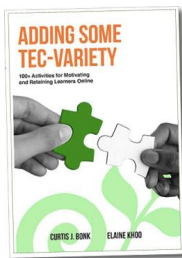


Ideas, Approaches, and Strategies for DEI in the Learning, Design, and Technology Curriculum

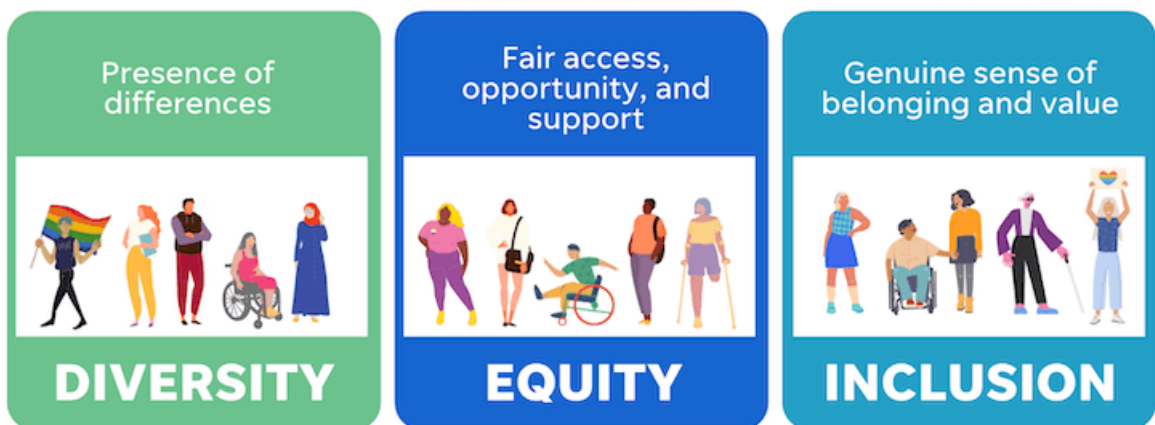
Curtis J. Bonk
Indiana University Bloomington

cjbonk@Indiana.edu
<http://curtbonk.com/>



1

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



WordStream
 by LOCALise

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

DISTINCTIONS OF EQUITY

It is important to distinguish between three key areas when engaged in equity work. We often confuse their particular purposes. As a result, we use them interchangeably when they are not. Below is a simple chart to help you understand the distinctions between them. Remember, it is NOT a continuum. You cannot begin with multicultural education and believe it will lead to culturally responsive instruction. Why? CRT is focused on the cognitive development of under-served students. Multicultural and social justice education have more of a social supporting role.

MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE EDUCATION
Focuses on celebrating 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 difference. Diversity and inclusion efforts live here.	Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political situations. Anti-racist efforts live here.	Centers around the affective & cognitive aspects of teaching and learning. Efforts to accelerate learning live here.
Concerns itself with exposing privileged students to multiple perspectives, and other cultures. For students of color, the focus is on seeing themselves reflected in the curriculum. Social Harmony	Concerns itself with creating a lens to recognize and interrupt inequitable patterns and practices in society. Critical Consciousness	Concerns itself with building cognitive capacity and academic mindset by pushing back on dominant narratives about people of color. Independent Learning for Agency

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3

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...



...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

Diversity

Center for Teaching Innovation
teaching.cornell.edu

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



Contact Us

Spotlight



VIDEO

Teaching & Learning in the Diverse Classroom

More Information

- FAO - TLDc MOOC
- POD Network Innovation Award press release

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

Design & Teach a Course Technology for Education Assess Teaching & Learning Solve a Teaching Problem The Eberly Initiative Why You Are Here

Strategies for Inclusive Teaching

- > Establish guidelines for interaction
- > Be transparent about expectations

6

More Inclusiveness...

University of Michigan: Inclusive Teaching Resources and Strategies

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

The screenshot shows the homepage of the University of Michigan CRLT's Inclusive Teaching Resources and Strategies. The header features the CRLT logo and navigation links: CONSULTATIONS, EVENTS, PROGRAMS & SERVICES, GRANTS & AWARDS, BLOG ABOUT, and RESOURCES. The main title is "Inclusive Teaching Resources and Strategies". Below the title, there is a sidebar with links to EQUITY-FOCUSED TEACHING, EMERGING TOPICS: BLOGS ON INCLUSIVE TEACHING, RESPONDING TO DIFFICULT MOMENTS, and CRLT PLAYERS. The main content area includes a paragraph about the goal of supporting all students, a section for CRLT Resources with links to an overview, principles, and research basis, and a section for Equity-Focused Teaching with a definition and principles. The footer includes a link to the CRLT website.

