

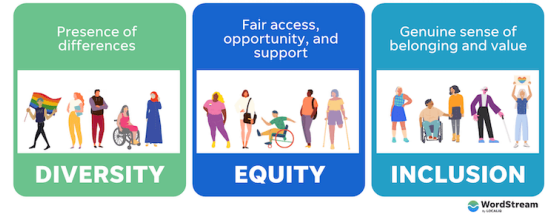
## Ideas, Approaches, and Strategies for DEI in the Learning, Design, and Technology Curriculum

Curtis J. Bonk  
Indiana University Bloomington  
[cjbonk@indiana.edu](mailto:cjbonk@indiana.edu)  
<http://curtbonk.com/>



1

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



2

## Think Equity (and social justice, multicultural education, and culturally responsive education)...

Hammond, Z. (2017). *Distinctions of equity chart* [PDF file].  
[https://crtandthebrain.com/wp-content/uploads/Hammond\\_Full-Distinctions-of-Equity-Chart.pdf](https://crtandthebrain.com/wp-content/uploads/Hammond_Full-Distinctions-of-Equity-Chart.pdf)

DISTINCTIONS OF EQUITY		
MULTICULTURAL EDUCATION	FOCUS: JUSTICE EDUCATION	CULTURALLY RESPONSIVE EDUCATION
Focuses on understanding diversity.	Focuses on exposing the social political context that students experience.	Focuses on improving the learning capacity of diverse students who have been marginalized educationally.
Centers around creating positive social interactions across differences.	Centers around raising students' consciousness about racism in cultural, social, institutional, economic, and political situations.	Centers around the effective & optimal quality of teaching and learning.
Demands and requires efforts to change.	Does not require to learn.	Efforts to guarantee learning opportunities.
Concerns itself with equipping marginalized students to navigate, negotiate, and alter various conditions of racism. The focus is on meaning themselves affected in the curriculum.	Concerns itself with creating a lens to recognize and interrupt hegemonic patterns and a position in society.	Concerns itself with building cognitive capacity and academic readiness by creating both an inclusive and non-inclusive people of color.
Social Harmony	Critical Consciousness	Independent Learning for Agency

3

## Think University Design for Learning (UDL)...

University of California at Santa Cruz  
<https://crtl.ucsc.edu/resources/equity-minded-teaching/udl/>

Learning happens when students are able to...



...so effective teaching of diverse learners includes:



4

## Think Diversity... Teaching & Learning in the Diverse Classroom (Cornell)

<https://teaching.cornell.edu/tldc-mooc>

Teaching & Learning in the Diverse Classroom MOOC



5

## Think Inclusiveness... Carnegie Mellon University: Strategies for Inclusive Teaching

<https://www.cmu.edu/teaching/designteach/teach/classroomclimate/strategies/index.html>



6

**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-diversity-equity-inclusion-101#starting-the-conversation-safe-space-2>

8

**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/>

9

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

10

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

11

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

12

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



13

**#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.)



14

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



15

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



16

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



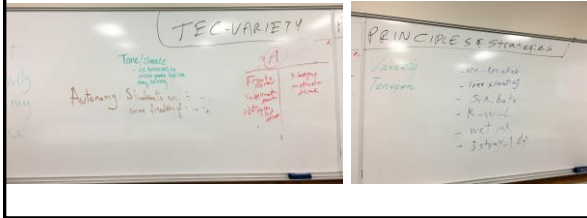
17

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



18

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



19

### #10. Recognize Class Accomplishments



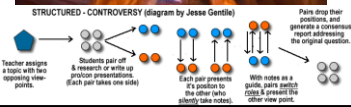
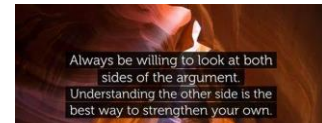
20

