

Ideas, Approaches, and Strategies for DEI in the Learning, Design, and Technology Curriculum

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Reflection: How have you addressed diversity, equity, and inclusion in the past?

Presence of differences

DIVERSITY

Fair access, opportunity, and support

EQUITY

Genuine sense of belonging and value

INCLUSION

WordStream

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Think University Design for Learning (UDL)...
University of California at Santa Cruz
<https://citi.ucsc.edu/resources/equity-minded-teaching/udl/>

Learning happens when students are able to...

Recognize, perceive, and understand information

recognition networks

Strategize how to learn and successfully demonstrate mastery

strategic networks

Stay motivated, engaged, and participating

affector networks

...so effective teaching of diverse learners includes:

1.

Multiple Means of Representation

2.

Multiple Means of Action & Expression

3.

Multiple Means of Engagement

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Think University Design for Learning (UDL)...
Universal Access Through Inclusive Instructional Design (2019)
Susie Gronseth and Elizabeth Dalton
<https://www.amazon.com/Universal-Access-Through-Inclusive-Instructional/dp/1138251082>

UNIVERSAL ACCESS THROUGH INCLUSIVE INSTRUCTIONAL DESIGN

International Perspectives on UDL

edited by
SUSIE L. GRONSETH
and ELIZABETH H. DALTON

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Think Diversity... Teaching & Learning in the Diverse Classroom (Cornell)
<https://teaching.cornell.edu/tidc-mooc>

Teaching & Learning in the Diverse Classroom MOOC

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Think Inclusiveness... Carnegie Mellon University: Strategies for Inclusive Teaching
<https://www.cmu.edu/teaching/designteach/teach/classroomclimate/strategies/index.html>

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More Inclusiveness... University of Michigan: Inclusive Teaching Resources and Strategies

<https://crlt.umich.edu/multicultural-teaching/inclusive-teaching-strategies>

The screenshot shows the CRLT website with a navigation bar and two main content sections. The 'Inclusive Teaching Resources and Strategies' section includes links for 'Inclusive Teaching Resources' and 'Inclusive Teaching Strategies'. The 'Equity-Focused Teaching' section features a video thumbnail and text about equity-focused teaching practices.

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Even More Inclusiveness... University of Colorado at Denver: Inclusive Teaching Resources and Strategies

<https://www.ucdenver.edu/offices/equity/education-training/self-guided-learning/self-guided-learning-diversity-equity-inclusion-101/#--starting-the-conversation-and-creating-space-2>

The screenshot shows the University of Colorado at Denver website. It features a navigation bar, an 'Office of Equity' section with links for 'University Policies & Procedures', 'Reporting & Resolution Options', 'Education & Training', 'Alternative Action', and 'Support & Resources'. Below this is a 'Self-Guided Learning' section with a 'Make a Report' button and a 'Diversity, Equity & Inclusion 101 Guide' link.

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More and More Inclusiveness... Columbia University Center for Teaching and Learning: Inclusive Teaching Resources and Strategies

<https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/inclusive-teaching/>

The screenshot shows the Columbia University Center for Teaching and Learning website. It features a navigation bar, a 'Considerations for AI Tools in the Classroom' section with a 'Read more' button, and an 'Inclusive Teaching and Learning Online' section with a 'This CTL is here to help!' sub-section.

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20 Ways to Begin to Address Diversity, Equity, and Inclusion

The image shows a woman with curly hair sitting at a desk in a modern office setting. She is wearing a white sleeveless top and is talking on a mobile phone while looking at a laptop. The desk has a lamp and some papers.

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#1. Be Explicit about Expectations (CMU)

(e.g., post sample tasks and rubrics).

The screenshot shows a Canvas LMS interface. On the left, there is a list of tasks with columns for 'Name', 'Created', and 'Modified'. On the right, there is a red graphic with a megaphone and the text 'FREE SAMPLES'.