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>

The screenshot shows the homepage of the University of Colorado at Denver's Office of Equity. The header features the University of Colorado Denver logo and navigation links: Webmail, UCD Access, Canvas, and Quick Links. Below the header, there is a yellow banner announcing "CU Denver is Celebrating 50 Years". The main title is "Office of Equity". Below the title, there is a navigation bar with links to University Policies & Procedures, Reporting & Resolution Options, Education & Training, Affirmative Action, and Support & Resource. The main content area includes a section for "Make a Report" and a section for "Self-Guided Learning" with a link to "Available Learning Guides". The "Self-Guided Learning" section includes a paragraph about the importance of DEI and a link to the "Diversity, Equity, & Inclusion 101 Guide".

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/>

The screenshot displays the Columbia University Center for Teaching and Learning (CTL) website. The header includes the university name, office of the Provost, and contact information. The main navigation bar lists 'For Faculty', 'For Graduate Students', 'Resources and Technology', and 'About the CTL'. A large banner features the title 'Considerations for AI Tools in the Classroom' with a 'See resource' button. Below the banner, there are sections for 'Get Help' (one-on-one support), 'News & Features' (This Week for Graduate Students: Practice Your Teaching Through Microteaching), and 'About Us' (The CTL partners with faculty). On the right side, a sidebar titled 'Inclusive Teaching and Learning Online' provides an overview of the resource and a list of principles for inclusive teaching. A 'The CTL is here to help!' section offers contact information for support. A 'What does inclusive teaching and learning online mean to you?' section includes a quote about ensuring different identities are respected and celebrated.

9

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



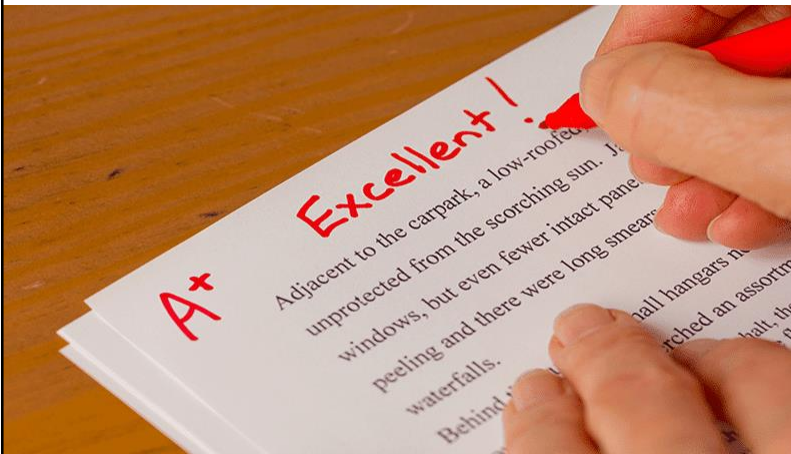
10

#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)

Poll Everywhere

Instant Audience Feedback

How does Poll Everywhere work?

- Try voting on a multiple choice poll
- Text a question to the Q&A poll
- Watch the demo video

Create your first poll
Takes 30 seconds. No signup required.

1 You ask a question

New Multiple Choice Poll
What is your favorite animal?

Answers: Lion, Turtle, Grandpa
Keywords: AUTO KEYWORD

2 Audience answers using mobile phones, twitter, or web browser

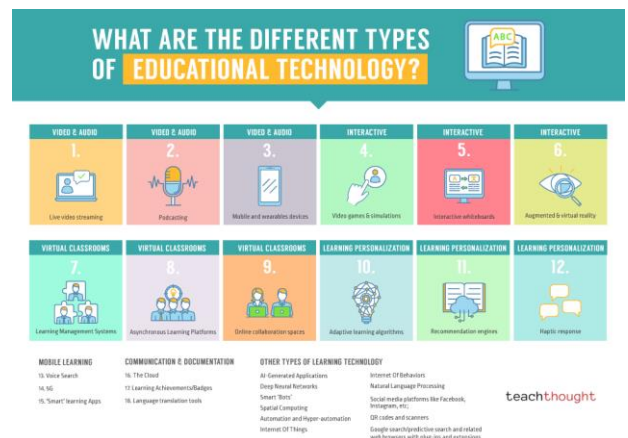
3 Responses are displayed live in Keynote, PowerPoint, or the web

What's Your Favorite Animal?
Text your CHOICE to 22333

Bar chart showing results: TURTLE (highest), GRANDPA (lowest).

