ACADEMY for TEACHING EXCELLENCE

Harper College

Harper College Graduate Equivalency Course (GEC) Syllabus

Equity Teaching Academy: Redesign for Equity
3 GEC Hours
Spring 2022
Thursdays, March 10-May 5, 2021 4:30pm-6:30pm; no class during Spring Break (March 24)
Plan is to offer the course hyflex (in-person and live stream from Academy F315)

Faculty Information

Ana Contreras
Instructor, English; Doctoral Student, Central Michigan University
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Office Location: L328
Webex Meeting Room: https://harpercollege.webex.com/meet/acontrer
Appointment Calendar: https://calendly.com/acontrer-eng/60min

and

Tiffany Jones, PhD
Assistant Professor, Anthropology
Email: tjones1@harpercollege.edu

With the Equity Teaching Academy Development and Facilitation Team

Hello and Welcome! This course is designed to allow each of us to learn from one another's work and develop our courses into more equitable learning spaces. Equity in the classroom focuses on placing students at the center of instruction and giving each student an opportunity to be successful. I hope that as you work through this course you apply a critical lens to your own teaching to develop practical lessons, activities, and/or resources to bring equity pedagogies into practice.

Thank you for being a part of this course.
Ana Contreras

Course Information

Course Description

Equity Teaching Academy

The Equity Teaching Academy is a three-part series of graduate equivalency courses developed in partnership with faculty from Roosevelt and City Colleges informed by research from similar faculty development programs throughout the country.

Examine for Equity:

"Examine for Equity" is the first course in a series of the inaugural offering of the Equity Teaching Academy. This course invites participants to examine their individual and institutional contexts to generate deeper awareness of issues related to educational inequities. The course is taught by a lead faculty member from the College of Education at Illinois State University, Dr. Pamela Twyman Hoff, and assisted by a facilitation team of Harper faculty who helped to refine the curriculum

Reflect on Equity:

"Reflect on Equity" is the second course in a series of the inaugural offering of the Equity Teaching Academy. This course guides faculty through experiences for deep reflection on their course design and facilitation. The course is taught by a lead faculty member from the College of Education at Northern Illinois University, Dr. Joseph Flynn, and assisted by a facilitation team of Harper faculty who helped to refine the curriculum

Redesign for Equity Course Description:

"Redesign for Equity" is the third course in a series of the inaugural offering of the Equity Teaching Academy. This course prompts faculty to consider institutional and course-level data as they envision ways to redesign aspects of their courses around equity pedagogies.

The purpose of this course is to engage instructors from a variety of academic fields to reflect on the elements of equity incorporated in their courses. We will use the Applying Equity Matrix synthesized by the Academy for Teaching Excellence from a variety of resources as a tool for reviewing our courses and considering revisions. In this course/workshop, we will learn together. I hope that we can share lessons, activities, or elements of our classes that respond to the equity principles provided in the Applying Equity Matrix. After we evaluate our teaching, we will construct lessons, activities, or elements of our courses to shape a more equitable learning environment. Keep in mind that even small changes can have a big impact. Through the course, faculty will have made and shared a change to their course design and/or facilitation based on the equity pedagogies explored in the course. By the conclusion of the course, faculty will have developed an evidence-based action plan for further course redesign around equity pedagogies. Faculty who successfully complete the course will have the option to complete a substantive course redesign project and track student success post-redesign to earn a stipend. We also encourage faculty to consider how they can share what they have learned within their departments, the larger Harper College community, and in their field of study.

The ETA affirms the Association of American Colleges and Universities (AAC&U)'s Diversity, Inclusion, and Equity: Core Principles:

Diversity: Individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).

Equity: The creation of opportunities for historically underserved populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

Inclusion: The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

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What is an equitable minded pedagogy?

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From the [University of Southern California Center for Urban Education](#)

"The term "Equity-Mindedness" refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education."

