

When the Stars Align: Building and Operationalizing a DEI-Forward Framework for Online Teaching & Learning

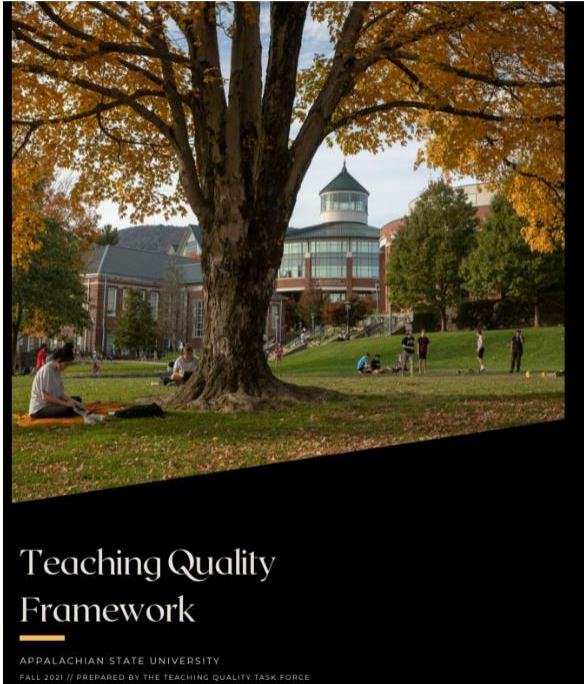
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Impetus and Development of TQF





Philosophy

Aligned with institutional mission/vision of transformative education



Growth Guide

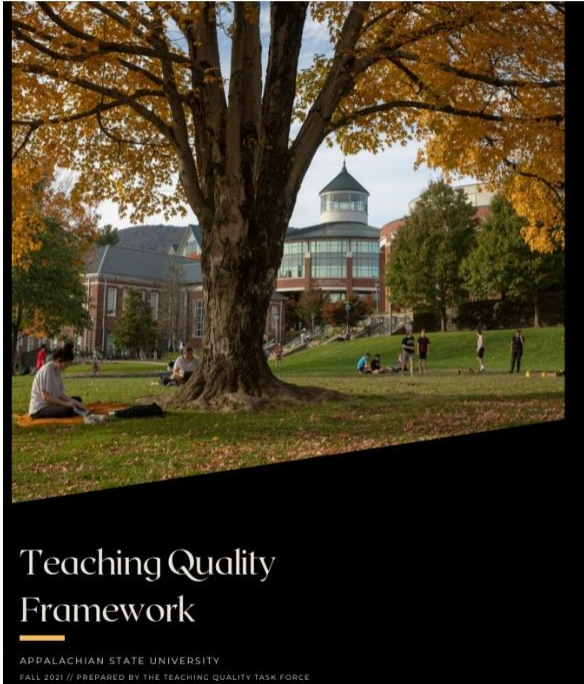
Sample behaviors at different points in growth process.



Reflection Guide

Lenses of inquiry that support continuing development of teaching expertise

Core Values



✓ Inclusive, student-centered learning environments

Classroom climate

Student Engagement

Instructor Communication

Diverse perspectives

✓ Effective Course Designs

Course goals and outcomes

Assessment and evaluation of learning

Strategies and tools to support learning

Evidence of Student learning

✓ Proactive and reflective practice

Teaching Quality Framework



Teaching Excellence Growth Guide: Sample Instructor Behaviors

<i>Dimension 1: Inclusive, Student-Centered Learning Environment</i>			
Category	Novice	Skilled	Exemplary
<p>Classroom Climate</p> <p><i>What sort of climate for learning does the instructor create? Does the instructor actively work to create an equitable and engaged learning environment?</i></p>	<ul style="list-style-type: none"> Classroom climate does not promote adequate respect and inclusion. Little to no attention is paid to how instructor and student identities create climate dynamics. Learning environment allows for negative interactions and microaggressions. Minimal attention is paid to accessibility beyond legally mandated accommodations for individual students. 	<ul style="list-style-type: none"> Classroom climate fosters respect and inclusion. Some attention is paid to how instructor and student identities create classroom dynamics. Addresses microaggressions. Some attention is paid to accessibility as a form of inclusion (i.e., captioning videos). 	<ul style="list-style-type: none"> Fosters a sense of belonging by nurturing relationships with all students and with an intentional focus on minoritized students. Integrates awareness of how instructor and student identities create classroom dynamics and actively works to prevent exclusion. Holds space for students to discuss their experiences with inequity or exclusion and current societal issues impacting them. Intentional attention is paid to creating a fully accessible classroom.
<p>Student Engagement</p> <p><i>Are students purposefully and meaningfully engaged throughout the course?</i></p>	<ul style="list-style-type: none"> Opportunities created for student engagement are infrequent or absent. Lack of appropriate engagement of diverse learners. Student assignments, reflections, or participation indicate a poor sense of engagement. Little or no attention is paid to what motivates different learners. 	<ul style="list-style-type: none"> Opportunities for student engagement are occasionally present. Purposeful and accessible engagement of diverse learners and minoritized groups of students. Student assignments, reflections, or participation indicate adequate engagement. Students appear motivated and engaged. 	<ul style="list-style-type: none"> Opportunities for student engagement are intentional and consistent. Purposeful and accessible engagement of diverse learners and minoritized groups of students results in high levels of engagement of all students. Student assignments, reflections, or participation indicate consistent engagement and enthusiasm. Course activities and structure reflects attention to various motivational factors.

