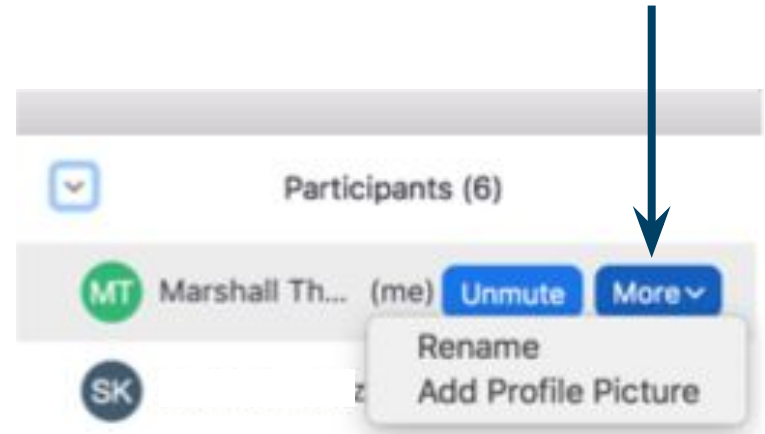# Before we start (optional)

Please update your Zoom screen name! In Zoom, select "Participants," find your account, select "More - Rename," and type your name, organization, and preferred pronouns.

Agenda

1. Introductions
2. Equity-oriented teaching practices
   a. Presentation + Q&A
   b. Experience sharing
3. Building faculty capacity in online & blended learning

*Please remain muted when not speaking!

EA Enact Academy

Equity-Oriented Online Teaching Practices

Marshall Thomas, PhD
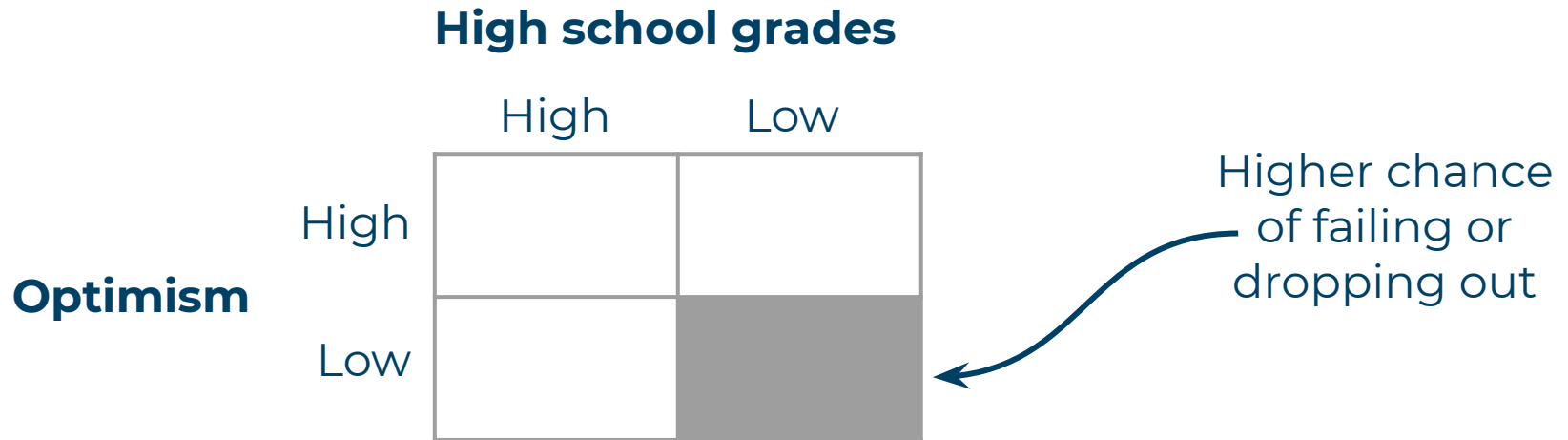Enact Academy
enactacademy.org

How can we support students in online learning who have a **higher chance** of dropping out, not attending class, or failing?