Course Goals

1. Review evidence-based literature to address equity gaps in student success outcomes
2. Utilize relevant resources to identify ways to improve course design and facilitation
3. Create an action plan for course redesign centering equity pedagogies
4. Redesign an aspect of course design or facilitation to address equity gaps in student success outcomes

Learning Outcomes

- Utilize the Applying Equity Matrix as a conceptual framework to reflect upon and modify our courses to be more equitable learning environments
- Develop our understanding of how equity applies to our courses using the equity matrix as guide to evaluate and revise elements of our courses
    - Utilize technology in our online, blended, hyflex, or face to face courses as way to enhance learning and provide opportunities for students to be more successful in online courses
    - Ensure universal access to elements of the course, including adapting the course for a range of dis/abilities
    - Foster a sense among students that they belong in the course, the college, and the academic field
    - Engage students in the content in dynamic ways and enhance interactions with each other

- Provide flexibility in adapting course design and facilitation to create multiple ways for students to participate and succeed
- Recognize that the instructor and students are people with human needs who have lives beyond the course and the college that are important to them
- Provide clarity in how and why students are performing tasks related to the course
- Evaluate the construction and design of course assignments, lessons, and the course shell through an equity lens and demonstrate that intentionality by sharing elements of our teaching practice with one another and with the larger Harper College community

Applying Equity Matrix

The Applying Equity Matrix designed by our Academy of Teaching Excellence was researched and uplifted the work of Luke Woods, Frank Harris, David Kirkland, Gloria Ladson Billings, among other experts in the field of equity and education. The elements provided here are also reflective of similar equity rubrics being used nationwide as a resource/tool to help faculty consider the strengths and opportunities for improving equity in their courses.

In the design of this GEC, I utilized this matrix to review my own course. I used the matrix to ascertain my own areas of improvement and then made changes to my own course. I will share artifacts and reflections that I've had in our class discussions. I hope that my own experiences can be supportive resources that can guide you through your own course transformation.

Use of Hyflex Modality:

Our course will be offered in a hyflex (hybrid, flexible) learning environment to accommodate both those who prefer to attend on campus and those who prefer to live-stream the course synchronously from a remote location but may be adjusted due to the needs of the class. This means that we will hold class weekly on campus in F315 (Academy of Teaching Excellence Experimental Classroom) and online via Ana's WebEx meeting room. Faculty in the course have the option of attending the class sessions either on campus or via WebEx, which will be held simultaneously. Instructors can engage fully in class, either online or in person, using video, chat, shared applications, or documents designed and facilitated by the instructors.

Course Outline

Each week the featured presentations will be provided to the class in Blackboard in addition to a recording of the class session for those who were not able to attend; recording may be paused by request of facilitators or participants when sensitive issues arise and participants may be more comfortable speaking off-camera.

Required Text

The reading provided is included to help you develop your presentation or demonstrations. You can find web links to our course materials under the heading *Reading List* in the Blackboard course shell.

In addition to the journal articles, the instructors will share reflections from our own course revisions. In the syllabus, these reflections are entitled *From the Desk of A. I Contreras or T. Jones.*

Student Expectations and Requirements

Technology Requirements:

- Access to Blackboard and ability to reference past/current course materials
- Access to applications or programs that will aid in creating a presentation
- Ability to record video presentations or demonstrations
- Webex via download or browser

Bb Tech Support:

- Telephone: 847.925.6090, option 1
- Email: bbtechsupport@harpercollege.edu
- Support Hours:
  Monday–Thursday: 8 a.m.–6 p.m.
  Friday: 8 a.m.–4:30 p.m.

Course Requirements and Assignments

Each week, I will ask that 1-3 members of the class develop presentations or demonstrations featuring an element of your course in any modality that demonstrates equitable practice. The purpose of this presentation is to feature our strengths and to share the work we are already incorporating into our courses. When creating your presentation remember that we are here to share our work with the intention of building upon skills. Comments and questions from the class are intended to support the work of our colleagues acknowledging strengths and inquire about areas of closer introspection.

