

# Designing Access to Support: Ensuring Opportunity to Learn

## Adjust course goals and expectations

- Recognize that remote learning goes more slowly and it is harder for students to learn remotely
- Distill course content to core necessary content
- Plan ways to go through examples interactively on screen (e.g., videocast solving problems, write on screen during class, allow students to annotate)
- If possible, plan for ways of doing assignments using a Chromebook, plan use of CloudPC

## Provide for asynchronous options and difficulties with connectivity

- Record synchronous meetings, edit to remove sensitive & inefficient parts, post in Echo360
- Offer extra credit or create rotating assignment for students taking class notes, then check these and post
- Add live captioning so that students can follow when audio cuts out

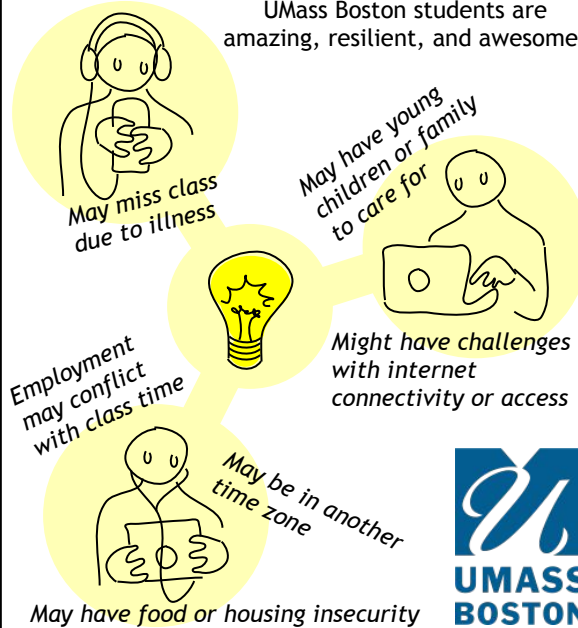
## Assume good intentions

- Consider negative impacts that stereotype threat has on students
- Design assessments and assignments as opportunities to promote soft skills (resourcefulness, collaboration) instead of policing dishonesty
- Offer information about academic support services, e.g., subject tutoring, writing center

## Practice anti-racism

- Become more educated about racism
- Develop more sensitivity to intersectionalities (e.g., Asian & non-native English speaker & essential worker)
- Survey students periodically to ask if there is something students would like you to know about how class is going for them

UMass Boston students are amazing, resilient, and awesome!



## Respect student privacy re webcams

- Provide alternatives that give students other ways to interact and communicate
- Open chat during class and arrange for a chat monitor, use discussion boards
- Design other forms of interactive activities during classes, use an online timer so students know when to return

## Find out about students' well-being and access to resources

- Watch for changes in participation or when students are not doing homework and follow up
- Pay attention when there is a sudden disruptive behavior by a student (e.g., negative comment, inappropriate discussion post)
- Look for signs of loss of internet or computer access, provide link to Chromebook loan program

## Be respectful about deadlines

- Time deadlines to promote healthy sleep
- Adjust deadlines on an individual basis when students cannot meet them
- Assume students are telling the truth and have valid reasons for missing deadlines, and work with them to plan getting caught up
- Plan for ways that students will be able to make up missed exams or take exams with different timeframes (e.g., students in different time zones)

## Check in regularly and be ready to offer support

- Do not ignore distress signals, reach out and let the student know you have noticed, offer support
- If a student reaches out to you, ask questions to get more information
- Know how and where to refer students when they need support (Maxient forms, RESPOND initiative, health services, counseling center, UAccess, Title IX, immigration issues)

## Support students with disabilities

- Accommodations do not change with remote learning and are still available
- Design assessments so that there can be appropriate extra time for students who require this accommodation
- Providing captioning may be necessary, and is also helpful for other students
- Refer students to the Ross Center and consider offering to be in a first Zoom call with a student

## Encourage and model self care

- Show students that you are human too
- Selectively mention ways you are exercising self-care that are also ways that students will be likely to do so (e.g., ok to talk about practicing silent meditation, not ok to talk about out-of-town trips that many students likely cannot do)