Example 1: *Motivation & Engagement*

Study of Interest

- Online psychology course, 1st & 2nd year college
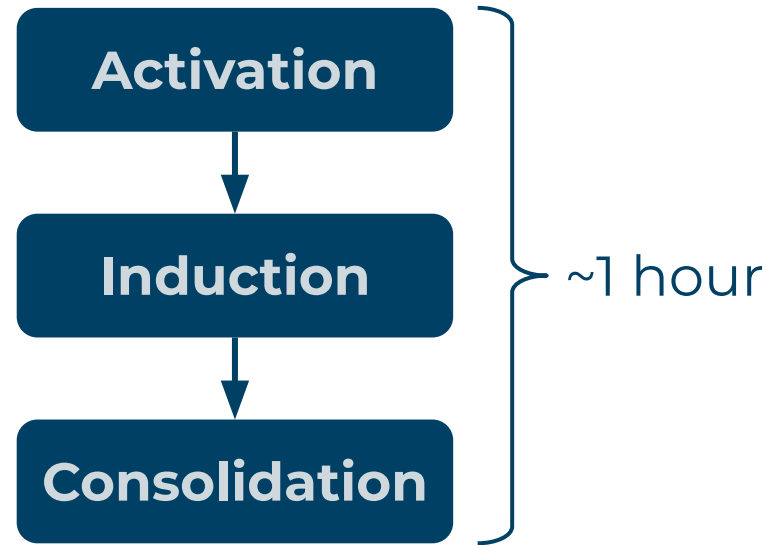- Sub-population with a higher chance of failing

High school grades

	High	Low
High		
Low		Higher chance of failing or dropping out

Optimism

EA Enact Academy

Hamm et al., 2018

Motivation & Goal Engagement Study

½ of class: control

½ of class: intervention

Nothing!

Activation

↓

Induction

↓

Consolidation

~1 hour

EA Enact Academy

Course Completion

% of students completing the course

Control   Goal intervention

Low optimism   High optimism

Enact Academy

Based upon Hamm et al., 2018
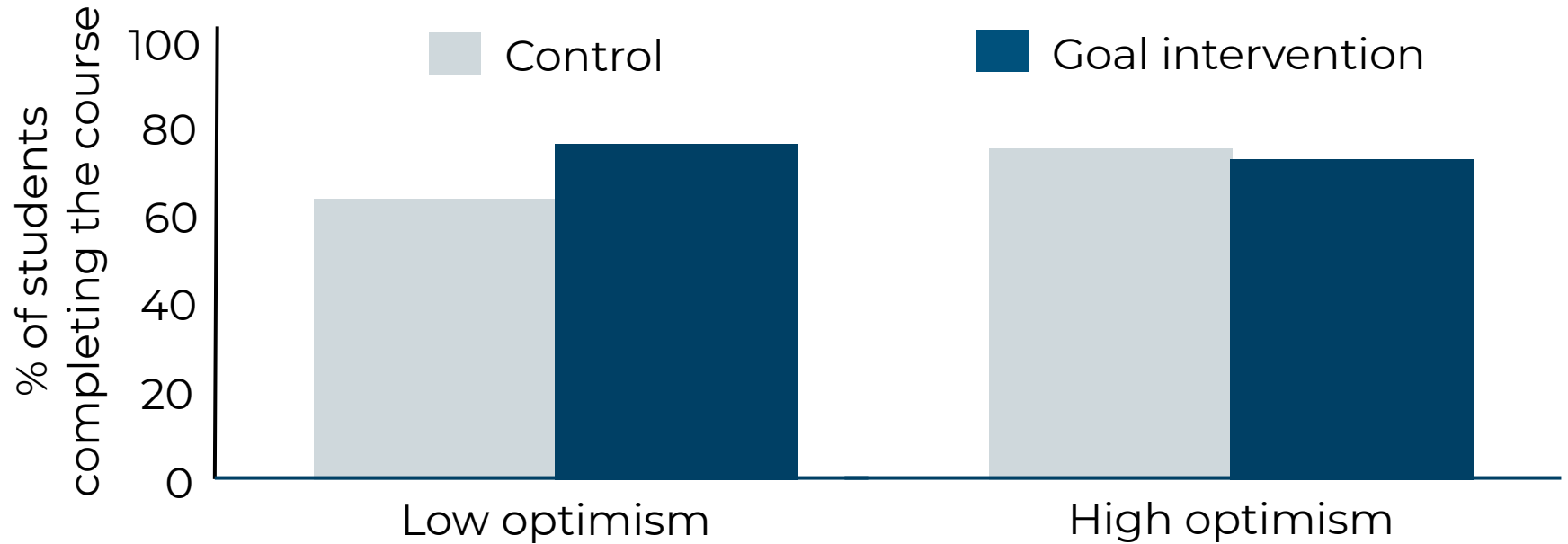
Brief Interventions & *Specific* Benefits

