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## Pro Tip #4: Equity in the virtual classroom

Advice from your colleagues and some experts

Not all students have computers, internet, and quiet workspaces. Covid-19 means that some students are caring for family-members, homeschooling children, out of work, or working demanding hours. This is hard for us; it is hard for them, too.

Help your students succeed by offering alternatives

- Discussion boards or recorded presentations are pretty good alternatives for students who can't participate in real-time discussions
- Essays or alternative problem sets might substitute for timed, multiple choice exams for students with weak internet, schedule conflicts, or who are living in another time-zone

Be transparent

- Tell students what they need to do to be successful in your class: Remind them how to approach readings or homework, take and organize notes, and prepare for exams

Be intrusive and flexible

- Data reveal that the vast majority of students are more successful in in-person classes than in virtual classrooms, but most students do better in virtual classrooms that have at least some real-time component. Your students will do better if you have at least some synchronous, video-conferencing activities and requirements.
- **Being intrusive** means contacting students who have missed assignments or real-time sessions - don't wait for them to get far behind. Ask students if they need help, and encourage them to ask what they need. SDSU is trying to make support services and equipment available for students.
- **Being flexible** means reducing penalties for late work. Consider telling them that they have to ask for extensions, but that you will grant them if they do ask. This may help them get better at asking for what they need.

Want to dive into equity in the virtual classroom, take a look at this [recorded presentation](#) by Dr. Luke Wood and Dr. Frank Harris III.