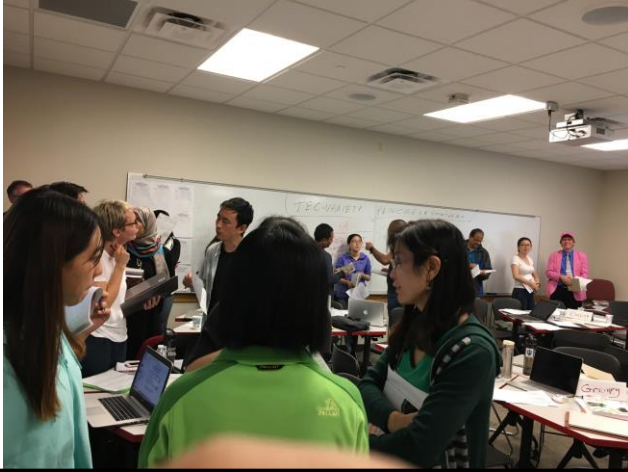
15

#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.)



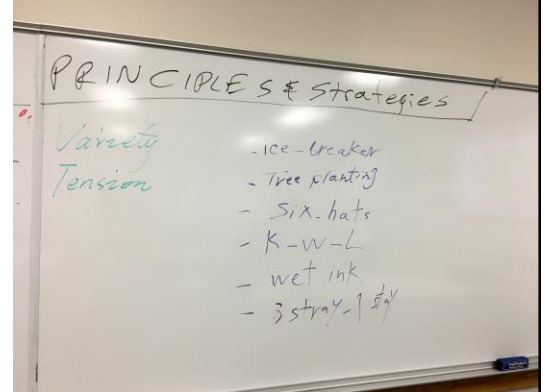
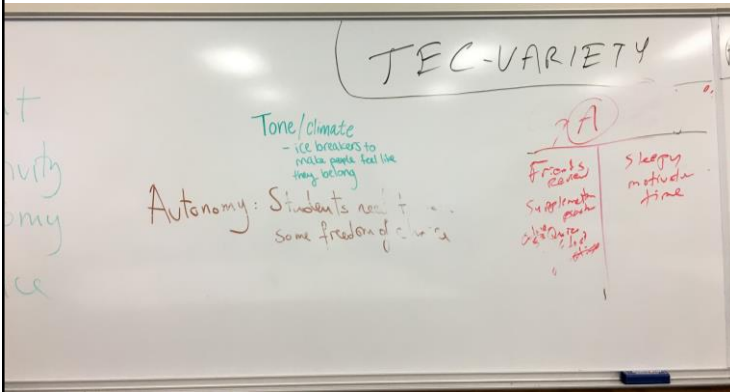
17

#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)