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



21

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



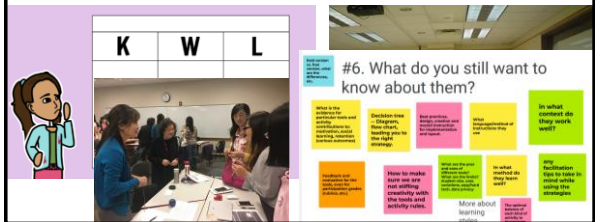
22

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



23

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



24



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



25

**#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)



26

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



27

**#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.)



28

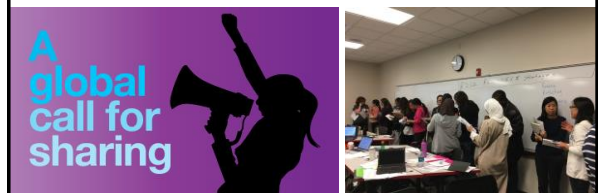
**#19. Make Use Asynchronous and Synchronous Options**  
(e.g., record any instructor lectures and guest visits)  
(Columbia University)



29

**#20. Invite Student to Share Resources**



(e.g., e-books, videos, blog posts, etc.) (Columbia University)



30

### Model #1: Education 20/20


#### 20 New Roles of the Instructor

31

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

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



32

### 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



33

### 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/>



34

### September 23, 2022 Motivating and Supporting Online Learners

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



35

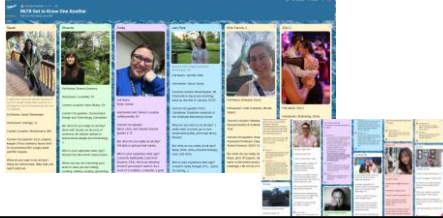
### Examples of TEC-VARIETY



36

**January 13, 2022**  
**1. Tone/Climate: A. Course Introductions**

(R678) <https://padlet.com/cmsmeltz/hkzbpdfos6x19l>  
 (R511) <https://padlet.com/sunsee/b1yr49l1xwc6smkc>



37

**October 2, 2021**  
**4. Variety, Novelty, Fun, Fantasy:**  
**A. Reverse Brainstorming in Jamboard**

<https://jamboard.google.com/d/1uF5b20JvcIPV05qhaXuGCLQ3p-mIGPvF7kdJKA4/viewer?e=5>



38

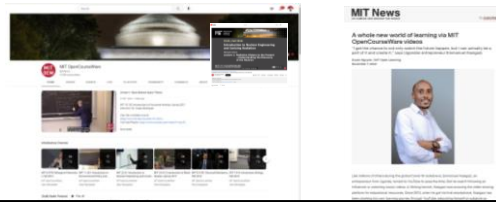
**5. Autonomy, Choice:**  
**A. Reflect on Podcasts and Webcasts**



39

**November 21, 2022**  
**6. Relevance, Meaningfulness:**  
**A. Case Examples (MIT OCW)**

Like millions of others during the global Covid-19 lockdown, Emmanuel Kasigazi, an entrepreneur from Uganda, turned to YouTube to pass the time. But he wasn't following an influencer or watching music videos. A lifelong learner, Kasigazi was scouring the video-sharing platform for educational resources. Since 2013, when he got his first smartphone, Kasigazi has been charting his own learning journey through YouTube, educating himself on subjects as diverse as psychology and artificial intelligence. And it was while searching for the answer to an AI-related question that Kasigazi first discovered MIT OpenCourseWare (OCW).



40

**November 27, 2021**  
**6. Relevance, Meaningfulness:**  
**B. Guest Chats Playlists, R511, Fall 2021**

<https://youtube.com/playlist?list=PLUch8eawZuP6QcALLtHnJ1H0pKw9p>



41

**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.



42

**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.

**DEFINITIONS**  
**Instructional Technology**  
**Educational Technology**

**1970: INSTRUCTIONAL TECHNOLOGY**  
 Instructional technology is the use of technology in the classroom to enhance learning. It includes the use of audio, video, and computer technology to create interactive learning experiences.

**1977: EDUCATIONAL TECHNOLOGY**  
 Educational technology is the use of technology in the classroom to enhance learning. It includes the use of audio, video, and computer technology to create interactive learning experiences.

**1994: INSTRUCTIONAL TECHNOLOGY**  
 Instructional technology is the use of technology in the classroom to enhance learning. It includes the use of audio, video, and computer technology to create interactive learning experiences.

**2008: EDUCATIONAL TECHNOLOGY**  
 Educational technology is the use of technology in the classroom to enhance learning. It includes the use of audio, video, and computer technology to create interactive learning experiences.