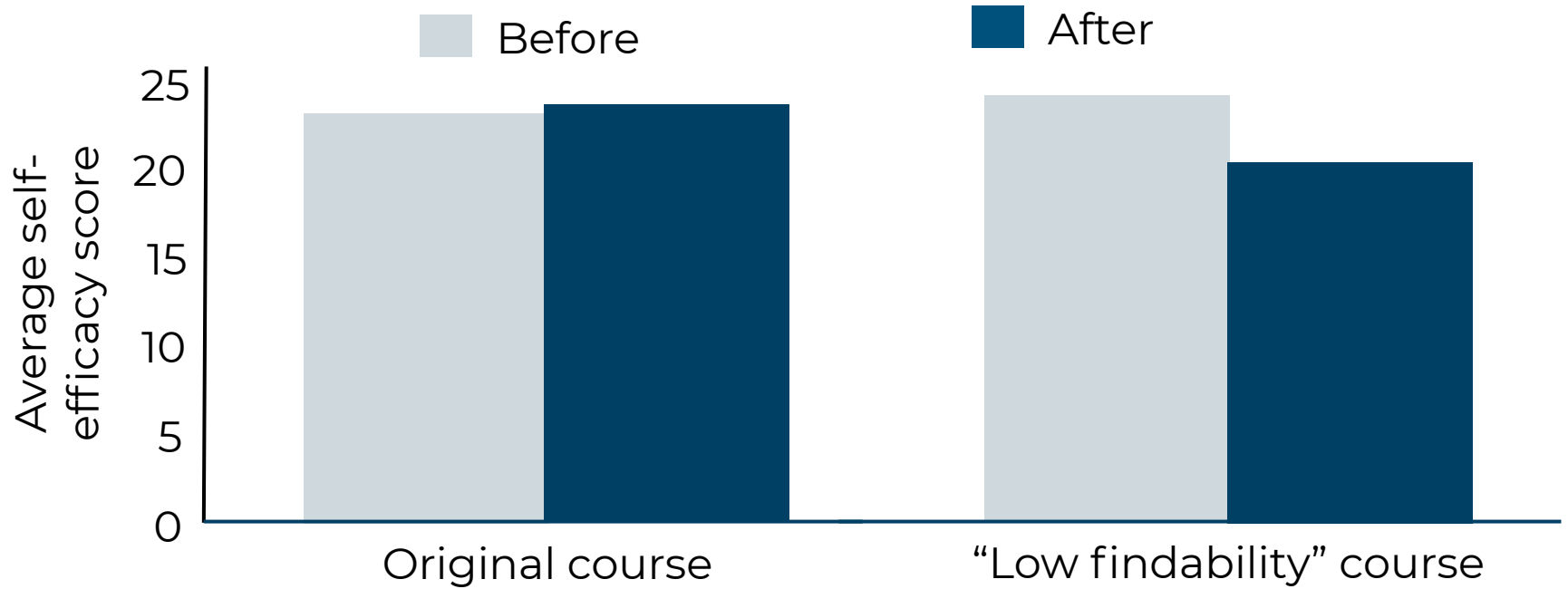| Student characteristics	Interventions
Subject to stereotype threat	Social belonging activities [1]
Fixed mindset	Growth mindset activities [2]
Low grades, low optimism	Motivation activities [3]