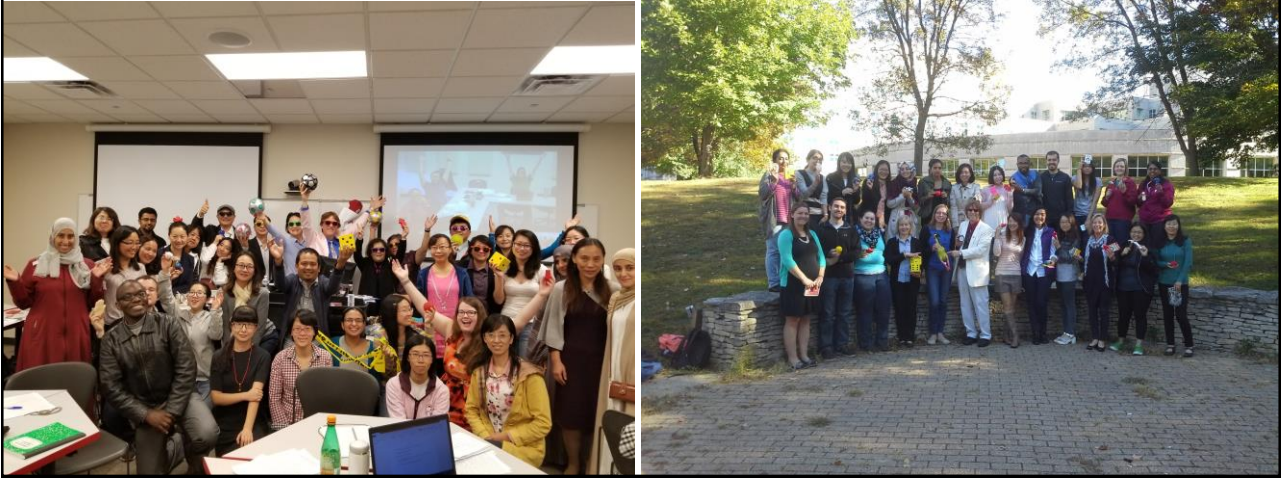
19

#10. Recognize Class Accomplishments



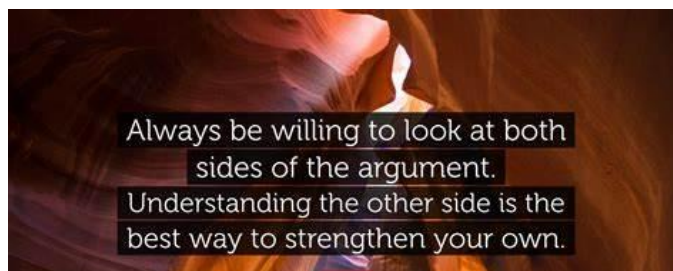
20

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

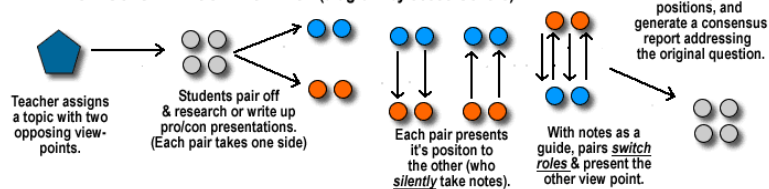


21

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



STRUCTURED - CONTROVERSY (diagram by Jesse Gentile)




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.)



K	W	L
		



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

Paid version vs. free version, what are the differences, etc.

What is the evidence for particular tools and activity contributions to: motivation, social learning, retention (various outcomes)

Decision tree -- Diagram, flow chart, leading you to the right strategy.

Best practices, design, creation and overall instruction for implementation and layout.

What language/method of instructions they use

In what context do they work well?

Feedback and evaluation for the tools, even for participation grades (rubrics, etc.)

How to make sure we are not stifling creativity with the tools and activity rules.

What are the pros and cons of different tools? What are the limits? student size, cost, variations, easy/hard tech, data privacy

In what method do they learn well?

any facilitation tips to take in mind while using the strategies

More about learning styles

The optimal balance of each kind of activity to incorporate

24

12

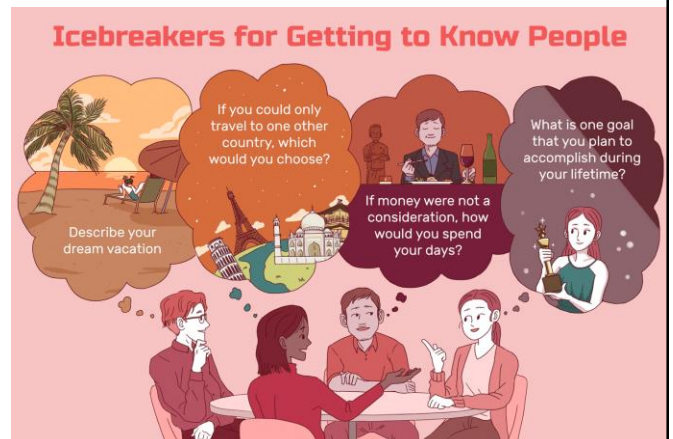
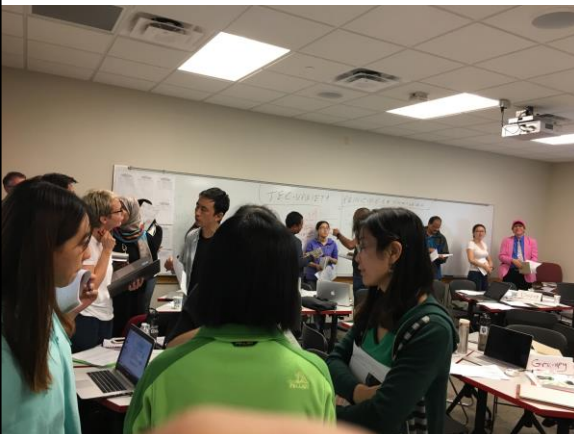
#15. Students Ask Each Other Questions (e.g., think-pair-share question card trades, fishbowl, reciprocal questioning, etc.)



