



NCWIT K-12 Alliance Back to School & Virtual Resources

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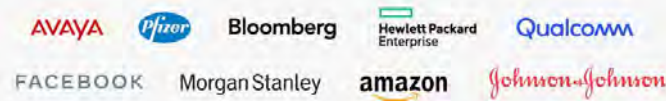
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national center for

women &

INFORMATION
TECHNOLOGY



**THE
IDEA
YOU
DON'T
HAVE**

HELLO

**IS THE
VOICE
YOU
HAVEN'T
HEARD.**

NCWIT.
Inclusion changes
what's possible.

Agenda

- Welcome
- Classroom Climate: Why it's important and some ways to create/maintain, even virtually.
- Q&A
- Announcements

Classroom Climate

Why is classroom climate important?

What influences classroom climate?

What do teachers do to promote a positive classroom climate for all students?

What about virtual classrooms?!!



Virtual Classroom Décor Collection
interactive objects!

Why is classroom climate so important?



TEACH

INSPIRE

MOTIVAT
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PROS	CONS
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= Motivation

Eccles, J. (1983). Expectancies, values, and academic behaviors. In J. T. Spence (Ed.), *Achievement and achievement motives: Psychological and sociological approaches* (pp. 76–138). W.H. Freeman.

PROS	CONS
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= Motivation





NCWIT
Aspirations in
COMPUTING



Elements of supportive and inclusive classroom climate



Produced by
physical and
social aspects
of the
classroom

















“I’m only creating the design ideas,” Barbie says, laughing. “I’ll need Steven’s and Brian’s help to turn it into a real game!”



“I’m creating a computer game based on a childhood game Steven and Brian said they miss playing. Can’t wait to see their delight when I gift it to them!”



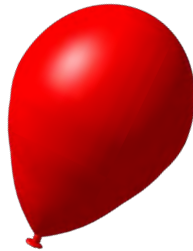
Ideas from Teachers: Creating Supportive and Inclusive Classroom Climates



Promote friendship

Ice breakers, other
non-assignment based
activities

Balloon launch



Would you rather....?
polls, breakout rooms

<https://bit.ly/Would-you-rather>

Scavenger hunts
Two truths and a lie

Structured helping and enjoying each other

- Collaborate in learning activities
- Think/pair/share
- Pair programming
- Frequently randomize in breakout rooms so all students get to know each other
- Require that students give each other feedback in google docs

Be sure to model and give rules, roles, & practice

Supportive relationships with students

- Who are you, personally? (e.g., your goals for the year; direct your own kids in videos)
- Who are your students? (e.g., polls, interest surveys; polleverywhere.com)
- Teach academic behavior (e.g., study skills, note taking, etc.)
- Keep them interested with posters, objects, messaging in the classroom

Choice, design, personalization

- E-textiles decorations
- Build, then give feedback to each other
- Video game development
- Build websites for community organizations
- Curate an art gallery
- CYO adventure
- Physically build things from their home
- Design thinking: find a problem in the community and develop a solution
- Build own virtual classrooms

Accepting of all, all important

- Avoid communicating stereotypes and interrupt bias when micro-inequities occur ncwit.org/biasacademic
- Images of possible selves
- App review criterion: inclusivity
- All kids have to respond, at some point (flippity.net)
- Let kids contribute objects, bitmojis





Virtual Classroom Décor for Computer Science & Tech Educators

posters



objects



role models



<https://bit.ly/NCWIT-Decor>

(this link allows you to make a copy)

Announcements

Gender Equity in Online STEM Webinar : Sept. 2nd. 12:00 pm PT

<https://ngcproject.org/gender-equity-in-online-stem-learning>

When engaging girls in STEM there are many strategies and practices that support gender equity and access, but how do those strategies work in online or hybrid learning environments? This webinar will explore what works for girls of different ages (from preschool and early elementary to middle school and high school), what adaptations can be made, and what new ideas may apply when teaching girls STEM online.

Join as we learn from experts in the field including Amanda Sullivan, Ph.D., an Early Childhood STEAM & EdTech Specialist, and Lecia Barker, Ph.D., a Senior Research Scientist from the National Center for Women and Information Technology.



THANK YOU!

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