EA Enact Academy

[1] Yeager et al., 2016; [2] Yeager et al., 2019; [3] Hamm et al., 2018

Example 2:
Organization

Organization & "Findability" Study

"Self-efficacy" survey

Activities in original online course

Activities in a "low findability" version of the course

"Self-efficacy" survey

EA Enact Academy

Simunich et al., 2015

Self-Efficacy Scores

Before   After

Average self-efficacy score

25
20
15
10
5
0

Original course   "Low findability" course

Enact Academy

Adapted from Simunich et al., 2015
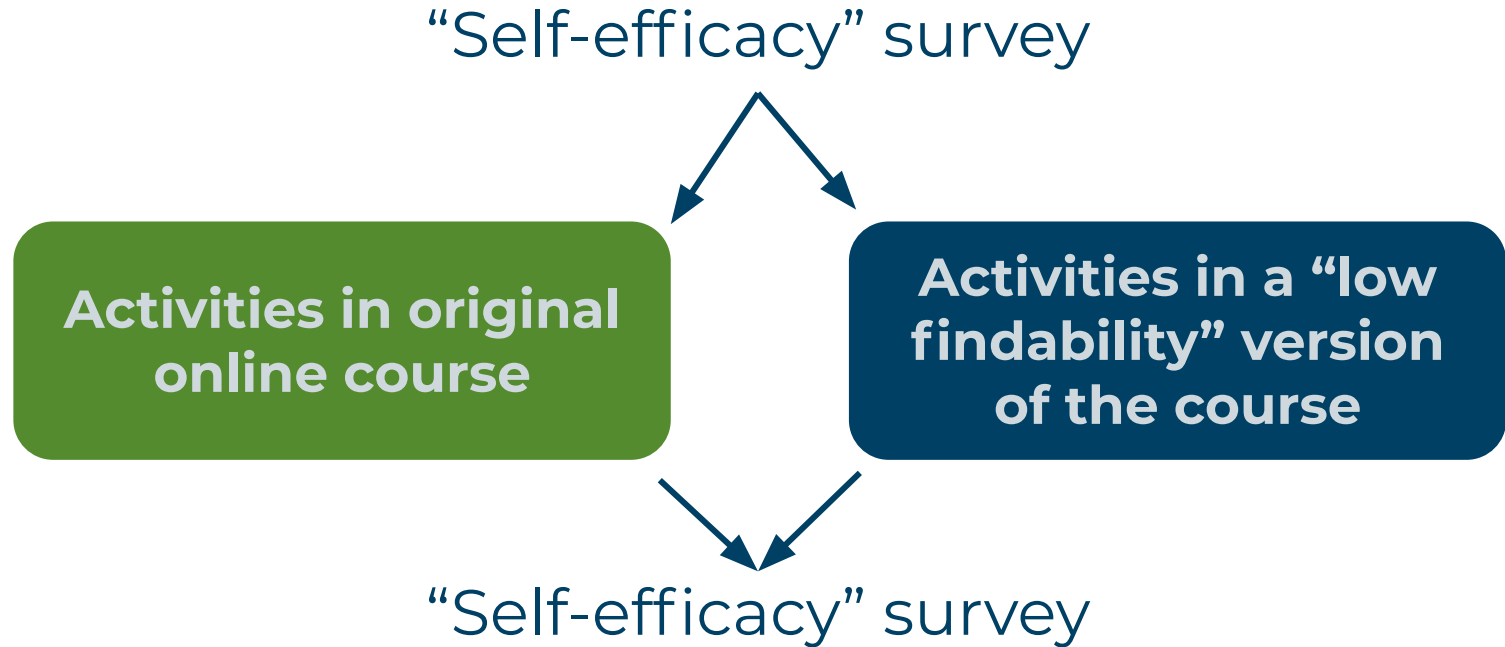
Keeping Organized

- Have a "landing page" with all links to key resources (assignments, meetings, readings)
- Follow a regular schedule
- Use integrated calendar features (when available)
- Ask a friend to look around
- Look out for learners who are getting frustrated

Practices That Support *All* Learners

- Interpersonal **interaction**
- **Multiple modalities** of learning
- **Repeated opportunities to practice** key content
- **Motivation, belonging, & engagement** activities
- Organization (**easy to find everything**)

Enact Academy

The Hallmarks of Great Online Learning

Enact Academy
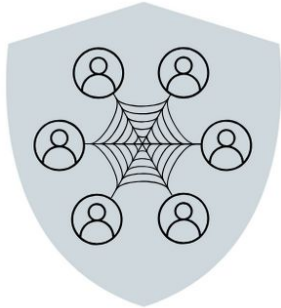
Conclusions

- There *are* effective teaching practices oriented towards equity
- Interventions can be tailored to your student population
- Equity-oriented practices can benefit **all** learners
- Teaching practices are *part of* an equity strategy

Enact Academy

Research-Backed Resources

Resource	Description
PERTS	Mindset and social belonging activities Website: perts.net
CASEL	Research-backed SEL practices Website: casel.org
Enact Academy	Free videos; online learning graduate course Website: enactacademy.org

Q & A

References

Hamm, J. M. et al. A motivation treatment to enhance goal engagement in online learning environments: Assisting failure-prone college students with low optimism. Motivation Science 5, 116–134 (2019).

Simunich, B., Robins, D. B. & Kelly, V. The Impact of Findability on Student Motivation, Self-Efficacy, and Perceptions of Online Course Quality. American Journal of Distance Education 29, 174–185 (2015).

Yeager, D. S. et al. A national experiment reveals where a growth mindset improves achievement. Nature 573, 364–369 (2019).

Yeager, D. S. et al. Teaching a lay theory before college narrows achievement gaps at scale. PNAS 113, E3341–E3348 (2016).

Enact Academy

A Deeper Dive

Online Learning Core Practices | Starts September 9

enactacademy.org/courses/ | 20% Discount: AISNE2020

Three graduate credits from

 or

 Enact Academy