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.)



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



asynchronous:

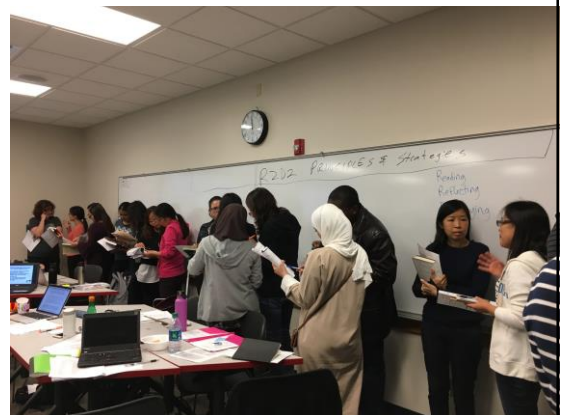
Discussion boards, quizzes, polls, email, digital documents, recorded audio or video, recorded slides with narration, self-paced courses.

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



31

Bonk's 20 "Last" Principles of Instruction

(LAST = Learning Activation System Template)

<http://travelinedman.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: http://hdl.handle.net/11599/4481](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



34

September 23, 2022

Motivating and Supporting Online Learners

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



35

Examples of TEC-VARIETY



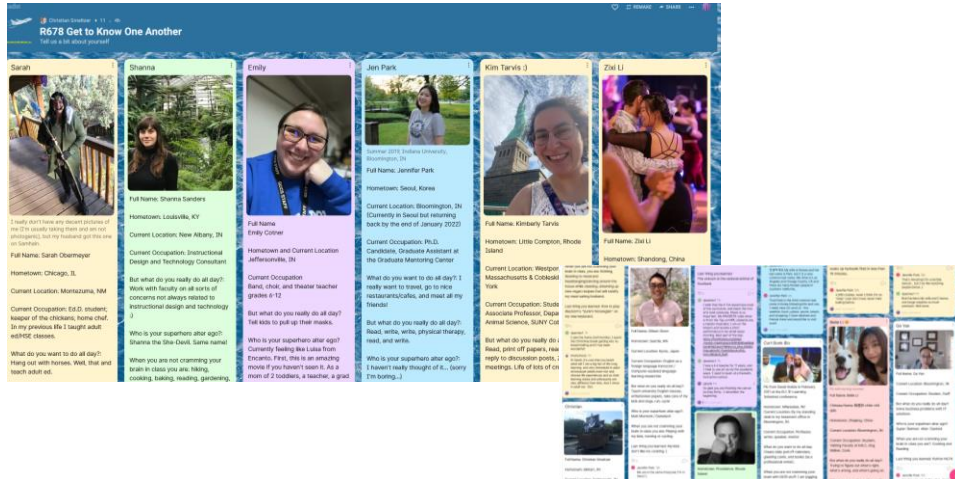
36

January 13, 2022

1. Tone/Climate: A. Course Introductions

(R678) <https://padlet.com/cmsmeltz/h6zbzpdfos6x19>

(R511) <https://padlet.com/sunseol/b1yr49ljxwc6smkc>



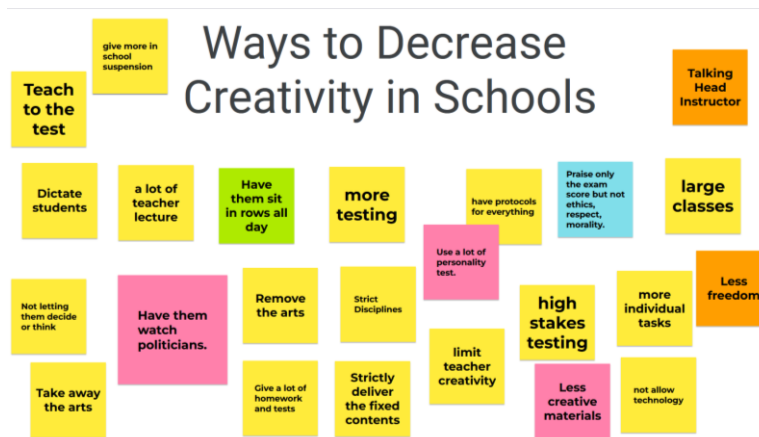
37

October 2, 2021

4. Variety, Novelty, Fun, Fantasy:

A. Reverse Brainstorming in Jamboard

<https://jamboard.google.com/d/1uf5b2OJdyciFVlO5qhaIxuGCLQ3xP-mIGPvF7kdjKA4/viewer?f=5>



