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Abstract for an Invited Paper  
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**Learning Assistants collaborate with faculty to build inclusive learning environments leading to valued outcomes<sup>1</sup>**

VALERIE OTERO, University of Colorado, Boulder

Learning Assistants (LAs) are undergraduate students who work as a part of the instructional team to improve the experiences and outcomes for students. Research shows that the presence of LAs in classes has increased student engagement, inclusion, retention, and learning outcomes, especially for students traditionally underrepresented in STEM. When instructors and students made emergency transitions to remote instruction, it became clear to campuses that had LA programs that LAs were instrumental in establishing a sense of community, empathy, support, and hope for the students and faculty with whom they worked. I will review the central tenants of the LA model along with data from multiple universities that indicates the value of the LA model for supporting, building, and understanding inclusive learning environments. In doing so, I will make inferences about the mechanisms that lead to the program's growth and valued outcomes.

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