

ACADEMIC SENATE FOR  
CALIFORNIA COMMUNITY COLLEGES

PART-TIME FACULTY  
INSTITUTE 2022

Hot Topics in a

Hybrid World:

Connecting

it all Together

VIRTUAL EVENT  
FEBRUARY 10-11, 2022

# Humanizing Your Online Teaching for Equity & Effectiveness

Michelle Pacansky-Brock  
CVC/@ONE and  
Mt. San Jacinto College

PLEASE REFLECT ON YOUR LIFE.  
IDENTIFY ONE MEMORABLE TEACHER  
WHO POSITIVELY INFLUENCED YOU.

IN YOUR MIND, IDENTIFY TWO WORDS  
THAT DESCRIBE THAT PERSON.

SHARE THOSE TWO WORDS  
IN OUR [MENTIMETER ACTIVITY](#).

- Click on the link in the Chat area **OR**
- Scan this QR code with your phone



[View Results](#)



Photo by [Andy Hall](#) on [Unsplash](#)



Photo by [Jeffrey F Lin](#) on [Unsplash](#)

# FACULTY REFLECTIONS

“As a younger female professor, I believed I needed to put on a tough outer shell in the classroom and uphold "rigid expectations" so that students wouldn't take advantage of my kindness/vulnerability. But what I've realized in the past year is that this was a terrible misconception I held onto for much too long.”

Kerry Byrne, Environmental Science & Management,  
Humboldt State University  
After completing the Humanizing Online STEM Academy

# FACULTY REFLECTIONS

“...I carried many traumas and pains from my own undergraduate STEM experience. ... It was not the course material that was challenging for me, it was the feeling of not being cared for and simply being a number on my ID card. I felt that I was a dollar commodity for the department and not a person. ...Now ... I have a deeper understanding of myself and how I can improve my own courses. ... In many ways, **I have held myself back from my true nature and have tried to work within what I thought were the ‘rigid expectations’ for a professor.** However, I now have a deeper understanding of how important emotions are in learning.” (emphasis added)

Safa Khan, Chemistry, CSU Channel Islands

After completing the Humanizing Online STEM Academy



Photo by Sarah Silverman, CC-BY

Yale Law School, sculptural frieze above entrance, Photo by Sarah Silverman, CC-BY.



When a flower doesn't bloom,  
you fix the environment in  
which it grows, not the flower.

-Alexander den Heijer





“Belonging is not the same as fitting in.”  
-Brene Brown

Classroom studies document the fact that underserved English learners, poor students, and students of color routinely receive less instruction in higher order skills development than other students (Allington and McGill-Franzen, 1989; Darling-Hammond, 2001; Oakes, 2005). **[This] denies students the opportunity to engage in what neuroscientists call productive struggle that actually grows our brain power** (Means & Knapp, 1991; Ritchhart, 2002). As a result, a disproportionate number of culturally and linguistically diverse students are dependent learners.

Zaretta Hammond, Culturally Responsive Teaching and the Brain, pp. 12-13.

# Education is not neutral.

<b>The Dependent Learner</b>	<b>The Independent Learner</b>
<ul style="list-style-type: none"><li>● Unsure about how to tackle a new task</li><li>● Needs scaffolds to complete tasks</li><li>● Will sit passively and wait if stuck until the teacher intervenes</li></ul>	<ul style="list-style-type: none"><li>● Possesses cognitive strategies for getting unstuck</li><li>● Attempts new tasks without scaffolds</li><li>● Has learned how to retrieve information from long-term memory</li></ul>

Hammond, Z. L. (2014). *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Corwin Publishers.

# WARM DEMANDER PEDAGOGY



- Starts with cultivating positive instructor-student relationships
- Relationships are leveraged *to increase academic performance*.
- Producing a high level of academic work becomes a reciprocal obligation between student and teacher
- Students push themselves beyond their perceived ability so they do not let their teacher down

Kleinfeld, J. (1972). [Effective Teachers of Indian and Eskimo High School Students](#). Institute of Social, Economic and Government Research, University of Alaska  
Kleinfeld, J. (1975). Effective teachers of Eskimo and Indian students. *School Review*, 83, 301-344.