This presentation can include an activity, lesson, or feature of your course that you are already using, something you've drafted but haven't used yet, something you've modified, or something new that you've created. While there aren't any restrictions on the length of your presentations, I'd advise limiting your presentation to 20 minutes or less depending on the number of students sharing to be considerate of the time of our colleagues. Your presentation/demonstration will be shown during class.

Use the following guide to construct your presentations or teaching demonstrations. These elements are suggested because I realize that we are all coming from different perspectives. However, I think that including as many of these as you can in your demonstration will give the class a better foundation for delivering feedback and learning from one another.

- Your understanding of the element of the matrix in the context of your course
- A brief explanation of the standards, best practices and/or your course objectives you are meeting with this lesson, activity
- A description or demonstration of the lesson, assignment, activity or element of the course, including the ways that you are using elements of your lesson to enhance learning.
- The benefits of this demonstration to promote learning
- Where you might appreciate feedback from the class
- Any references you used to complete your demonstration/presentation
- Anything you would like to share to add to our reading list

You can access a sign-up sheet in Blackboard to indicate which week you would like to deliver your presentation or demonstration.

(Depending on class size students may present more than once)

Posting to the Class Blog:

The week that you are scheduled to develop your presentation, I will ask you to create a blog post with an abstract or summary of your planned presentation. The remainder of the class will review these abstracts, take note of any strengths in the abstract and/ie questions. While you do not need to comment on abstracts that are posted, you will offer your comments and questions to the presenters in class.

After our class meeting, I will post a video of the class session including recordings of each presentation in our class blog. For those who cannot attend, you can post any comments or questions for our colleagues at a later date.

Class Meetings:

We will meet each week to feature an element of the Applying Equity Matrix and review 2-3 presentations from members of the class. We will follow the protocol below for each class meeting.

- Introduction to the class session by instructors
  We will review the weekly theme from the Applying Equity Matrix and introduce the night's presenters
- Presentation 1 (45 min)
    - Introduction of Presenter 1 (around 20 minutes)
        - Presenter provides some context about what they teach and shares a brief description of their presentation to serve as a reminder for the class
        - Delivers demonstration asking other instructors to engage appropriately in the lesson

- Afterward, presenter will sit back and take notes on comments and questions provided by the class
  - Round 1 of Affirmations (6-10 minutes)
    - Each member of the class will share with the presenter what they liked about their teaching presentation/demonstration. Additionally, these comments will include how the presenter applied this element of the Applying Equity Matrix
  - Round 2 of Questions (6-10)
    - Each member of the class will share with the presenter any questions they had about the presentation or demonstration.
  - Presenter Responds (2-3 minutes)
    - The presenter will thank the class for their comments. They can take this time to respond to any questions or highlight thoughts that they found particularly helpful.
    - Presenters will also include comments on how they will incorporate this feedback into the design of their course, assignment or lesson.
- Presenter 2 and Rounds 1-2 (45 min)
- Open Discussion (20-30 min)
  - This conversation will focus on a discussion question that features the element of the matrix.
  - Generally speaking, the question will involve interrogating how this particular element would add to the equity of the online course and/or support students in their success

Note: We will follow this protocol for class meetings during Weeks 2-7 when we have presentations.

Reflections:

An essential part of this class includes introspection and reflection on our teaching practices. We will write two reflections in this class.

- The first reflection will help us think about how the matrix applies to our current course. I think that reflecting on the matrix generally will give us a place to start thinking about where equity is already reflected in our courses and where we might need to make some adjustments to better support students.
- The second reflection will be composed at the end of the semester. This reflection will ask you to look at the body of work you've completed in the course and consider what you've learned. In addition, this reflection I'll ask you to consider where and how you might share your work outside of our class.

Participation:

In order to get the most out of the course, I ask that students actively engage in class participation, discussion, and competition of assignments. Participation will be measured with engagement in class sessions and assignment completion.

