

# Increasing Equity in Online and Blended Learning

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Technology and Distance Learning Symposium 2020

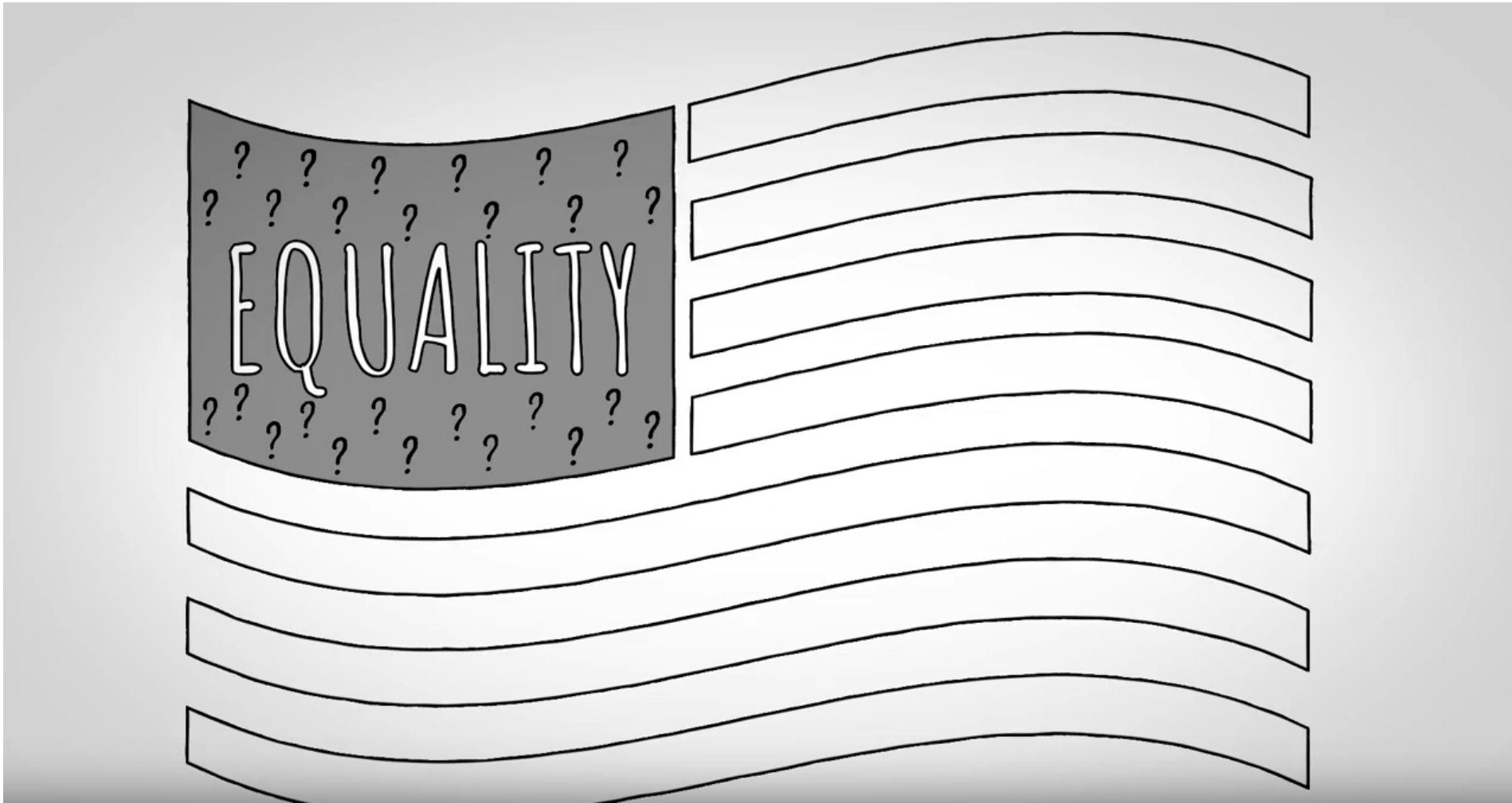
# Agenda

- Education Equity
- The Cultural Competence Continuum
- Technology and BIAS: What We Know
- What We Can Do

