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

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1

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

2

Think University Design for Learning (UDL)...
University of California at Santa Cruz
https://citl.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
affective networks

...so effective teaching of diverse learners includes:

1. Multiple Means of Representation

2. Multiple Means of Action & Expression

3. Multiple Means of Engagement

3

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/1138351083

UNIVERSAL ACCESS THROUGH INCLUSIVE INSTRUCTIONAL DESIGN
International Perspectives on UDL

edited by
SUSIE L. GRONSETH
and ELIZABETH M. DALTON

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

Teaching & Learning in the Diverse Classroom MOOC

Center for Teaching Innovation

An Online Course for Educators.

Through real stories, reflection, and key research, learn how to create and sustain inclusive, student-centered learning environments.

Cornell University

5

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

Carnegie Mellon University
Eberly Center
Teaching Excellence & Educational Innovation

Strategies for Inclusive Teaching

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More Inclusiveness...
University of Michigan:
Inclusive Teaching Resources and Strategies
https://crlt.umich.edu/multicultural-teaching/inclusive-teaching-strategies

7

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#ac-starting-the-conversation-safe-vs-brave-space-2

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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/

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Think Innovative Teaching and Learning...
Indiana University:
Center for Innovative Teaching and Learning
https://diversity.iu.edu/
https://citl.indiana.edu/teaching-resources/diversity-inclusion/dei-resources/index.html

10

Hybrid-Flexible Course Design
https://edtechbooks.org/hyflex

11

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

12

#1. Be Explicit about Expectations (CMU)
(e.g., post sample tasks and rubrics).

13

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

14

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

15

#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.)

16

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

17

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

18

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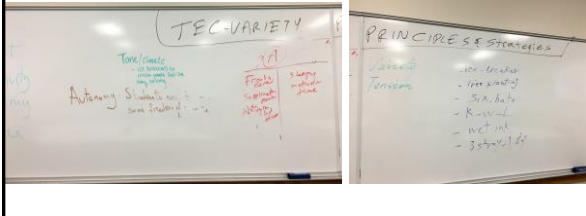deck of cards, task structuring, sticky notes, etc.)

19

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

20

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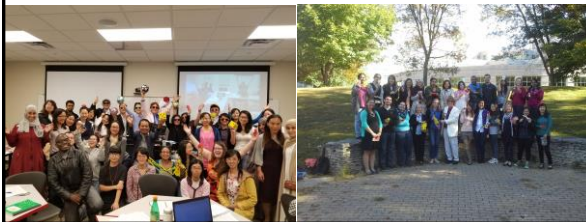Brainstormed Lists (and student voice and action)
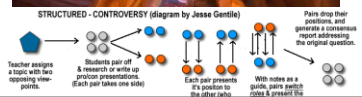

21
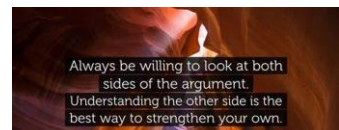
#10. Recognize Class Accomplishments

22

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

23

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

24

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

25

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

26

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

27

#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.
(UMich)

28

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

29

#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.)

30

#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)

A global call for sharing

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20 New Roles of the Instructor

Course Ambassador
Captain
Consumer Advocate
Curator
Counselor
Cook
Change Catalyst
Conductor
Concierge
Comedian
Camping Trip Guide
Coach
Consultant
Course Expedition Leader
Collaborator
Community Organizer
Chemist
Care Giver
Cultivator
Colleague

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Bonk's 20 "Last" Principles of Instruction
(LAST = Learning Activation System Template)
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

Choice and Options
Support and Feedback
Flexibility
Nontraditional Learning
Spontaneity
Passion and Inspiration
Convenience
Organization
Relevance and Meaningfulness
Collegiality
Sharing
Trial and Error (i.e., it is ok to fail)
Cheerfulness and Optimism
Expanded Resources
High Expectations
Purpose and Vision
Human Connectedness
#20 ???
Empowerment and Autonomy
Cognitive Apprenticeship

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TEC-VARIETY Model

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: http://hdl.handle.net/11599/4481** and free course available: **https://colcommons.org/welcome/coursedetails/8; https://www.colvee.org/**

Motivating and Supporting Online Learners
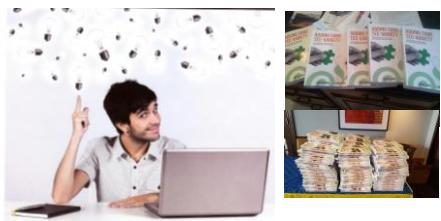
37

September 23, 2022
Motivating and Supporting Online Learners
https://colcommons.org/my-course

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Examples of TEC-VARIETY

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1. Tone/Climate:
A. Warm-up question: How are you today?