Methods of Evaluation

This course is pass/fail. Passing will be determined by the completion of the following:

- Reflection 1 and 2
- Consistent engagement in the course including but not limited to comments and questions provided in class or in the course blog.
- Action Plan for course redesign centering equity pedagogies
- Class Presentation/Demonstration of a revision of one aspect of a course

Upon completion of the course, participants will have an option to fully revise a course to earn a stipend upon review. Faculty will have designed an action plan for a course redesign based on the Applying Equity Matrix during the course and presented on one revision; in the post-course project, participants can further develop their action plans and complete a full redesign and review of their course. Students who complete the redesign of their course based on the action plan can receive a stipend once successfully reviewed.

Course Outline

		Due Dates

Week 1	**Introduction: How do we apply equity to learning online?**	Course shell opens March 4; Please complete readings, Intro and sign-up by class Thursday, March 10
	Reading:	
	• Chen, Landry, Guidry (2010) T*he impact of Web-based learning technology on college student engagement.*	
	• Elliott. (2011). *Equity, pedagogy and inclusion. Harnessing digital technologies to support higher education access and success*	
	• Reich. (2019)*. Teaching Our Way to Digital Equity.*	
	• Smith (2020). *Equity in online learning is about much more than technology access*	
	• *From the Desk of A Contreras (Where do I start?)*	
	Review	
	• Applying Equity Matrix	
	Attend:	
	• Class Meeting March 10, 7-9 pm	
	• Discussion Topic: Why should we consider equity in our online courses?	
	Blog Post:	
	• Class Introductions	
	Submit by 3/10/2021	
	• Sign up for Presentation slot	
	• Reflection 1	
	• How does the equity matrix apply to your current course?	
	• What aspects of your course meet the elements of the matrix?	
	• Which aspects of your course might provide opportunities for revision?	

| Week 2 | **Accessibility:** ensuring universal access to elements of the course, including adapting the course for a range of dis/abilities

Examples from Applying Equity Matrix:

• Within your course shell, identify if images are decorative
• Consider mobile friendly resources and supplemental resources that can be easily accessed on multiple devices
• Use accessibility guides and checkers for the tools that you are using (Microsoft, etc . .)

Reading:

• Brandon & Nemeroff (2016). *Creating Inclusive Courses with Universal Design*
• Rao (2012)*. Universal design for online courses: Addressing the needs of non-traditional learners.*
• Tobin (2014). *Increase online student retention with universal design for learning.*
• From the Desk of A. Contreras (Accessibility and UDL)

Review

• Applying Equity Matrix

Blog Post

• Presenter posts abstract or summary of presentation prior to class meeting
• Class reviews abstracts posted by presenters.

Attend:

• Class Meeting Thursday March 17, from 7-9 pm
First week of presentations (2)
   • Presenters Deliver
   • Class provides comments and questions
   (Comments and questions can be posted after the class video is posted) | Due by class on Thursday, March 17 |

	• NO CLASS MARCH 24 DURING SPRING BREAK	

Week 3	**Belonging**: fostering a sense among students that they belong in the course, the college, and the academic field	Due by class on Thursday, March 31
	Examples from Applying Equity Matrix	
	• Greet your students with enthusiasm to show caring and create a welcoming presence	
	• Make checking-in a regular occurrence so that students do not go more than a week without interaction, and mentor students on how to effectively communicate with you and other instructors (e.g., when needing more help or an assignment extension)	
	• Set up individual and/or small group conferences with students	
	Reading:	
	• Jones & Sneed (2016). *Fostering an Inclusive Environment when Developing Online Courses*	
	• Touro College (2013). *10 Tips for Making Personal Connections With Students in Online Courses*.	
	• Hammond (2015) *Part II Building Learning Partnerships (Culturally Responsive Teaching and the Brain)*	
	• From the Desk of A. Contreras (Building Community and Social Presence)	
	Review	
	• Applying Equity Matrix	
	Blog Post	
	• Presenter posts abstract or summary of presentation prior to class meeting	
	• Class reviews abstracts posted by presenters.	
	Attend:	
	• Class Meeting March 31, 7-9 pm Presentations (2) • Presenters Deliver	