38

5. Autonomy, Choice:

A. Reflect on Podcasts and Webcasts



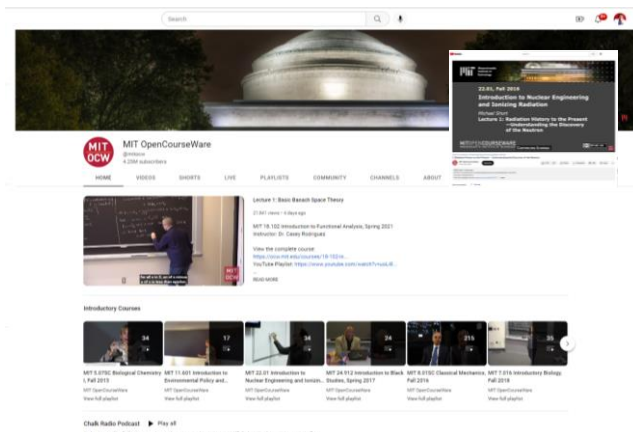
39

November 21, 2022

6. Relevance, Meaningfulness:

A. Case Examples (MIT OCW)

Like millions of others during the global Covid-19 lockdowns, 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).



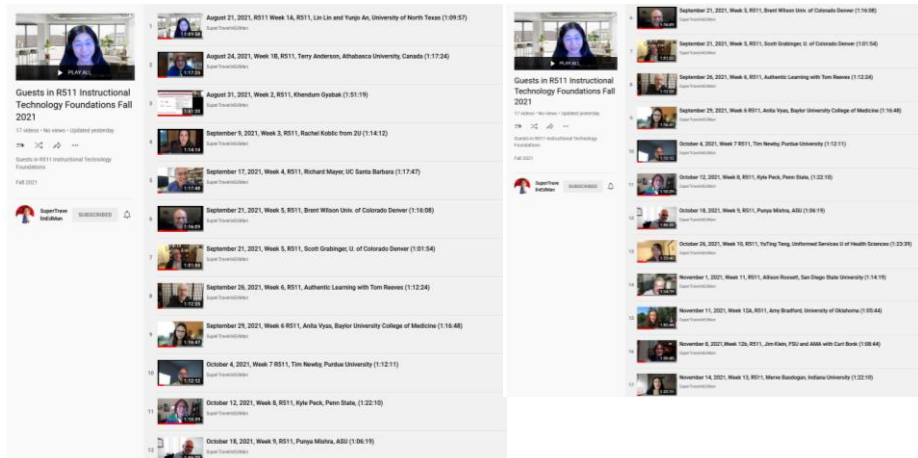
40

November 27, 2021

6. Relevance, Meaningfulness:

B. Guest Chats Playlists, R511, Fall 2021

<https://youtube.com/playlist?list=PLHcReRoW2lxPeQcA1LKHnj1IMPlpKWp>



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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.



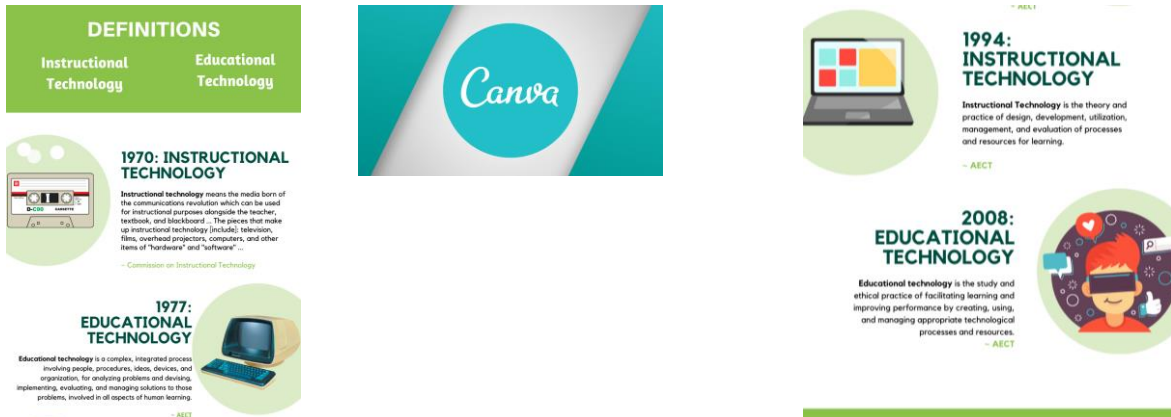
42

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.