Hold All Students to High Standards



Positive Instructor-Student Relationship



**TRUST**

Kleinfeld, J. (1975); Rendón, L. (1994); Ladson-Billings, G. (2006); Hammond, Z. (2015); Wood, J. L., Harris III, F., White, K. (2015).

“Trust is taking something important to you  
and making it vulnerable to another person.”

Charles Feltman





WHAT DOES THIS  
LOOK LIKE  
ONLINE?













**I am not cut out for this.**

**She's going to think I'm lazy if I ask for an extension.**

**If I score too high, he's going to think I cheated.**

**He's going to shut me down if I ask for help**

**I'm not a math person.**



- Small things matter
- Microaffirmations are kindness cues of social inclusion.
- Like marbles in a jar, they accumulate over time.

Estrada, M., Eroy-Reveles, A., & Matsui, J. (2018). The influence of affirming kindness and community on broadening participation in STEM career pathways. *Social issues and policy review*, 12(1), 258–297.

# How & Why to Humanize Your Online Class infographic

[brocansky.com/humanizing/infographic2](https://brocansky.com/humanizing/infographic2)

## How & Why to HUMANIZE YOUR ONLINE CLASS

#HumanizeOL

version 2.0

### What is humanizing?

Humanizing leverages learning science and culturally responsive teaching to create an inclusive, equitable online class climate for today's diverse students. When you teach online, it is easy to relate to your students simply as names on a screen. But your students are much more than that. They are capable, resilient humans who bring an array of perspectives and knowledge to your class. They also bring life experiences shaped by racism, poverty, and social marginalization. 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 (Jaggars & Xu, 2016).



### The Principles



Humanized online teaching is supported by four interwoven principles:

- **Trust:** As an instructor, it is your responsibility to intentionally cultivate student trust, and one way to do it is by practicing "selective vulnerability" (Hammond, 2014) in the online community you build with your learners. Choose to share aspects of your life that portray you as a real person – tell a story about a personal struggle you worked through or record a video while cooking dinner or walking your dog.
- **Presence** involves intentional efforts to construct your authentic self through brief, imperfect videos to ensure your students know you are in this journey with them (Costa, 2020). Verbal and nonverbal cues add context to your communications, which is important to support culturally diverse students.
- **Awareness** is achieved by learning about who your students are and how you can support them.
- **Empathy** requires you to slow down, see things through your students' eyes without judgment, be flexible, and support them towards their goals.

### The Pedagogy

"Students who often feel invisible and unimportant" – they need to be 'seen' and valued by educators.

(Wood & Harris III, 2017, p. 41)

Research on men of color and first-generation students in community colleges has emphasized that "relationships before pedagogy" is a tenet of effective teaching (Palacios & Wood, 2015; Rendón, 1994; Wood & Harris III, 2015). Yet, when community college students learn online, they are less likely to experience rapport with their instructor and more likely to report needing to teach themselves (Jaggars & Xu, 2016). The lack of instructor-student relationships in many online courses exacerbates equity gaps. Humanizing intentionally cultivates a "welcomeness to engage" through trust, mutual respect, and authentic care (Wood & Harris III, 2015) before moving on to course content. Positive instructor-student relationships are leveraged to hold students to high standards, validate their effort and ability, and support them with achieving their goals. Students are more likely to lean in and apply themselves at a higher level when they know their instructor believes in them (Gay, 2000; Hammond, 2015; Ladson-Billings, 1994) and the same principles hold true in online courses (Glazier, 2016).