	• Class provides comments and questions (Comments and questions can be posted after the class video is posted)	

Week 4	**Engagement**: involving students in the content in dynamic ways and emphasizing interactions with each other	Due by class on Thurs., April 7
	Examples from Applying Equity Matrix	
	• Create a questions and answer forum where students can ask questions (provide an option for posting anonymously) and get help from you and their classmates • Utilize different methods of discussion to increase active participation and build community in the class (Collaborate, Webex, Discussion Board, groups, video discussion posts like Flipgrid, GoReact) • Teach students to create projects that are accessible to increase their awareness and technology skills	
	Reading:	
	• Baker, Dee, Evans, & John (2018). *Bias in Online Classes: Evidence from a Field Experiment* • Woodley, Hernandez, Parra, & Negash (2017) *Celebrating Difference: Best Practices in Culturally Responsive Teaching Online* • Thomas Herbert, & Teras (2014). *A sense of belonging to enhance participation, success and retention in online programs.* • *From the Desk of A Contreras (Student Engagement)*	
	Review	
	• Applying Equity Matrix	
	Blog Post	
	• Presenter posts abstract or summary of presentation prior to class meeting • Class reviews abstracts posted by presenters.	
	Attend:	
	• Class Meeting April 7, 7-9 pm • Presentations (2)	

	• Presenters Deliver • Class provides comments and questions (Comments and questions can be posted after the class video is posted)	

Week 5	**Flexibility**: adapting the course to create multiple ways for students to participate and succeed	Due by class on Thurs., April 14
	Examples from Applying Equity Matrix	
	• Give students multiple ways to contact you such as email, voice/web call such as Google voice or WebEx, Remind (text/messaging), Question and Answer Forum	
	• Provide live troubleshooting sessions as student issues arise and post the recordings	
	• Offer students choice in assignments or multiple modes for projects (Video, Memes, Podcasts, etc.) that honor diverse ways of making meaning and communicating learning.	
	Reading:	
	• Tomlinson (2017) *What Differentiation is and is not*	
	• Priniski, Hecht, & Harackiewicz. (2018) *Making Learning Personally Meaningful: A New Framework for Relevance Research*	
	• *TBA*	
	• *From the Desk of A Contreras (Differentiation)*	
	Review	
	• Applying Equity Matrix	
	Blog Post	
	• Presenter posts abstract or summary of presentation prior to class meeting	
	• Class reviews abstracts posted by presenters.	
	Attend:	
	• Class Meeting April 14, 7-9 pm	
	• Presentations (2-3)	
	• Presenters Deliver	
	• Class provides comments and questions (Comments and questions can be	

	posted after the class video is posted)	

Week 6	**Humanizing:** recognizing that the instructor and students are people with human needs who have lives beyond the course and the college that are important to them	Due by class on Thurs., April 21
	Examples from Applying Equity Matrix	
	• Ask students to include an image of themselves or something that represents them to establish identity (to avoid feelings of invisibility) • Provide feedback that recognizes something done well, something specific to improve, and some ideas and resources for support • Encourage study groups within the course for students to support one another (promote check-ins, help with instructions and assignments, sharing class notes, etc.)	
	Reading:	
	• Weblinks to 2-3 journal articles,videos or other materials to review	
	Review	
	• Applying Equity Matrix	
	Blog Post	
	• Presenter posts abstract or summary of presentation prior to class meeting • Class reviews abstracts posted by presenters.	
	Attend:	
	• Class Meeting April 21, 7-9 Presentations (2-3) • Presenters Deliver • Class provides comments and questions (Comments and questions can be posted after the class video is posted)	

| Week 7 | **Transparency**: clarifying how and why students are performing tasks related to the course

