

User Experience and Equity in Online and Hybrid Education: *Build for all students*

By Peralta Community College District



Co-Presenters

- **Alex Hernandez** – Helpdesk Supervisor, Peralta Community College District – primary role is to develop excellent user support for students and employees of the district, and to lead the team that responds to help requests.
 - Alex has been working in IT, providing support to students in educational institutions for over 12 years. His educational background is in system administration and his expertise is well placed in designing technical support systems. He provides leadership to a diverse team of support providers, and specializes in building support resources for a very diverse student population. Alex is bilingual in Spanish and English.
- **Srujana Tumu** – Educational Technologies Analyst, Peralta Community College District - primary role is administrator of the Learning Management System(s) and peripheral technologies
 - Srujana Tumu serves at the Educational Web Tech Analyst at Peralta Community College District. In addition to serving as the LMS administrator, she works to build bridges between technology, faculty, and students. Srujana has an MS in Computer Science and has used her tech skills in educational institutions since 2011. Srujana is multilingual, including fluency in Telugu, Hindi, and English.
- **Chelsea Cohen** – Distance Education Coordinator, Laney Community College – primary role is training and support to DE faculty and students
 - Chelsea is a trilingual tenure-track instructor in English to Speakers of Other Languages (ESOL) and serves as Laney College's Distance Education Coordinator. In addition, she is a trained peer reviewer of online courses for the Online Education Initiative. She is passionate about instructional design and equipping her students with technology skills that will open doors in both their educational and professional lives.
- **Inger Stark** – Distance Education Coordinator, Peralta Community College District – primary role is to provide leadership and support to the four colleges as they develop and improve their online and hybrid programs.
 - Inger is a tenured sociology instructor at Laney College, currently serving as the district Distance Education Coordinator. Inger's background includes 5 years as an administrator (4 years as a dean and 1 as a Vice President of Instruction) and 12 years of teaching. Her favorite job responsibility is teaching teachers how to create online learning activities that create a sense of student belonging and classroom inclusiveness.

Terminology

- Distance Education
- Retention and success
- Achievement gap
- Disproportionately impacted students
- Diversity and inclusion
- Equity

Context

- Growth of, and increasing dependence on, technology - in education
- Flat/decreasing enrollment in CCC system
- Increased demand for online and hybrid learning opportunities
- Achievement gaps between F2F and distance education students
- Long standing achievement gaps among student populations, which are exacerbated in distance education environments

Our Message: Build for all Students

- Institutionalize processes and practices that support equity.
- Use research based interventions.
- Peralta Equity Rubric overview
 - F1 - Alex
 - F2, F3, F5 & F6 - Chelsea
 - F8 - Srujana

F1: Technology Access

Alex Hernandez

F1: Technology Access

How are students going to access online?

- Login Portal
- Single Sign-On
- Software
- PC/MAC
- Mobile devices
- Browsers



F1: Technology Access

- English Speakers of Other Languages (ESOL)
- Disproportionately impacted students
- New students
- Returning students
- Prospective students



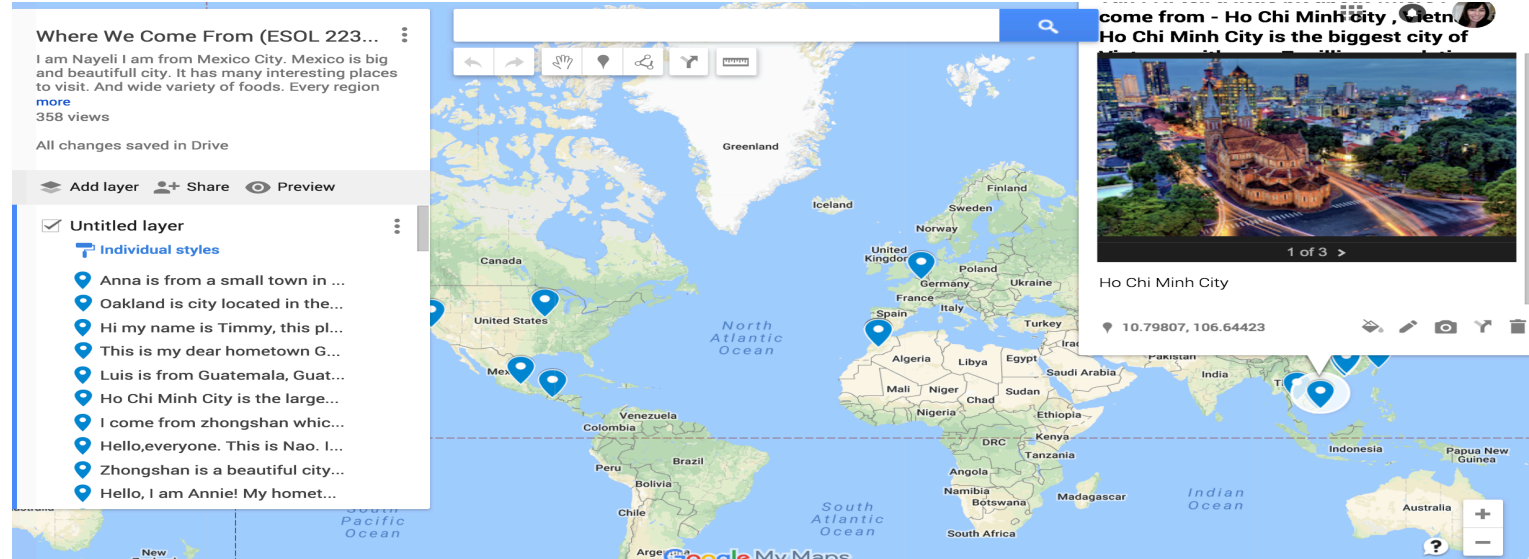
F_2, F_3, F_5, F_6

Chelsea Cohen

F2: Diversity and Inclusion

Example Activity:

Google Maps Introduction Activity by Anna Cortesio



- How does this support equity?
 1. Creates connections
 2. Honors students stories and unique life experiences
 3. Can be done in ANY discipline

F3: Images and representation

Example Activity:

Instructor chose a textbook with valuable information but images were not diverse or inclusive.