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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

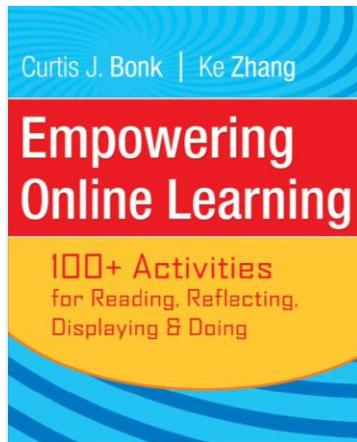


What motivates?

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...



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The R2D2 Model

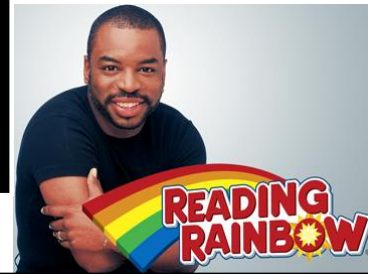
1. Read (Auditory and Verbal Learners)
2. Reflect (Reflective Learners)
3. Display (Visual Learners)
4. Do (Tactile, Kinesthetic, Exploratory Learners)



46

1. Auditory or Verbal Learners

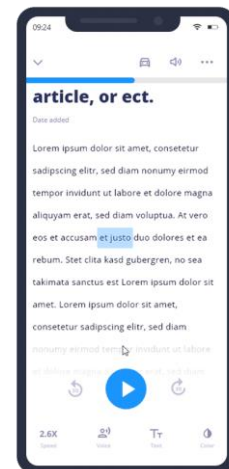
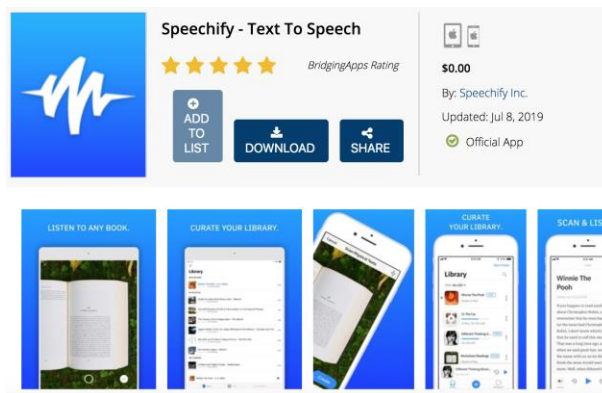
- Auditory and verbal learners prefer words, spoken or written explanations.



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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

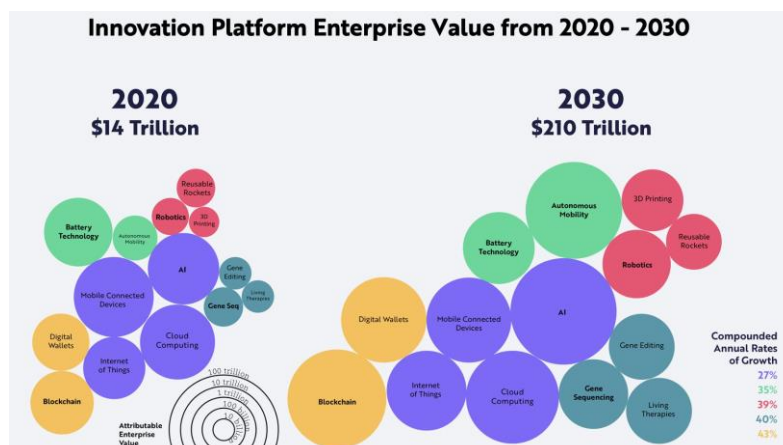
- Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives



49

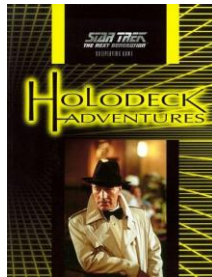
November 25, 2021 Reflect. Interpreting Interactive Graphs and Infographics