# HIGH OPPORTUNITY ZONE

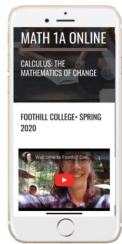
Week 1

Week 2

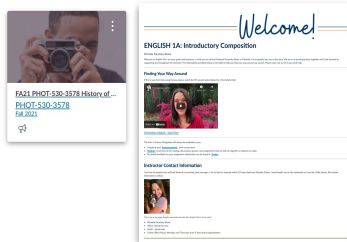
Week 3

## warm demander pedagogy

### Liquid Syllabus



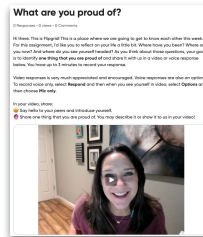
### Course Card & Humanized Homepage



### Getting to Know You Survey



### Self-affirming Ice Breaker



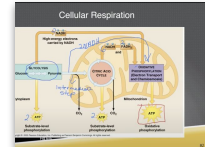
### Wisdom Wall



### Bumper Videos

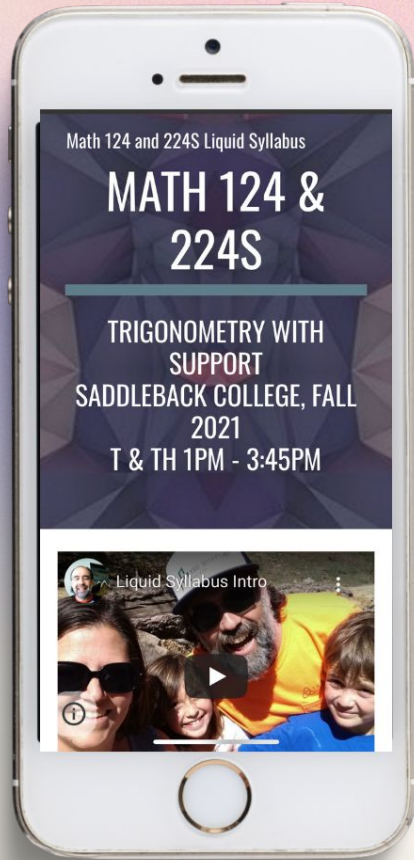


### Microlectures



# LIQUID SYLLABUS

Emailed to students the week before the class starts.



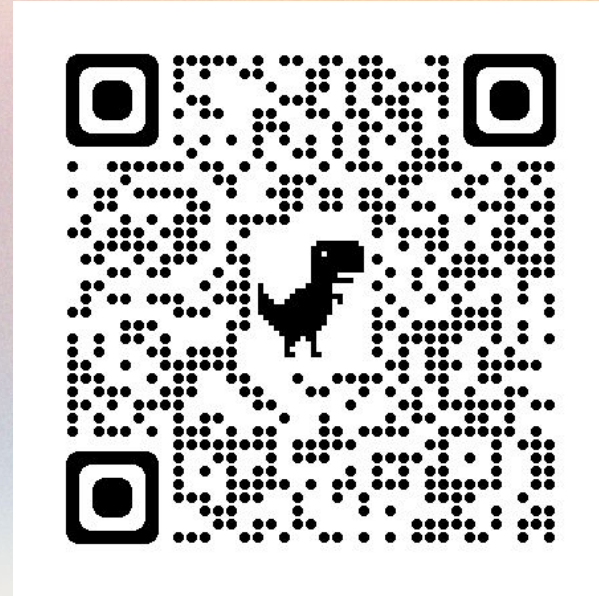
- A public webpage (Google Sites)
- Phone-friendly
- Accessible (alt-text, color contrast, headings/subheadings, lists)
- Components:
  - Written with welcoming, hopeful language
  - Welcome note with brief, imperfect video (with accurate captions)
  - Week 1 Success Kit
  - Pact
  - Teaching Philosophy
  - Inclusive images (with alt-text)
  - “Support for you”





# LIQUID SYLLABUS


Emailed to students the week before the class starts.



[View Michelle's Liquid Syllabus.](#)

# HUMANIZED HOMEPAGE

Welcoming banner (made with Canva) • minimal and relevant text, • friendly photo/video • “Start here” link



Welcome to Introduction to Public Health

I am excited to work with you! Here is some important information for your convenience. When you are ready to begin, please select the 'Start here' button.

### Quick Links

- [Syllabus](#)
- [Support Services for Foothill Students](#)
- [Question & Answer Discussion](#)

### Contact Me


Instructor: Sally Baldwin

The Canvas Inbox is the best way to contact me or [email me](#) or text me at 707.468.6022

Office Hours: Thursdays 9-11 a.m. [via Zoom](#)


### Let's Get Started

Ready to go? Please select the 'Start Here' button:



Sally Baldwin

## Welcome to Honors 1100!



# HONORS 1100

Spring 2022 | CSUSB

Hello and Welcome to Honors 1100! I am so glad that you are here. My name is Katie Orr and I am your professor this semester. I am really happy that you decided to join this course and am looking forward to working with each of you.

