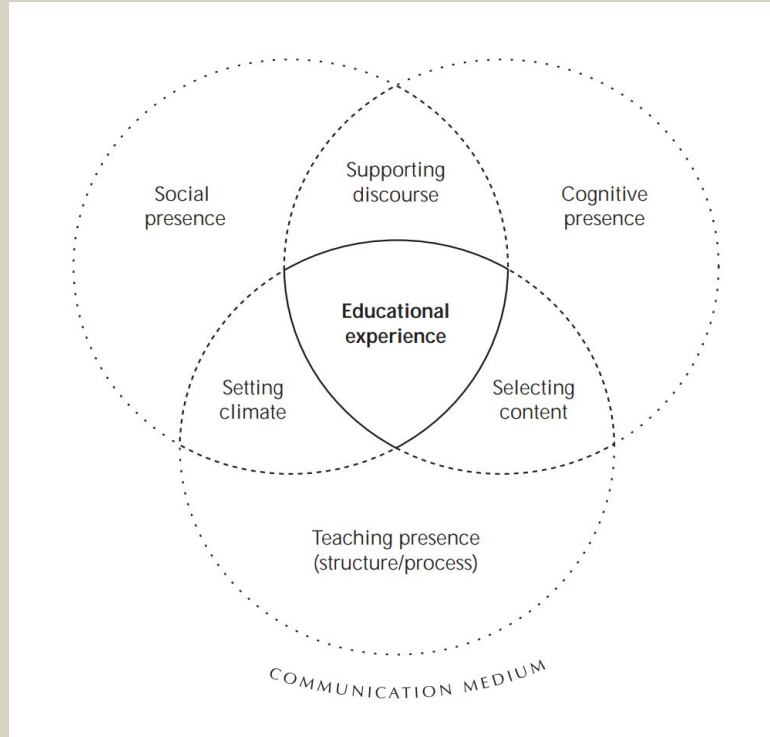
- ❖ Accessibility
- ❖ Building
Community
- ❖ Intervention
- ❖ Empathy & Race-
Consciousness

Accessibility

- ❖ Anonymously survey students about their **resources** and **needs**.
 - What technology/software do they have access to?
 - Do they have reliable internet access?
 - Do they have a quiet/safe workspace?
 - Are there accommodations they might need?
 - What are the student's course goals?
- ❖ Use transcription services:
 - Google Slides, Powerpoint, Youtube, Zoom
 - [UT Austin transcription services](#)

Accessibility

- ❖ Use **synchronous** and **asynchronous** materials and activities.
 - This does not just mean recording Zoom lectures.
 - Offer low-data, accessible, and mobile-friendly materials (such as pdfs).
 - Make use of website discussion tools like Canvas/Piazza
- ❖ For synchronous activities:
 - Use **active learning techniques**.
 - Split sessions into smaller (5-15 minute) segments.
 - Vary the activities and techniques you use.



The “Community of Inquiry” model for (online) learning.

The “Community of Inquiry” model considers three main types of student interactions in (online) learning:

- ❖ Student - Course Material
- ❖ Student - Peers
- ❖ Student - Instructor

Building Community

- ❖ Build student communities that exist beyond class hours:
 - Zoom breakout rooms are not enough!
 - Encourage collaboration using Google docs, Canvas, Groupme, etc.
- ❖ Encourage participation in office hours, [CalcLab](#), [Sanger tutoring](#), etc.
 - Encourage students to attend in groups.
- ❖ Encourage use of [Social Contracts](#).

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How else can we **improve**
accessibility and **build**
community?

Intervention

- ❖ Reach out to students before they are at risk of dropping or failing:
 - Track participation weekly through low or no-stakes check-ins:
 - Use [Instapoll](#), Canvas posts, etc.
 - Message students that stop participating!
- ❖ Continue to survey students about their needs.
 - Re-evaluate goals biweekly or monthly.

Empathy & Race-consciousness

- ❖ Acknowledge the difficulties of the pandemic.
 - Know that it affects people in different ways.
 - Promote [self-care resources](#).
- ❖ Be accommodating/flexible.
- ❖ Be available:
 - Have regular office hours.
 - Respond to emails/messages promptly.

Empathy & Race-consciousness

- ❖ Be aware of your own actions:
 - Validate, affirm, and empower your students.
 - Avoid microaggressions.
- ❖ Be race-conscious in your examples:
 - Kerala school of mathematics
 - Maria Agnesi
 - Katherine Johnson, Dorothy Vaughan, Mary Jackson
 - Annie Easley
 - Vivienne Malone-Mayes
 - Maryam Mirzakhani
 - Use examples from [Living Proof](#)

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How else can we **intervene**
and **be empathetic &**
race-conscious?

Tenets for Inclusive and Equitable Teaching

- ❖ Accessibility
- ❖ Building
Community
- ❖ Intervention
- ❖ Empathy & Race-
Consciousness

Further Resources and Readings:

- ❖ CORA- [Equity-Minded and Culturally-Affirming Teaching and Learning Practices in Virtual Learning Communities](#)
- ❖ Rice - [Inclusion, Equity, and Access While Teaching Remotely](#)
- ❖ Vanderbilt - [Teaching in Times of Crisis](#)
- ❖ FIC - [The Commons](#)
- ❖ FIC - [Building Community in Online Classrooms](#)

- ❖ [Closing global achievement gaps in MOOCs](#)
- ❖ [Towards Equal Opportunities in MOOCs: Affirmation Reduces Gender & Social-class Achievement Gaps in China](#)

- ❖ [Latinxs and Hispanics in the Mathematical Sciences](#)
- ❖ [Mathematically Gifted & Black](#)
- ❖ [Living Proof: Stories of Resilience Along the Mathematical Journey](#)

Thanks for listening!