Examples from Applying Equity Matrix

• For each course activity, clarify specific tasks required and steps to complete them, along with criteria for successful completion and exemplar work
• Ask students for targeted feedback about assessments to better evaluate strengths and weaknesses of course content, delivery, and assessment
• Create an orientation module that prompts students to preview the course menu and layout and practice using some basic assignment submission tools; provide a link to a tutorial on how to submit each type of assignment
Reading

• TILT Framework
• Equity and Transparency in all modalities
• Weblinks to 2-3 journal articles, videos or other materials to review
Review

• Applying Equity Matrix
Blog Post

• Presenter posts abstract or summary of presentation prior to class meeting
• Class reviews abstracts posted by presenters.
Attend:

• Class Meeting April 28, 7-9 pm
   • Presentations (2-3)
   • Presenters Deliver
   • Class provides comments and questions
   (Comments and questions can be posted after the class video is posted) | Due by class on Thurs., April 28 |

Week 8	**How do we apply equitable teaching practices to learning online?**	Due by class on Thurs., May 5
	No Reading for this Week	
	• If articles are provided they might be about the importance of reflection to improve teaching practices	
	Blog	
	• Optional post to share video or text-based post about what you've taken away from the course and where you plan on sharing your work	
	Attend:	

	• Final Class meeting Thursday, May 5
	   • Discussion:
	     • How do we create equitable environments?
	     • What are best practices?
	     • What can we apply to our courses?	

	Submit by 5/5/21	
	• Reflection 2 • Completion of Presentations if needed	
	AEM Post-Course Redesign Project	
	• Details for Harper and D214 participants will be sent out by the end of the course • Schedule a consultation by the end of the semester • Complete course revision and review over the summer	

Creating your Teaching Demonstration

Each week members of the class will be asked to create their presentations or teaching demonstrations. I am always a resource or a sounding board to help you think through your ideas. As a colleague, I can provide support and collaborate with you as you compose your presentation. I've provided a link to my Calandy appointment calendar. Feel free to find a time that suits your schedule.

Ana Contreras Appointment Calendar

If it would be helpful, I can schedule an optional class workshop meeting and invite a guest from the Academy to join us as needed. We can discuss this during the first week of class and revisit this option as the course progresses.

Graduate Equivalency (GEC) Policies

Enrollment
The Academy for Teaching Excellence requires a minimum of six (6) faculty to be enrolled in any GEC to be offered. The maximum enrollment in any GEC is determined collaboratively with the instructor and the Academy. Enrollment is measured two (2) weeks before the first scheduled day of the course.

Faculty wishing to participate in a GEC will register for the course through the Academy website. All GECs are pre-approved for credit.

Registration and Withdrawal Policy
The registration deadline is two (2) weeks before the first scheduled day of the course.

A faculty member will have seven (7) calendar days from the beginning of the course (first day of class) to un-enroll by notifying both the instructor and kmichela@harpercollege.edu. After seven (7) days, any faculty member who does not successfully complete the course will receive a "XV" (Incomplete) on their transcript and no credit will be awarded.

Receiving Credit for GECs
GEC credits will appear in a faculty member's professional development list (full-time faculty) and transcript within two weeks after the end of each semester. A faculty member may repeat a GEC at any time; however, because GEC credit is used for promotion and tenure, credit for a course may only be awarded once.

Final Grades
GEC grades will be awarded as "PV" (Pass) for students who have successfully completed the course and "XV" (Incomplete) for students who have not. No other grade options will be assigned in any case.

Policies

Students with Disabilities and Academic Accommodations
Harper College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let Access and Disability Services (ADS) know immediately at 847.925.6266. ADS will privately discuss the options you have, including the accommodations they offer. You are welcome to register with Access and Disability Service by going to www.harpercollege.edu/ads and fill out the application for ADS services. Once you have your accommodations approved by ADS, please make arrangements with the instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

ADS contact information: 847.925.6266, ads@harpercollege.edu, Building I, Room 103.

Equal Opportunity Statement

Harper College does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, disability or unfavorable discharge from military service