# Education equity

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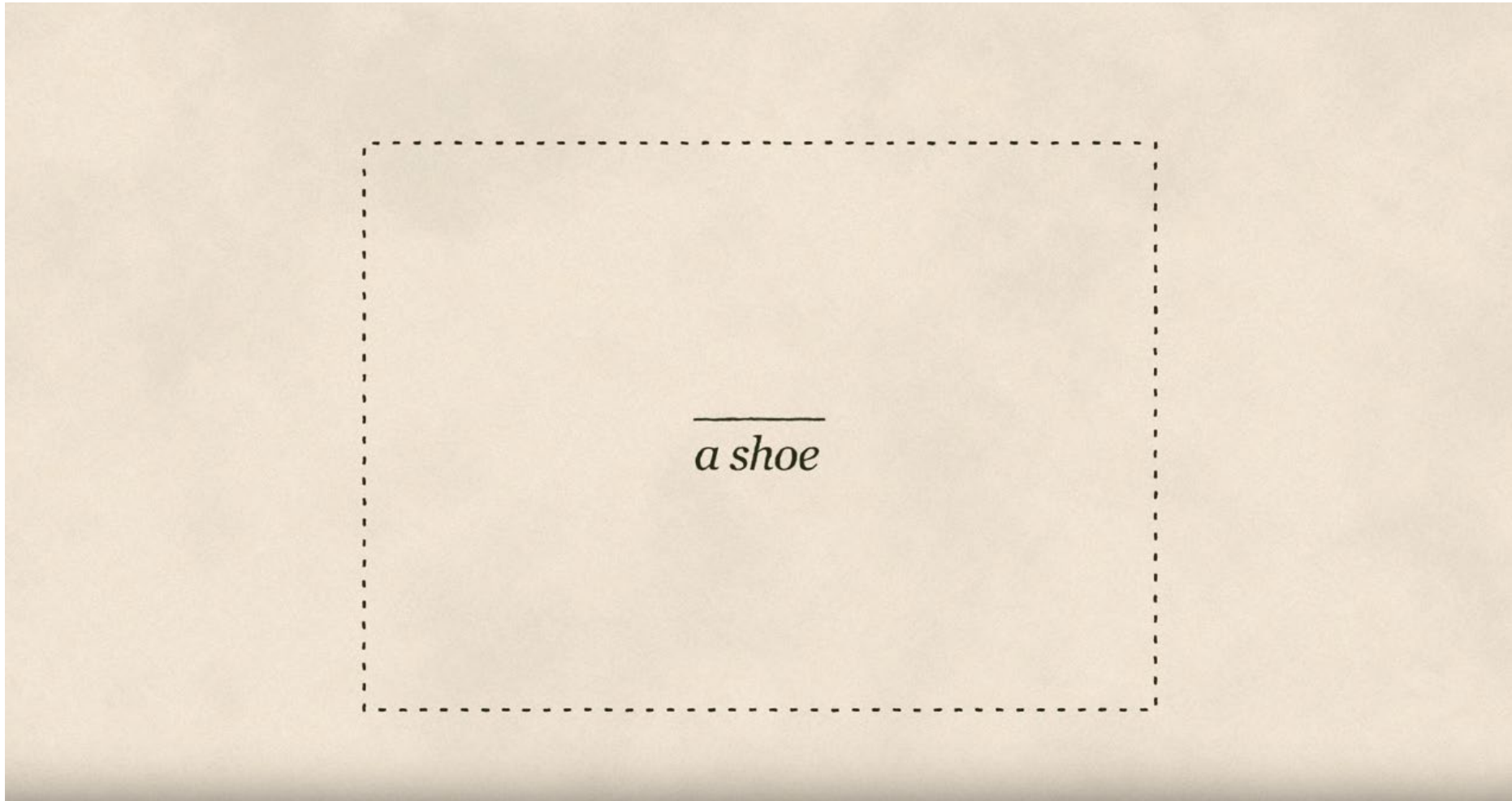
# What is Education Equity, Exactly?



# Avoiding Bias in Online Courses

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# Technology Bias



# Equity Issues In Online Courses

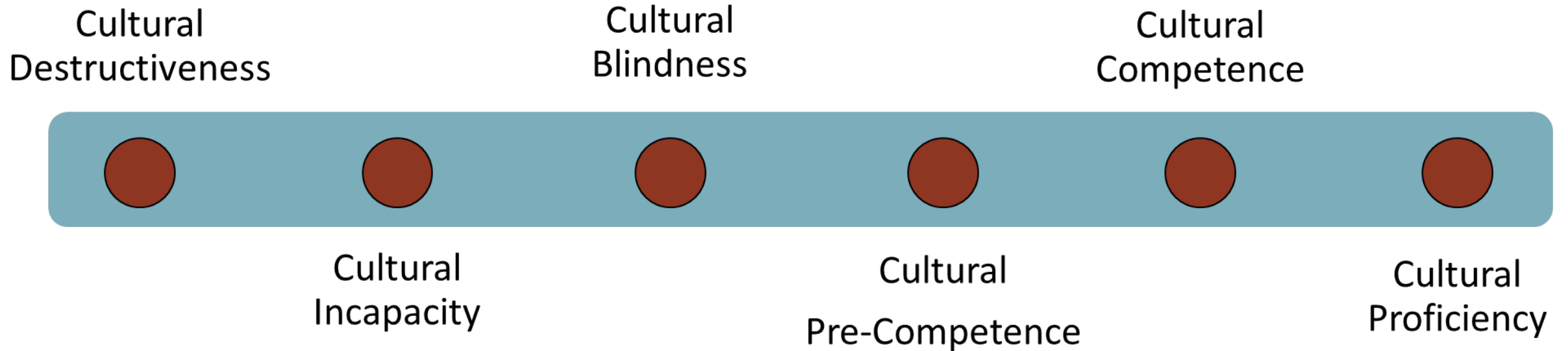
- Software and applications are not accessible to low-income or rural students.
- Software and applications are based on algorithms.
- Assignments based on online searches need to be explicit
  - Instead of “locate a CEO” use “Locate a CEO of a Technology company
- The content is not . . .
  - accessible to visually and hearing impaired.
  - representative of the student population.
- The courses are not offered based on equitable need but *perceived* interest.