ARK Invest

<https://ark-invest.com/articles/portfolio-construction/equity-market-cap-associated-with-innovation/>


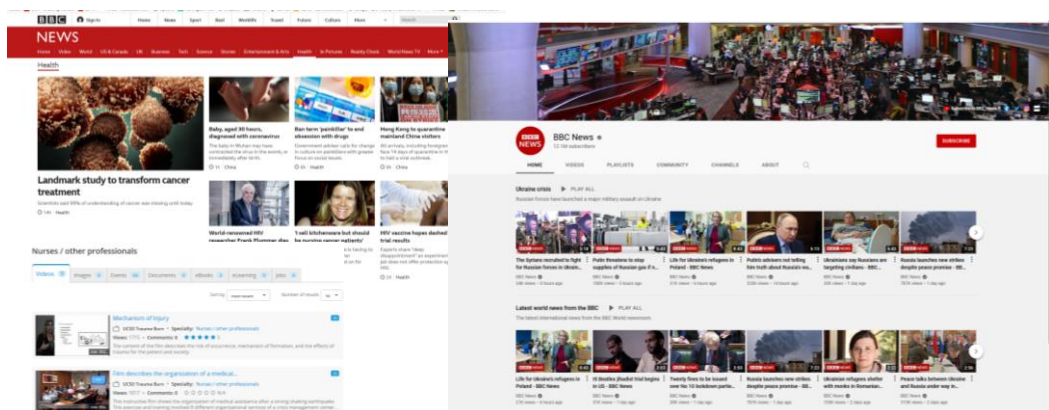
50

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



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

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



4. Tactile/Kinesthetic Learners

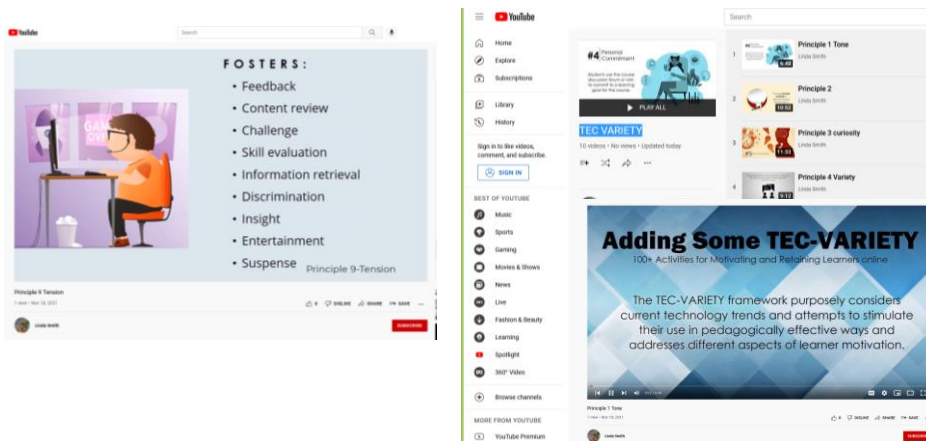
- Tactile/kinesthetic senses can be engaged in the learning process are role play, dramatization, cooperative games, simulations, creative movement and dance, multi-sensory activities, manipulatives and hands-on projects.



53

November 18, 2021 Do. Student Explanatory Videos Linda Smith

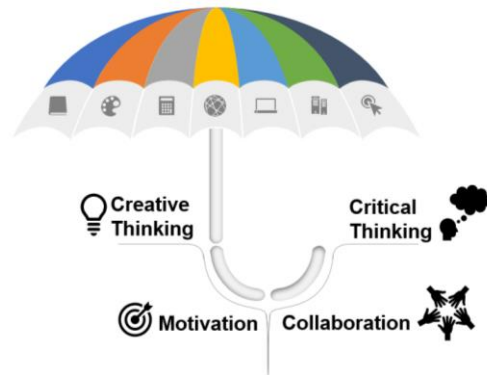
<https://youtube.com/playlist?list=PLGodJOq20AHBKkIp7LE7SBJpygxVeHd4K>



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Model #4: The Hyper-Engaging Framework METC³

Educational Technology



55

MOTIVATION



56

COLLABORATION



59

Any Questions or Comments?

Slides at: **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/coursedetails/8>;

Papers: **PublicationShare.com**

Curtis J. Bonk, IST Professor

cjbonk@indiana.edu; <http://curtbonk.com/>



Motivating and
Supporting Online
Learners



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