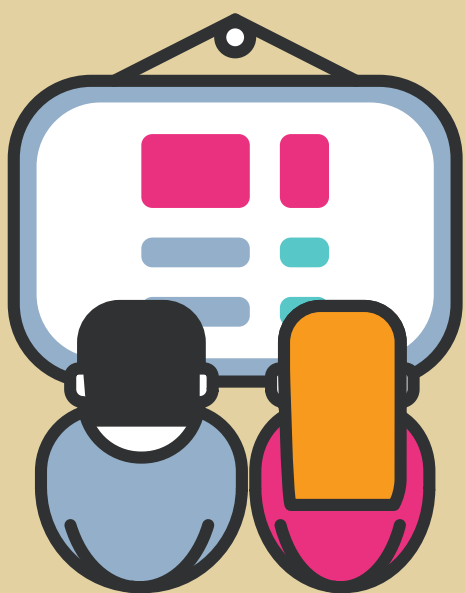


CLASSROOM EQUITY IN THE TIME OF COVID



DON'T ASSUME TECH ACCESS

Choose required technology carefully.

Students may not have access to a reliable high-powered computer. Consider doing a tech survey early on to get a sense of students access concerns and tech knowledge. When alternatives are available, consider options (like Teams or Canvas) that have apps for phones or tablets. Consider having students mute video and microphones when not in use to help with bandwidth.



PREEMPT PARTICIPATION BIAS

How will you measure with masks f2f?

It can be easy to overcount the participation of students we already know, who remind us of ourselves, or who are in the front row; especially when students wear masks. If you grade on participation consider how you'll ensure all are counted. Could students have name tents for their tables? Do you want to have an electronic check in when they participate? When you can't see faces how will you ensure participation grading is fair?



KEEP CAMERAS OPTIONAL

Students' living-conditions may not be something they want to, or are safe to, share- reconsider requiring that students have cameras on in synchronous classes.

Alternatives: Hate looking at a sea of black boxes? Ask students to post photos or bitmojis of themselves. Worry they won't pay attention? Use polls or Zoom chat to check participation. Virtual backgrounds are a good option but many computers can't support them.



STUDENT PARENTS

Expect school or childcare disruptions this semester.

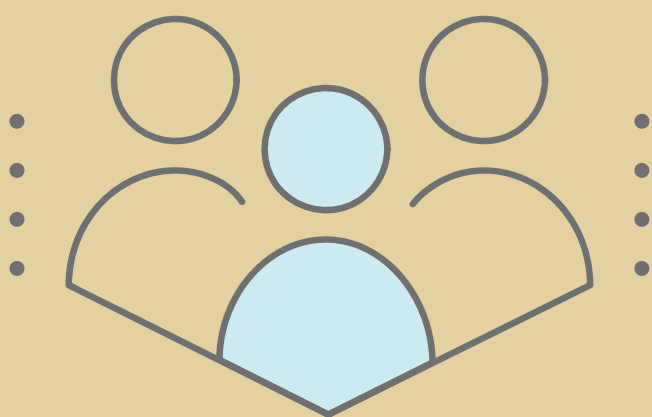
FCPS is starting online and people should expect childcare to be less stable this year. Don't have policies preventing online students from having family members in the room during class and since it isn't possible to bring a child to a face to face class consider having a flexible or remote attendance options for student parents who need them.



ACCESIBILITY

Hard of hearing or ESL students may rely on lip-reading to help follow content.

Many students who have not previously needed accommodation may have a harder time following recorded speech or in person masked speech when they can no longer see mouths moving. You may not even know a student in your class is having this challenge. Some things to consider are: clear masks if you feel comfortable with them, recording in person classes and uploading them for auto-captioning, posting slides with your notes/annotations, and using Teams to live-caption on-line meetings or Yuja Media to caption pre-recorded video.



SAME CLASS DIFFERENT RESPONSIBILITIES

Our students have vastly different economic & community responsibilities.

Students from different social economic backgrounds and cultural backgrounds will have very different experiences of COVID-19. Some students work essential jobs that may lead to increased quarantine. Others may be a vital caretaking resource for their family. Consider how your policies can work to support and not disadvantage these members of our community.



WHERE IN THE WORLD ARE YOUR STUDENTS?

Remote students may have geographic barriers to participation in courses.

Don't assume all students will be in the same time zone. Some international students may have been unable to return to the United States. Domestic students may have chosen to stay home. Consider including a time zone question in course surveys to help you make decisions about synchronous meetings. Be aware students also may have challenges with websites that are not accessible in their country.

LEARN MORE!

CELT's Week of Teaching included multiple panels on issues like teaching in times of crisis or creating discussion boards to promote engagement and inclusion.

VIRTUAL SYMPOSIUM

Week of Teaching

Sessions, Materials, & Resources

[HTTPS://TEACHANYWHERE.UKY.EDU/WEEK-TEACHING](https://teachanywhere.uky.edu/week-teaching)



If you are new to teaching online UK has a lot of useful resources for Universal Design. This includes information on accessibility and best practices for many commonly used software.

[HTTPS://WWW.UKY.EDU/UDL/](https://www.uky.edu/udl/)

CREATE COMMUNITY SUPPORT

Students come to campus with differing knowledge of how to navigate college. Additionally some have existing networks and others do not.

Think about setting up student teams, buddies or a shared class notebook to ensure students will all have access to people to ask for notes or help if they get sick, have to quarantine, or have to care for others due to COVID-19. Canvas and Teams both allow for shared notebooks, small group boards or channels for discussions/sharing.



PHYSICAL AND MENTAL HEALTH IN THE CLASSROOM

Ensure students are able to take a break and meet their physical needs.

We don't yet know how these new socially distanced environments will impact us. Some students may need regular access to water and will need to step out to take their mask off and get a drink. Others may experience anxiety symptoms during class. Consider adding breaks to lengthier night or grad classes and make sure students can step away from any class to get a drink or get some fresh air when they need to.