A. I feel so great, I could be superwoman and superman.
B. I feel really good, thank you.
C. A little tired but still fine and ready to learn from this session.
D. Not sure yet but I am glad to be here today in this session.
E. Not fully here nor there since I have some personal issues that need to be sorted out.
F. Overwhelmed and feeling like I am lost in a lost world.
G. Other.

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August 2024
1. Tone/Climate: B. Course Introductions
(R546) https://padlet.com/cjbonk/r546-fall-2024-course-introductions-2brabvygzmqzjev5

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August 2024
1. Tone/Climate: B. Course Introductions
(R511) https://padlet.com/mlucimara/r511-2024-getting-to-know-one-another-nt6esdb8w1ffp43r

42

April 11, 2022
1. Tone/Climate: **C. Warm-Up Exercises in**
Jamboard: What do you know about XYZ...?
https://jamboard.google.com/d/1kobcd9K0zi7e6ATqL1rJmw6MFKwsI4fchCSQqn_BH3Q/viewer?f=3

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April 11, 2020
1. Tone/Climate:
D. Threaded Video Discussions and Questions
(e.g., Flipgrid)
Ed Tech with Adam: https://www.youtube.com/watch?v=hysv0PwqsFs
https://techcrunch.com/2018/06/18/microsoft-acquires-social-learning-platform-flipgrid/

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December 17, 2022
3. Curiosity, Intrigue, Unknowns:
A. Nelly Cheboi, Twitter
Computer Classes for Rural African Schools
https://twitter.com/nelly_cheboi
Email: nellycheboi@techlitafrica.org
LinkedIn: https://www.linkedin.com/in/nelly-cheboi
Facebook: https://www.facebook.com/kosicheboi

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November 18, 2022
3. Curiosity, Intrigue, Unknowns:
B. TV Interviews: Paul Kim, Stanford
https://www.youtube.com/watch?v=p9mygFNixqU

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October 2, 2021
4. Variety, Novelty, Fun, Fantasy:
A. Reverse Brainstorming in Jamboard
https://jamboard.google.com/d/1ufSb2OJdvciFVlOSqhaIxuGCLQ3xP-
mlGPvF7kdjKA4/viewer?f=5

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

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Slide 49

Pedagogical Uses of the Silver Lining for Learning Videos/Webcasts

1. Watch 1 or more SLL episodes and write review or reflection papers.
2. Watch 5 or more episodes and look for themes or common issues.
3. Draft educational change models, frameworks, or systems.
4. Assign students to interview one or more prior SLL participants.
5. Draft mini-chapters based on 10 or more of these interviews into a book.
6. Invite one or more SLL participants to class for a chat or interview.
7. Based on one or more SLL shows have class draft a set of future trends papers.
8. Remix episodes with most informative aspects of videos to create a theme video.
9. Hold online discussion forums on various episodes.
10. Create online role play or debate activities based on different episodes.
11. Have students interview (i.e., a follow-up) one or more of the people from an SLL show for a second set of videos or a set of reflection papers.
12. Assign students to categorize, tag, rank, or organize the SLL videos.

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Slide 50

April 2024
5. Autonomy, Choice:
A. Make a Video Playlist
(e.g., Silver Lining for Learning)
https://www.youtube.com/playlist?list=PLHcReRoW2IxNzAm3dRwe1dvYMGS8DXgFM

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Slide 51

November 27, 2021
5. Autonomy, Choice:
A. Guest Chats Playlists, R511, Fall 2021
https://youtube.com/playlist?list=PLHcReRoW2IxPeQcA1LKHnjl1lMPllpKWp

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Slide 52

November 20, 2022
5. Autonomy, Choice:
A. Fall 2022 R795 Dissertation Proposal Preparation
https://www.youtube.com/playlist?list=PLHcReRoW2IxP5gdJPiUvX0-t3pCSq8Lhe

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Slide 53

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

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Slide 54

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)
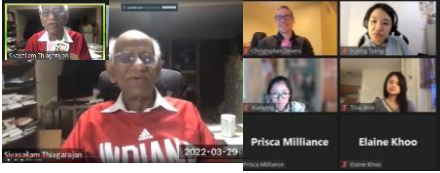https://chalk-radio.simplecast.com/episodes/nader-from-jordan-an-open-learners-story