# The cultural Competence Continuum

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# Cultural Competence Continuum



National Center for Cultural Competence – Georgetown University

# Cultural Competency Continuum

- Cultural Destructiveness - The dehumanization of specific cultures or individuals signifying an underlying bias toward the superiority of the dominant or majority group.
- Cultural Incapacity - The inability to work with diverse populations.

# Cultural Competency Continuum (continued)

- Cultural Blindness - Approaches used by and for the majority are perceived as relevant for all others. Practices are adopted for "the greater good", which is generally the majority perspective.
- Cultural Pre-Competence – Awareness of differences in cross-cultural communication and outreach. Individual within the school desire to provide fair and equitable treatment with appropriate cultural sensitivity but may not know exactly how to proceed.

# How do I know if I'm culturally competent?

- Cultural Competence - A demonstrated commitment to diverse populations in all aspects of the structure and functions of the organization.
  - The commitment is characterized by a sustained, systematic integration and evaluation at all levels of significant collaboration from diverse populations into the infrastructure of the organization.
- Cultural Proficiency - Is demonstrated by the centrality of a school's commitment to diversity and by its external expertise, leadership, and proactive advocacy in promoting appropriate care for diverse populations.

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# What is included in cultural competence?

- Self-awareness
- Cultural understanding
- Multiple perspectives
- Intercultural communication
- Relationship building
- Flexibility/adaptability
- Intercultural facilitation/conflict resolution skills
- Multicultural organizational development skills

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# Model of Culturally Competent Teaching Practices

## Scaffolding

Teachers use elements of students' culture in the courses. For example, using text with that reflect the various cultures of students in the course.

## Zones of Proximal Development

Teachers set tasks at higher levels than students believe achievable, then uses scaffolds to promote student success. Students' successful progression through ZPDs provides cognitive evidence to teachers of the possibility of success for students from minority cultures.

## Improved Outcomes

Most importantly, such activities also demonstrate to students their own capabilities and that their teacher believes in their capabilities as well. This improved relationship may lead to improved academic performance.

# What We Can Do

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# Assure Equity of Access: Use a Web Accessibility Checker

## Free Tools

- <http://CynthiaSays.com>
- <http://wave.webaim.com>
- <https://www.webaccessibility.com/>

## List of accessibility checkers (free and fee)

- <http://www.w3.org/WAI/ER/tools/complete>



# Assure Equity of Access: Check Your Work with a Screen Reader

- NonVisual Desktop Access (NVDA - free):  
<http://www.nvaccess.org/>
- JAWS (fee after trial):  
<http://www.freedomscientific.com/jaws-hq.asp>

## Assure Equity of Access: Check your Recommended Applications and Software

- Are they available in more than one app store?
- Do they work on various operating systems?
- Will they require spending money?
- Do they work for an English language learner?
- Is it accessible to those who are visually and hearing impaired?
- Is it accessible to students in rural areas (if applicable)?

# Don't forget – Representation Matters

- Demonstrate Diversity in Online Content.
  - Subjects in video and graphic imagery
  - Subjects in curriculum
  - Subjects as examples of failure and success
- Don't rely solely on algorithm-based technology.

# CALPRO Upcoming Blended Training Module

Available fall 2020!

**Success for All Learners Through Equity**



# Resources

- Access and Equity for All Learners in Blended and Online Education: <https://www.inacol.org/resource/access-and-equity-for-all-learners-in-blended-and-online-education/>
- Bias in Online Classes: Evidence from a Field Experiment: <https://siepr.stanford.edu/sites/default/files/publications/18-055.pdf>
- How Access to Technology Can Create Equity in Schools: <https://digitalpromise.org/2019/04/29/equity-in-schools-access-technology/>