

Making Equity Essential in Your Remote Course

SUMMER SESSION SPECIAL SERIES



ADDRESS ACCESS ISSUES HEAD ON.

Use an anonymous survey to learn about students' internet access and remote learning environment. Be cautious when employing digital resources that require specific software (e.g., simulations) or are not optimized for mobile devices (e.g., Collab quizzes).



TEND TO MORE THAN JUST “DIGITAL” EQUITY.

Students are whole humans with very different lives beyond their internet access; create space in your course to address mental and physical health (e.g., syllabus statements, discussions in class, and holding office hours not related to course content).



AFFIRM STUDENTS' VALUES & GOALS.

Have assignments that connect students to their interest in the course; ask them to surface what values and assets they bring to the learning community.



ASK “WHO IS BEING LEFT OUT?” WITH EACH OF YOUR INSTRUCTIONAL CHOICES.

Students are not monolithic. Recognize ways that examples and even humor can isolate or stigmatize different identities.



UNCOVER THE HIDDEN CURRICULUM.

Use transparent assignment design and instructions, including clear purpose, instructions, criteria for evaluation, and examples. Provide support in navigating resources.

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