43

**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, Support
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, Discomfort, Controversy
10. Yielding Products: Goal Driven, Purposeful Vision, Ownership

44

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

45

**The R2D2 Model**

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

46

**1. Auditory or Verbal Learners**

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

47

**January 20, 2016**  
**Read. Text to Audio**  
 (e.g., Speechify; <https://www.hsallfrank.com/speechify>)

48



## 2. Reflective and Observational Learners

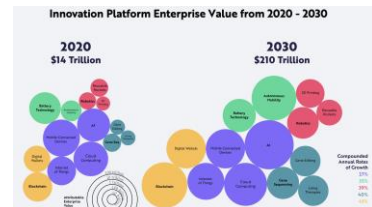
- Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives



49

## November 25, 2021 Reflect. Interpreting Interactive Graphs and Infographics

<https://link-tracker.com/infographic-interactive-visuals-by-michael-cop-associated-with-knowledge/>



50

## 3. Visual Learners

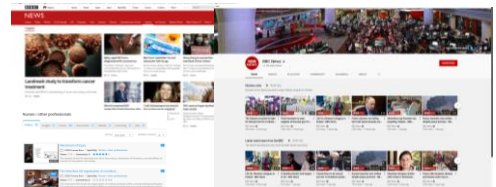
- Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.



51

## March 31, 2022 Display. Short Educational Videos: Anchored Instruction; Macrocontext, BBC News

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



52

## 4. Tactile/Kinesthetic Learners

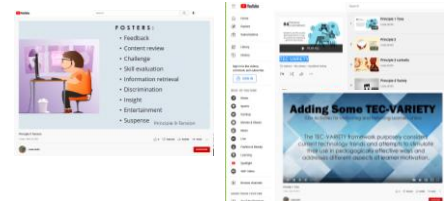
- Tactile/kinesthetic senses can be engaged in the learning process are role play, dramatization, cooperative games, simulations, creative movement and dance, multi-sensory activities, manipulatives and hands-on projects.



53

## November 18, 2021 Do. Student Explanatory Videos Linda Smith

<https://youtube.com/playlist?list=PLGoo00x20AH8K4p7L7F583y9gxVetd4K>



54

## Model #4: The Hyper-Engaging Framework METC<sup>3</sup>

### Educational Technology



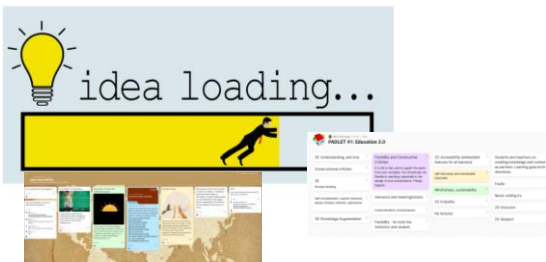
55

## MOTIVATION



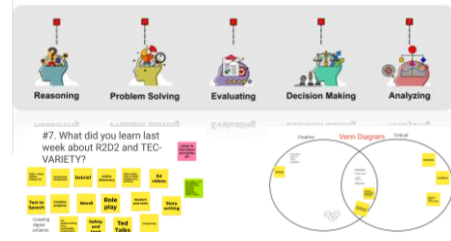
56

## CREATIVE THINKING



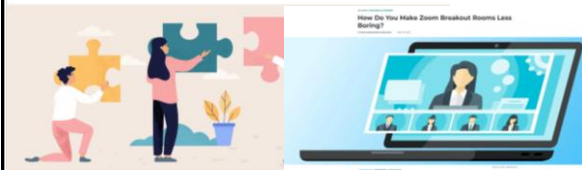
57

## CRITICAL THINKING



58

## COLLABORATION



59

## Any Questions or Comments?

Slides at: [TrainingShare.com](http://TrainingShare.com) (go to "Archived Talks")

Free book #1: <http://tec-variety.com/>

Free book #2: <http://hdl.handle.net/11599/4481>

Free course: <https://colcommons.org/welcome/course/details/8/>

Papers: [PublicationShare.com](http://PublicationShare.com)

Curtis J. Bonk, IST Professor

[cbonk@indiana.edu](mailto:cbonk@indiana.edu); <http://curtbonk.com/>



60