



Equity in Classroom – How to Transform Relationship with Students

Advocates & Allies for Equity
Indiana University Bloomington

Community Norms

Community norms are essential for creating an equitable classroom environment. They set expectations for interactions and behavior.

What Are Classroom Community Norms?

- Expectations**
Guidelines for classroom interactions, accounting for diverse backgrounds and communication styles.
- Consensus**
Established when expected behaviors become routine and agreed upon by all.
- Inclusivity**
Consider gender differences, cultural styles, and other embodied differences.

Why Are the Classroom Community Norms Important?

Convey Messages About	Establish Expectations For	Define
<ul style="list-style-type: none"> Role of instructor and student Engagement Communication 	<ul style="list-style-type: none"> Relationship-Building Diversity Intergroup Awareness & Understanding 	<ul style="list-style-type: none"> Classroom culture Behavior Accountability

Principles for Developing Classroom Norms

1. Identify community values.
2. Articulate goals for classroom.
3. Prioritize needs – for both students and instructors.
4. Ensure inclusivity of all groups and identities.
5. Consensus > unanimous
6. Create safe, judgment-free agreements.
7. Factor in the role of technology.

How to Develop Classroom Norms

1. Draft a list from student suggestions
2. As a class:
3. Highlight widely agreed on norms
4. Mark those that require more discussion
5. As a class, discuss marked norms and reach consensus
6. Create a formal list of 6–7 norms
7. Share norms with students, include them in your syllabus
8. Periodically, ask if the established norms are working
9. Adjust as necessary

Examples for Classroom Norms

• Candor	• Courtesy	• Courage	• Curiosity	• Listening
• Humility	• Respect	• Trust	• Voice	• Active
• Attentive	• Open	• Change	• Include	• Not interrupt
• Challenge	• Speak for own	• Acknowledge*	• Build on	

- If you are offended, acknowledge it completely.

Classroom Climate

A positive classroom climate is crucial for student success. It fosters engagement, motivation, and academic achievement. The key factors that contribute to a positive classroom climate are: 1) sense of belonging, 2) growth mindset, and 3) Universal Design for Learning (UDL).

1. Sense of Belonging

- Sense of belonging is a basic human need, fundamental human, and essential for well-being and success.
- In education, it refers to students feeling respected, accepted, and supported by faculty and peers.
- Students can think, feel, and act like they belong, influencing their overall academic experience.

➤ Sense of Belonging (SB) Scale

- 1 Peer Support**
Assesses students' perceived support from their classmates and friends.
- 2 Classroom Comfort**
Measures how at ease students feel in their learning environment.
- 3 Isolation**
Evaluates feelings of disconnection or alienation within the academic setting.
- 4 Faculty Support**
Gauges students' perceptions of support and encouragement from instructors.

➤ Ways to Promote SB in the Classroom

- Create Inclusivity**
Ensure all students feel valued and respected in your class.
- Set Clear Expectations**
Communicate course goals and requirements transparently.
- Encourage Communication**
Promote open dialogue between students and with you.
- Celebrate Success**
Acknowledge and support student achievements regularly.

2. Mindset Matters (Dweck, 2015)

Faculty who have a growth mindset benefit students more than those who have a fixed mindset. Student perception of mindset is integral to translating these benefits.