“In humanized online courses, positive instructor-student relationships are prioritized and serve “as the connective tissue between students, engagement, and rigor” (Pacansky-Brock et al., 2020, p. 2).

In any learning modality, human connection is the antidote for the emotional disruption that prevents many students from performing to their full potential and in online courses, creating that connection is even more important.”



Humanizing an online course might mean:

- streamlining and simplifying technology
- designing student-friendly syllabi
- designing more effective videos
- using synchronous time carefully
- using groups and discussion boards in more authentic ways
- improving transparency in grading
- balancing student needs with instructor self-care



What's new in Online at CETLSS?



The “Online in Time” Grant

One-semester grants up to \$3500 for a faculty member to work with CETLSS to develop an online course.

We'll keep the Teaching Quality Framework and student success as our guiding principles.



The “Our Online” Grant

Up to \$3500 for time to work with CETLSS as a group to develop the guiding principles of your program's online culture.

How many and which courses should be online? Who should teach them? How does modality change approach?



The Online Teaching Community

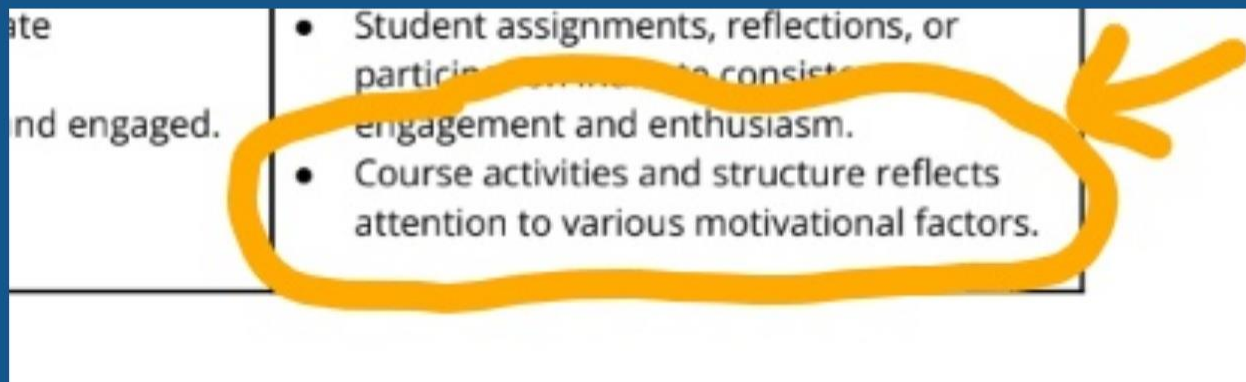
An always-open learning community to support your faculty with the latest resources. A discussion space for connections with others teaching online.

Regular synchronous get-togethers for those who want them.



Teaching Excellence Growth Guide: Sample Instructor Behaviors

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Applying the Science of Motivation to Teaching



Sarah Rose Cavanagh

Faculty could greatly benefit from a primer on aspects of motivation science relevant to the classroom, including self-determination theory, achievement motivation, and goal setting.

3 Help students develop a sense of competence



Foster motivation by giving students wins and a sense of progress throughout their studies:

- Offer low stakes testing.
- Build in “early wins.”
- Practice transparency.
- Provide frequent feedback.
- Provide progress as well as discrepancy feedback.
- Ask “stretch it” questions.
- Check in with your students periodically.



1 Give students autonomy

- Offer a choice of assignments, topics, and different methods by which assignments will be assessed.
- Co-create classroom policies, e.g., expected participation.
- Determine part of the syllabus together.
- Provide annotation activities.

4 Develop classroom community and a sense of belonging



Fostering belonging reduces barriers and puts students in a better frame of mind to learn:

- Learn your students' names.
- Humanise the classroom.
- Introduce warm-up activities.
- Encourage peer teaching.
- Offer multiple routes to participation.
- Make use of social apps which students can use as a backchannel for communications.
- Encourage shared and group work.



Online Teaching Community

[Course](#) [Settings](#) [Participants](#) [Grades](#) [Reports](#) [More](#) ▾

Welcome to the Online Teaching Community! ✍️



This is a site where we hope you'll come often to find resources of all kinds and a community devoted to better online teaching. If you have questions, contact the [Center for Excellence in Teaching and Learning for Student Success](#) and your [Instructional Design Specialist](#). We offer a wide range of group training, one-on-one consults, and other offerings to meet your needs.



Takeaways (so far)

- 1 | Gather diverse perspectives from many stakeholders
- 2 | Encourage an appreciative, values-aligned approach
- 3 | Shift to a humans-first, keep-it-simple approach for online, rather than technology-first
- 4 | Scale plans to your team's size/bandwidth
- 5 | Don't reinvent the wheel
- 6 | Create and implement incrementally
- 7 | Prioritize community over courses & certifications
- 8 | Balance theory vs. practical & structure vs. fluidity

Q&A