Name	Created	Modified
Task 1 example Research goals/KhadjaJodicks	12/06/2020 1:06 pm	12/06/2020 1:06 pm
Task 2 example Research Questions #1 MelladoJoc	12/06/2020 1:37 am	12/06/2020 1:37 am
Task 2 example Research Questions #2 GridlinsJoc	12/06/2020 1:37 am	12/06/2020 1:37 am
Task 2 example Research Questions #3 MitsunJoc	12/06/2020 1:37 am	12/06/2020 1:37 am
Task 2 example Research Questions/PryntaJoc	12/06/2020 1:37 am	12/06/2020 1:37 am
Task 3 Research Design and Sampling Plan/GriddinsJoc	12/06/2020 1:37 am	12/06/2020 1:37 am

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#2. Allow Topic Choice in Papers and Projects (CMU)

The screenshot shows a document with text and a circular diagram. The diagram is a circle with six segments: 'TOPIC', 'ASSIGNMENT CRITERIA', 'BRAINSTORM', 'PERSONAL INTEREST', 'SELECTION', and 'REFINEMENT'. The text in the background discusses research design and sampling plans.

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#3. Allow Choice in Format of Tasks (CMU)
(e.g., oral presentation, podcast, video, paper, etc.)



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#4. Give Multiple Opportunities to Perform (CMU)
i.e., Low stakes feedback...redos and retakes
(e.g., can resubmit papers, retake quizzes, allow grace periods, flexible deadlines, etc.)



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#5. Poll Students for Content Preferences (CMU)
(e.g., ask about their concerns, needs, and preferences)



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#6. Provide Multiple Examples (CMU)
(i.e., connect to those from different cultures, age groups, socio-economic backgrounds)



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#7. Encourage full participation (CMU)
(e.g., wait time, cards, random number generators, deck of cards, task structuring, sticky notes, etc.)



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#8. Hold Cultural Events
(e.g., food, clothing, music, customs, poetry, etc.)



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#9. Hold Start and End Class Sessions with Brainstormed Lists (and student voice and action)

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#10. Recognize Class Accomplishments

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#11. Create Community and Sense of Belongingness (e.g., use breakout rooms)

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#12. Embed Culturally Diverse Examples in Content and Foster Diverse Perspectives in Activities (CMU & UCSC)
(e.g., students take opposite sides of arguments)

Always be willing to look at both sides of the argument. Understanding the other side is the best way to strengthen your own.

STRUCTURED - CONTROVERSY (diagram by Jesse Gentile)

Teacher assigns a topic with two opposing viewpoints.

Students pair off & research or write up pro/con presentations (each pair takes one side)

Each pair presents. It's crucial to the other (who already take notes)

With notes as a guide, pairs switch roles & present the other viewpoint.

Pairs drop their positions, and generate a consensus report addressing the original question.

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#13. Foster Student Muddiest Points or Questions on the Material (CMU)

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#14. Have Students Pose Questions
(e.g., from blogs, journals, K-W-L, notes on readings, etc.)

K W L

#6. What do you still want to know about them?

What do you already know about them?

What do you still want to know about them?

What do you still want to know about them?

What do you still want to know about them?

What do you still want to know about them?

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#15. Students Ask Each Other Questions
(e.g., think-pair-share question card trades, fishbowl, reciprocal questioning, etc.)



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#16. Use Icebreakers Entire Semester
These can be activities or questions that are directly pertinent to course learning goals but give students opportunities to share from their individual experience. (Univ. of Michigan)



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#17. Emphasize Big Picture, Relevance Value, or Larger Purpose of Tasks and Topics
(CMU)



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#18. Make Course Contents Accessible and Open (UCSC)
(OER such as podcasts, films, PDF documents, interactive websites, etc.)
(Readings: print, digital, text-to-speech, audiobooks, video, etc.)



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#19. Make Use Asynchronous and Synchronous Options
(e.g., record any instructor lectures and guest visits)
(Columbia University)



asynchronous:

Discussion boards, quizzes, polls, email, digital documents, recorded audio or video, recorded slides with narration, self-paced courses.

synchronous:

Virtual classroom, live presentations, live text chat, instant messaging, live audio or video chat, live quizzes, live polling.

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#20. Invite Student to Share Resources
(e.g., e-books, videos, blog posts, etc.) (Columbia University)



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Model #1: Education 20/20 20 New Roles of the Instructor

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Bank's 20 "Last" Principles of Instruction (LAST = Learning Activation System Template)

<http://travelinman.blogspot.com/2011/05/banks-last-principles-of-instruction.html>

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Model #2: TEC-VARIETY

<http://tec-variety.com/>
<http://tec-variety.com/TEC-VARIETY-Chinese.pdf>

Tone/Climate
Encouragement, Feedback
Curiosity

Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products

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September 2022 Commonwealth of Learning

