



Wednesday, May 1, 12:00 – 12:50 p.m.
Hickory Room, Student Center
Light Refreshments Will Be served

Mita Banerjee: Wisconsin Teaching Fellow

Equity Online: Technological Efficacy and Satisfaction with Online Courses for Underserved and Underrepresented Students

As the push to move course offerings online intensifies, how can educators minimize the impact of the digital divide and ensure equitable student success in an online environment? This study looks at the technological efficacy of students at a small public university that caters to underserved and underrepresented populations. Additionally, it explores course relevance and environmental factors that influence students to choose online courses. Survey data was collected from 535 students from various disciplines across campus. Students were grouped based on whether or not they had successfully completed an online course or never enrolled in an online course. Analysis indicates lower-income and Pell recipients had significantly lower technological efficacy scores, suggesting at least in part a socioeconomic dimension to the problem of the digital divide. Satisfaction and barriers related to online course completion were also investigated.

Greg Cramer: Wisconsin Teaching Fellow

Pre-Service Teachers' Attitudes Toward Undocumented Students

While demographic data shows undocumented students are omnipresent in U.S. schools, research indicates that teacher education experiences focused on social issues evoke avoidance or resistance on the part of preservice teachers. Thus, this project seeks to answer the question: In what ways can teacher candidates' awareness of and attitudes toward undocumented students change over the course of the semester? Participants in a teacher education course that presents information about undocumented students completed surveys and critical reflections designed to provide insight into teacher candidates' perspectives toward undocumented students. Data generated by this case study will be analyzed inductively and deductively (Graue & Walsh, 1998), and will be guided by theoretical literature related to pre-service teacher education experiences focused on social issues as well as the emerging literature on undocumented students in K-12 schools.

This event is sponsored by the Teaching & Learning Center. The SoTL projects were developed through the OPID Wisconsin Teaching Fellows & Scholars program.