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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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March 29, 2022
R511 Week 11 Questions and Answers With Dr. Thiagi
(1 hour, 15 minutes)
Single Camera View: https://youtu.be/4OGhwJSaFAo
Multiple Camera View: https://youtu.be/EssDmqU030g

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March 25, 2022
Dr. Shameem Farouk, Malaysia
https://iu.mediaspace.kaltura.com/media/t/1_zwqeanef

58

March 22, 2022
R511 Week John Aaron Graves, Ph.D.,
Change Management Consultant, San Francisco
https://youtu.be/dBJhRXsL9Uo

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Pedagogical Uses of Shared Online Videos

1. Watch and write review papers
2. Watch and look for themes or common issues
3. Draft educational change models, frameworks, or systems
4. Interview prior participants
5. Draft mini-chapters based on episodes into a book
6. Write future trends papers
7. Remix episodes
8. Tag, rank, or categorize the episodes
9. Online discussion forums on episodes
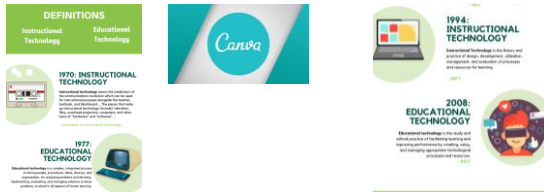10. Online role play or debate different episodes

60

Fall 2019, R511
7. Interactive, Collaborative:
A. Team Article Debates
Nuclino (like a wiki...may delete by mistake)
https://www.nuclino.com/

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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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February 15, 2023
10. Yields Products, Goals:
B. Strong Schools, Afghani Women
Asian University of Women
https://pressbooks.pub/schools/
file:///C:/Users/18123/Downloads/Strong-Schools-1674597042.pdf

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February 18, 2023
Social Justice for Afghani Women
Asian University of Women
https://silverliningforlearning.org/episode-140-bans-dont-work-in-an-open-world-afghan-women-find-educational-opportunities-in-bangladesh/

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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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Poll: Any light bulbs going off in you head so far?

a. Yes definitely...many of them...pop...pop...pop!
b. Yes, several times.
c. Yes maybe!
d. Not yet (but hopefully soon...)
e. Nope. Darn it my brain is not working today.
f. There's no hope with this idiot presenting.

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Model #2: The R2D2 Model:
Read, Reflect, Display, Do…

Curtis J. Bonk | Ke Zhang
Empowering Online Learning
100+ Activities for Reading, Reflecting, Displaying & Doing

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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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November 21, 2022
Read 1a. Listen to Podcasts
(e.g., Educational: https://discoverpods.com/educational-podcasts/)
Leading Lines: A Podcast on Educational Technology
https://leadinglinespod.com/category/episodes/
Trends & Issues in Instructional Design, Educational Technology, and Learning Sciences
https://podcasts.apple.com/us/podcast/trends-for-november-11-30-2020/id788237024?i=1000501117275

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June 15, 2022
Read 1a. Listen to Podcasts
Leaders & Legends of Online Learning,
Dr. Mark Nichols' Podcast
https://onlinelearninglegends.com/podcast/062-dr-george-veletsianos/
In this episode, Open Polytechnic of New Zealand Executive Director Dr. Mark Nichols chats with Dr. George Veletsianos, Royal Roads University in Victoria, British Columbia. George talks about his history and research in online education, and his ongoing challenges to the false dichotomy of online and in-person learning.

71

January 20, 2016
Read 1b. Text to Audio
(e.g., Speechify; https://www.hsalfrank.com/speechify)

72

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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Reflect 2a.
Online Role Play or Debate
(e.g., documentary production)

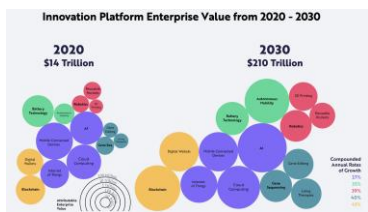|		
• Controller/Executive Director/CEO/Leader	• Artist/Idea Person/Visionary/Muse	• Optimist/Open-minded/Idealist
• Connector/Relator/Linker/Synthesizer	• Planner/Predictor/Guesser/Flowcharter	• Robotic/Information Dumper/Spock-like
• Decider/Judge/Settler	• Organizer/Starter/Founder/Initiator	• Absent Minded/Stumpler/Dense/Aimless
• Devil's Advocate/Critic/Censor	• Questioner/Ponderer/Protester	• Coach/Facilitator/Inspirator/Trainer
• Reflector/Thinker/Speculator/Observer/Watcher	• Adventurer/Discoverer/Explorer/Traveler	• Guide/Mentor/Teacher/Scaffolder
• Warrior/Debater/Arguer/Conqueror/Bloodletter	• Mediator/Negotiator/Compromiser/Peacemaker	• Humanitarian/Do Gooder/Fund Raiser
• Idea Squelcher/Biased/Preconceiver	• Watchdog/Evaluator/Measurer	• Funny/Humorous/Comic/Witty
• Slacker/Slough/Slug/Surfer Dude	• Creative Energy/Inventor/Generator/Brainstormer	• Advisor/Responder/Helper/Tutor
		• Worldly/Wiseperson/Sage/Guru/Spiritual Leader