Steps to addressing this inequity:

- Raised awareness by acknowledging the limited and biased representations
- Expressed her discomfort
- Facilitated dialogue around representation and stereotypes
- Encouraged students to write letters to the publishers about why inclusive materials matter

F3. Images and representation

How does this support equity?

- She wanted them to know in her class, she understood invisibility
- The students who were not represented were acknowledged and valued
- For students who WERE represented, she wanted them to notice the exclusion of others in the book

**F5. Content
Meaning
F6.
Personal
Connections**

The Activity:

"I'm having my students create presentations on the film and then lead community presentations and film screenings before they submit their film analysis essays. They take pictures, videos or recordings of their presentation and then write about it. I literally have 35 videos, pictures and/or recordings of families, friends and roommates coming together debating concepts in the film. -Alicia Caballero-Christenson

How does this support equity?

1. Creates connection in the community and within the class
2. All learners becomes an expert in the subject
3. In the discussion, students could connect their own socio-cultural backgrounds with the socio-cultural backgrounds of others

F8. Student Support

User experience activity

- You're an online student at the college on the index card you received
- You urgently need tutoring and other online student resources.
- Try to find those resources.
- When you're done, report your experience at:

<https://tinyurl.com/pccd-otc>

<http://backchannelchat.com/Backchannel/bkjjx>

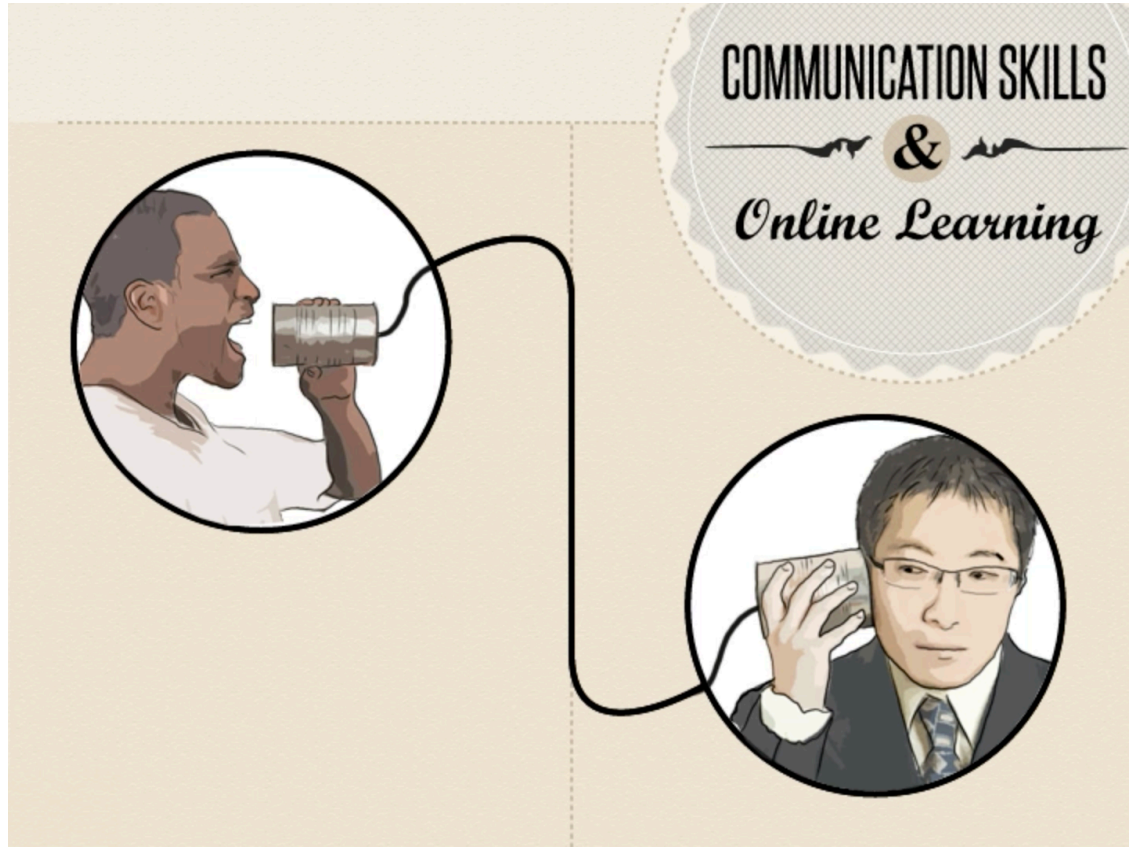
F8 – Student Support


Srujana Tumu

F8. Student Support


Use the rubric to structure student support similar to the way it is used to structure classes

- Images and representation (F3)



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F8. Student Support

Use the rubric to structure student support

- Images and representation (F3)
- Diversity and Inclusion (F2)
- Personal connections (F6)

F8. Student Support

Suggestions

- Preferred name / gender
- Include students in building resources and have students test the resources
- Having multilingual support staff
- Make resources available in multiple places and formats, and accessible from multiple places
- Faculty know the resources available
- Subtitles in multiple languages in informational videos

Reminder: @ONE new course: "Equity & Culturally Responsive Teaching in the Online Environment"

Questions, suggestions,
ideas, and discussion