Fixed Mindset

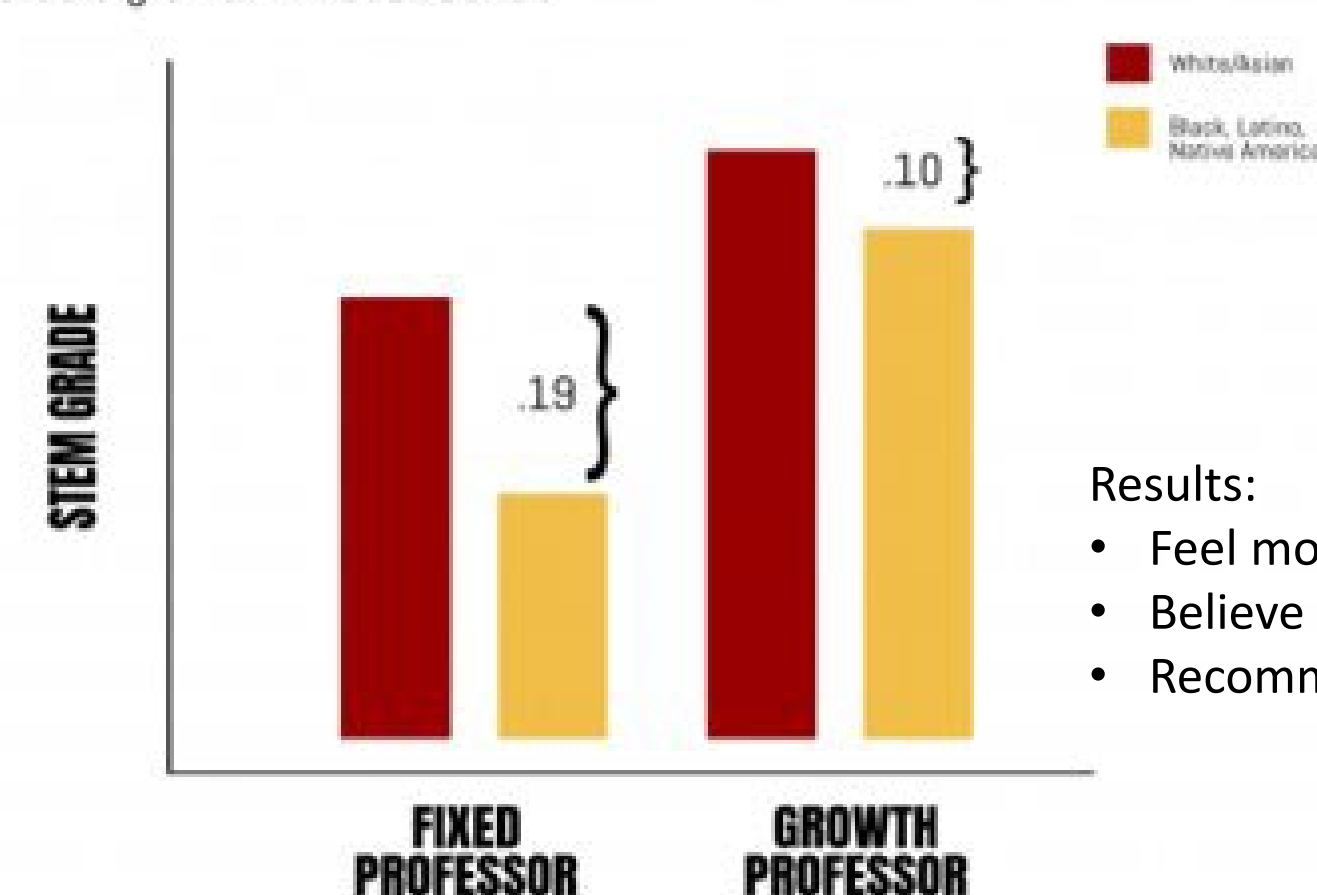
- Basic qualities, like intelligence, are fixed traits.
- Spend time documenting their intelligence or talent, rather than developing them.
- Believe that talent alone creates success – without effort.

Growth Mindset

- The most basic abilities can be developed.
- Seeks to create a love of learning and resilience.
- Brains and talent are just a starting point.

The findings:

While all students perform better when STEM professors endorse a growth mindset belief, the racial achievement gap is almost halved when professors endorse a growth mindset belief.



- Results:
- Feel motivated to do their best work.
 - Believe professors emphasize learning and development.
 - Recommended the class to others.

Canning, (2019). STEM faculty who believe ability is fixed have larger racial achievement gaps and inspire less student motivation in their classes. *Science advances*, 5(2), eaa4734.

Classroom Climate (Cont.)

Universal Design for Learning (UDL)

A set of design principles meant to guide educators in **reducing learning barriers** for students. Though originally designed for students with disabilities, UDL may benefit all students through improved teaching and communication.

✓ Not all barriers will be visible to you or known by your students :

- Sensory and physical disability
- Reading difficulty
- Language barriers
- Emotional challenges
- Socio-cultural differences
- Issues with executive function

UDL: How Does It Work?

- Improving motivation
- Active learning & valuing content knowledge
- Presenting information in a variety of ways
- Offer multiple paths/materials to learn content
- Offer multiple means of expression/representation for each learning outcome

Recognition Networks
The "what" of learning

Strategic Networks
The "how" of learning

Affective Networks
The "why" of learning

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

- ✓ Present information and content in different ways
- ✓ Differentiate the ways that students can express what they know
- ✓ Stimulate interest and motivation for learning

Examples: Setting Learning Outcome

"Students will analyze and critique scientific studies."

	No Choice	Choice	Instructor's Role
Engagement	All students must read studies about vaccinations.	Let students explore topics of interest and choose their own studies.	Discuss a variety of topics in class. Give examples. Encourage students to explore their interests.
Representation	All students must read 3 research-based journal articles.	Students can use a variety of methods to access 3 studies, including journal articles, websites, videos of conference proceedings, documentaries, etc.	Guide students in research skills and provide resources.
Expression	All students must complete an 8-10 page paper.	Students can create a project of their choice, including a video, broadcast, brochure, paper, or presentation.	Make expectations clear. Provide a guideline and rubric.

Do you want learn more about these topics from fellow colleagues?
Join our workshop on *Equity in the Classroom!*

Equity in the Classroom

- Advocates & Allies for Equity
- 4:00pm
- 10/4 (Today!)
- IMU– Maple Room (Tree Suites)