In this course, we will explore genre, the rhetorical choices a writer makes, conduct academic research, and investigate our identities as writers and academics.

Because this is a writing class, you will write, think deeply, examine who you are, and do research that will allow you to join an academic conversation. Together, we are starting a journey toward better college writing. We will be traveling through and discovering parts of ourselves and our academic life. At the end of the course, we will reach our destination as better, more confident writers and academics. Let's get started.


### Start Here:

- [Day 1: Course Orientation-START HERE](#)
- [Week 1 \(1/28-2/02\): Name of Week](#)

### Quick Links:

- [Support Resources](#)
- [Q&A Discussion](#)

### Instructor Contact Information:



How to Contact Me:

The Canvas Inbox is the best way to reach me because it keeps your name tied to the course number.

Email address: [katherine.orr@csusb.edu](mailto:katherine.orr@csusb.edu)

Office Hours: Mondays 1:00 -4:00 PM

Katie Orr

# Welcome!

## English 207: The Short Story

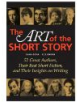
Christy Flores

Welcome to The Short Story! I am your guide and instructor, Dr. Christy Flores. I'm so grateful you are in this class. We will be reading some amazing short stories this semester that traverse the globe and centuries of time. No matter if you are a seasoned English major, or taking your very first English class, I am thrilled you are here and wish you each a productive and fun semester in our community!

### Finding Your Way Around

If you are new to online classes, don't worry! Everybody was new at some point and my philosophy is "simple and straightforward." There are two main items to address to help you navigate this course.

- The first is ordering our course textbook which can be found at the Fullerton College Bookstore or on Amazon: *The Art of the Short Story* by Gilda & Guyton




- The second is completing the "Orientation Module." You can begin it simply by clicking on the link: [Orientation Module - Start Here](#)

The links in Course Navigation will always be available to you.

- Regularly post [Announcements](#) with course news
- [Modality](#) have links to the reading, discussions, quizzes, and assignments that we will use together to explore our topic
- My student feedback on your assignment submissions can be found in [Grades](#)

### Instructor Contact Information

Please feel free to communicate with me. I appreciate any questions or concerns you may have. I do my best to respond within two business days. My contact information is below.



Christy Flores

# GETTING TO KNOW YOU SURVEY

## SUGGESTED QUESTIONS:

- What would you like me to call you?
- What are your pronouns?
- I will leave you feedback in video format. Does that work for you?
  - Yes, sounds great.
  - No, thanks. I prefer written feedback.
- In one word, describe how you are feeling about this class.
- Please share one thing that may interfere with your success in this class.

Sample survey available in the Canvas Commons. Search for #HumanizingSTEM



# ADAPT YOUR TEACHING TO SUPPORT YOUR HIGH OPPORTUNITY STUDENTS

- Take notes
  - [In Canvas, enable the Notes field](#) in the Grades area
- Jot down key things you learn about your students
  - Example: “Overwhelmed. Working extra hours to support parents.”
- Track log-in dates and assignment submissions
- Reach out *before it's too late*. Be intrusive.
  - Use a subject line that signals care. Ex: Carla, are things ok on your end?

# SELF-AFFIRMING ICE BREAKER

An intervention that mitigates stereotype threat by:

- Having students reflect on core personal values (Cohen et al., 2006, 2009; Martens et al., 2006; Miyake et al., 2010);
- Valuing students' individuality (Ambady et al., 2005; Gresky et al., 2005);
- Conveying that diversity is valued (Purdie-Vaughns et al., 2008); and
- Removing cues that suggest that college is a setting defined by a dominant majority group (Cheryan et al., 2009).

Tools: Flipgrid or VoiceThread



**What is important to you?**

Contributed by [Denise Maduli-Williams](#)

IN THE CHAT, SHARE ONE THING  
THAT IS RESONATING WITH YOU.





The hardest part is taking off the emotional armor we've been taught to wear.

In that vulnerable place is where we find authentic connection, joy, and fulfillment.