

# **Equitable Teaching (During a Pandemic)**

**Teaching Dialogues  
Friday, April 10, 2020  
Raquel Jacob-Almeida**

# Changes in Response to EMTLI

Value & incorporate students' experiences and expertise

Media Analysis Assignments (Intro; Race & Ethnicity)

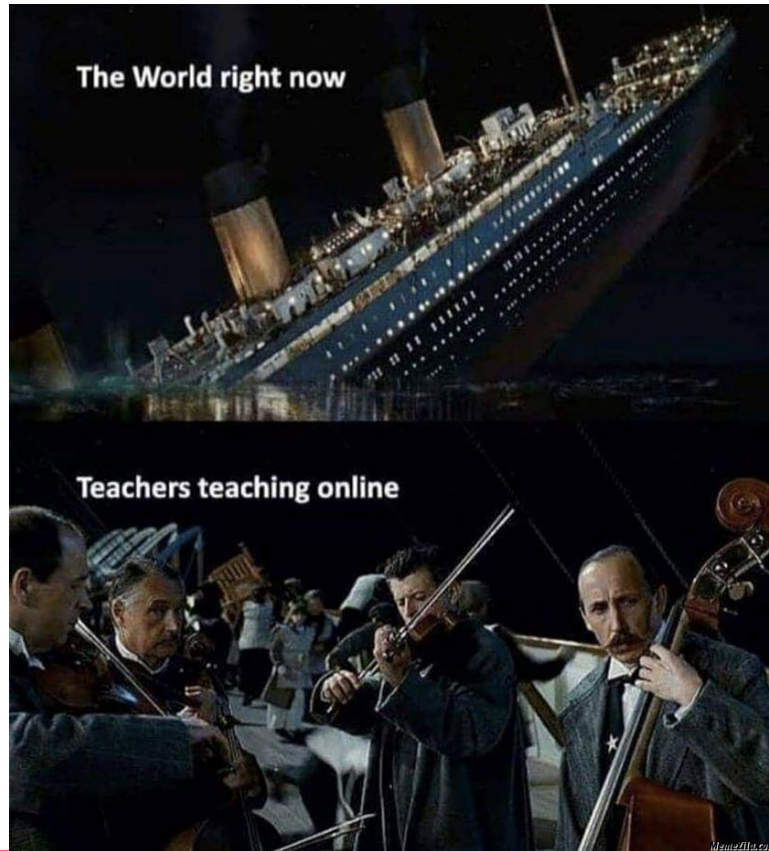
Course Projects (Social Problems; Gender & Sexuality)

- Students choose their topic
  - Select journal article, news article, media (with guidance)
- Workshops (computer lab) & HW's "build" their projects over semester

No more exams (and I love it)

- Ch. HWs guide reading & check comprehension
- In-class "extra credit" quizzes (score added to ch. hw's)

# Transition to Remote Learning



# Transition to Remote Learning



Recognize that “this is *triage*”

- limited computer, data, internet access; houseless; full houses; limited workspace; no child care including homeschooling; domestic abuse; “essential” workers; direct contact with coronavirus; job loss; immigration status (no access to \$ relief); family members with coronavirus; anxieties/depression; dislike/unfamiliarity with online learning; limited student services, etc...

Ethic of care, empathy, well-being (incl Cuyamaca College)

What is your (my) central objective?

# Transition to Remote Learning

Scaled back assignments: shorter and fewer

- Cancelled Projects =(
- Assignments: discussions, apply course material to own topic or pandemic
- Communication, flexibility, don't penalize students (ex: for not completing)
- Class time on Zoom
  - Synchronous, recorded, posted on Canvas
  - Lectures are *shorter* (30 minutes *max*)
    - Zoom exhaustion; more difficult to concentrate; less interactive
  - Gender & Sexuality: entirely discussion of assigned reading (recorded)
  - Do not require students to show personal lives (video is *optional*)