Khoo, E., & Bonk, C. J. (2022). *Motivating and Supporting Online Learners*. Burnaby, BC, Canada: Commonwealth of Learning. [Free book available: https://hdl.handle.net/11599/4481](https://hdl.handle.net/11599/4481) and free course available: <https://colcommons.org/welcome/course/details/8>; <https://www.colvee.org/>

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September 23, 2022 Motivating and Supporting Online Learners

<https://colcommons.org/my-course>

- Activity A1: Set the scene, identify or re-identify the key
- Activity A2: Create a context (learning and discussion)
- Activity A3: Agree the order content
- Activity A4: Group the order
- Activity A5: Product transformation and/or creation
- Activity A6: Collaborative Mind Mapping and the Multiverse
- Activity A7: Collaborative Video Annotations
- Activity A8: Give, Receive, and Encourage
- Activity A9: Issue Clarification
- Activity A10: Supportive Conference and Course Participation

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Examples of TEC-VARIETY

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August 2024
1. Tone/Climate: A. Course Introductions
 (R546) <https://padlet.com/cjbomk/1546-fall-2024-course-introductions-zbravyvzma2ev5>

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August 2024
1. Tone/Climate: A. Course Introductions
 (R511) <https://padlet.com/mlucimara/1511-2024-getting-to-know-one-another-nt6esdbw1ff43r>

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October 2, 2021
4. Variety, Novelty, Fun, Fantasy:
A. Reverse Brainstorming in Jamboard
<https://jamboard.google.com/d/1wF5b2Q3dvcjFVj05qha1xuGLO3zP-mGPvE7jdKA4L/viewer?l=5>

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5. Autonomy, Choice:
A. Reflect on Podcasts and Webcasts
 (e.g., Silver Lining for Learning)

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April 2024
5. Autonomy, Choice:
A. Make a Video Playlist
<https://www.youtube.com/playlist?list=PLHcR6r0W2kHcAm3f8wet4vYM5SRdYqFM>

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November 14, 2024
6. Relevance, Meaningfulness:
A. Case Examples (MIT OCW)

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November 14, 2024
6. Relevance, Meaningfulness:
A. Podcasts of Open Learners (MIT OCW)
<https://chalk-radio.simplecast.com/episodes/jae-min-from-south-korea-an-open-learners-story>

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November 14, 2024
6. Relevance, Meaningfulness:
A. Podcasts of Open Learners (MIT OCW)
<https://chalk-radio.simplecast.com/episodes/nader-from-jordan-an-open-learners-story>

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November 27, 2021
6. Relevance, Meaningfulness:
B. Guest Chats Playlists, R511, Fall 2021
<https://youtube.com/playlist?list=PL1cR6eQwZ1xPcQcA1LK1vnl1JHP1pK7p>

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6. Relevance, Meaningfulness:
C. Expert, Researcher, or Live Author
Interviews and Discussions

Students might read the biography or resume of the guest as well as available articles, books, and other resources about this person. Next, the guest might respond to questions from the class based on these resources.

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June 27, 2020
10. Yields Products, Goals:
A. Design Products (students created infographics, brochures, timelines)

Canva is an online design program that does not require much design skills. You can design professional looking brochures, infographics, PPTs, flyers, and syllabus for free.

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Make Commitments:
Stop and Share in Chat Window:
Which principle(s) of TEC-VARIETY will you use?

Tone/Climate
Encouragement, Feedback
Curiosity

Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products

What motivates?

1. Tone/Climate: Psychological Safety, Comfort, Sense of Belonging
2. Encouragement: Feedback, Responsiveness, Praise, Supports
3. Curiosity: Surprise, Intrigue, Unknowns
4. Variety: Novelty, Fun, Fantasy
5. Autonomy: Choice, Control, Flexibility, Opportunities
6. Relevance: Meaningful, Authentic, Interesting
7. Interactivity: Collaborative, Team-Based, Community
8. Engagement: Effort, Involvement, Investment
9. Tension: Challenge, Dissonance, Controversy
10. Yielding Products: Goal Driven, Purposeful Vision, Ownership

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Model #3: The R2D2 Model: Read, Reflect, Display, Do...

The diagram shows a circular process with four stages: **Reading** (Auditory and Verbal Learners), **Reflecting** (Reflective Learners), **Displaying** (Visual Learners), and **Doing** (Tactile, Kinesthetic, Exploratory Learners). Each stage includes specific activities like 'Problem Solving & Knowledge Application' and 'Problem Identification & Knowledge Construction'.