Example 2: Scaffolding…in the form of structuring the online environment and engagement e.g. reflective roles, self-coding, timely-engagement of instructors or otherwise you have "serial monologues."

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November 25, 2021
Reflect 2b. Interpreting Interactive Graphs and Infographics
ARK Invest
https://ark-invest.com/articles/portfolio-construction/equity-market-cap-associated-with-innovation/

Innovation Platform Enterprise Value from 2020 - 2030

2020
$14 Trillion

2030
$210 Trillion

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3. Visual Learners

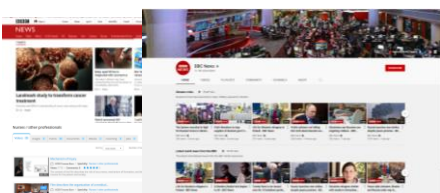- **Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.**

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March 31, 2022
Display 3a. Short Educational Videos:
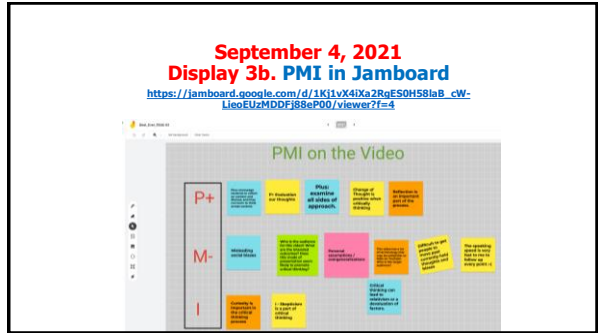Anchored Instruction/Macrocontext
BBC News
https://www.youtube.com/c/BBCNews/featured

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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

79

September 4, 2021
Display 3b. PMI in Jamboard
https://jamboard.google.com/d/1Kj1vX4iXa2RgES0H58laB_cW-LieoEUzMDDFj88eP00/viewer?f=4

80

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.**

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April 23, 2020
Do 4a. Demonstration Videos
Crane Makerspace, Tina Closser
https://www.youtube.com/channel/UCbeWfFd9g7pZ03MBl9TBtSw?view_as=subscriber
https://sites.google.com/view/cranetech/home
https://projects.raspberrypi.org/en/projects

82

November 18, 2021
Do 4b. Student Explanatory Videos
Linda Smith
https://youtube.com/playlist?list=PLGodJQq20AHBKkIp7LE7SBJpygxVeHd4K

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Do 4c. Student Book Projects
e.g., Transformative Teaching Around the World

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Hyper-Engaging Framework
METC³

Educational Technology

85

MOTIVATION

86

CREATIVE THINKING

idea loading...

87

August 27, 2021
Brainstorming in Padlet
What is Education 3.0?
https://padlet.com/basdogan2/ywl19ct98styolbw

88

February 14, 2022
Questions for Guests in Jamboard
or an AMA (Ask Me Anything)
https://jamboard.google.com/d/1BW2GB3aiVg035h5hx1dNaMwOo_2RUc
NTUuo7mrISEjg/viewer?f=2

Bloomington Group #1
"Ask Curt Anything" About Instructional Strategies

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CRITICAL THINKING

Reasoning   Problem Solving   Evaluating   Decision Making   Analyzing

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93

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95

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Poll #3: How many ideas did you get from this talk now?

1. 0 if I am lucky.
2. Just 1.
3. 2, yes, 2…just 2!
4. Do I hear 3? 3!!!!
5. 4-5.
6. 5-10.
7. More than 10.

BRAINY IDEAS

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Slides at: **TrainingShare.com** (go to "Archived Talks)
Free book #1 (2014): http://tec-variety.com/
Free book #2 (2022): http://hdl.handle.net/11599/4481
Free book #3 (2023): http://www.publicationshare.com/34;
EdTechBooks: https://edtechbooks.org/online_learning_journal_27_1;
Free course: https://colcommons.org/welcome/coursedetails/8;
Papers: PublicationShare.com

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