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The R2D2 Model

1. Read (Auditory and Verbal Learners)
2. Reflect (Reflective Learners)
3. Display (Visual Learners)
4. Do (Tactile, Kinesthetic, Exploratory Learners)

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1. Auditory or Verbal Learners

- Auditory and verbal learners prefer words, spoken or written explanations.

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January 20, 2016

Read. Text to Audio

(e.g., Speechify; <https://www.hsalfrank.com/speechify>)

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2. Reflective and Observational Learners

- Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives

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November 25, 2021

Reflect. Interpreting Interactive Graphs and Infographics

<https://data.breast.com/infographic/2021/11/25/interpreting-interactive-graphs-and-infographics>

The infographic shows a comparison between 2020 and 2030. In 2020, the value is \$14 Trillion. In 2030, it is projected to reach \$210 Trillion, representing a 15x increase. The chart uses various colored circles to represent different sectors and their growth rates.

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3. Visual Learners

- Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.

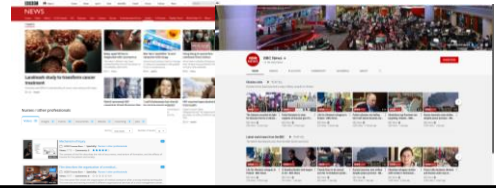


55

March 31, 2022

Display. Short Educational Videos: Anchored Instruction; Macrocontext, BBC News

<https://www.youtube.com/c/BBCNews/featured>



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November 11, 2024

Display. Student Posters of Research Projects



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November 11, 2024

Display. Student Posters of Research Projects ...And Hang Flags of the World



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4. Tactile/Kinesthetic Learners

- Tactile/kinesthetic senses can be engaged in the learning process are role play, dramatization, cooperative games, simulations, creative movement and dance, multi-sensory activities, manipulatives and hands-on projects.

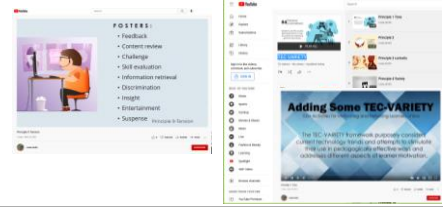


59

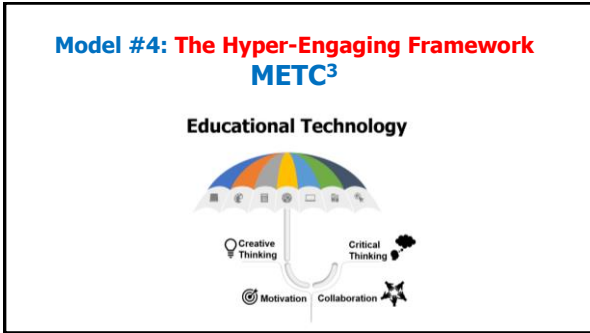
November 18, 2021

Do. Student Explanatory Videos
Linda Smith

<https://youtube.com/playlist?list=PL6oG09x20AHBkUp7LE758Jy9xVetHd4K>



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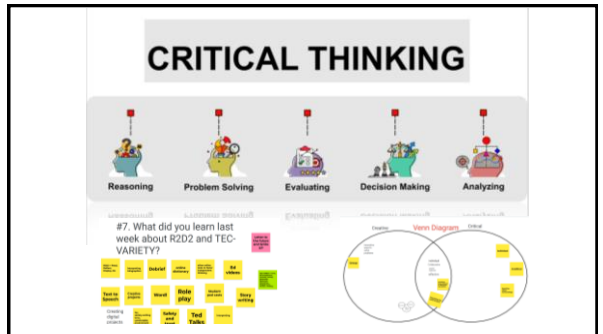
61



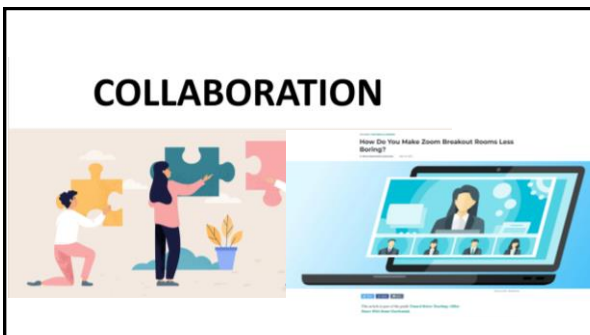
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