

School of Education - Universidad de Los Andes - Bogotá - Colombia.

Course: Diversity and Education in a Teacher Education Program

Level: Undergraduate

Professors: Maria José Bermeo & Paula Garcia

Personal Map: Roots and seeds.

Instructions and evaluation criteria

Learning Goals:

1. Reflect on the life and academic experiences that have shaped the ways learners understand diversity and inclusion in the present.
2. Construct and share a narrative to integrate theoretical, experiential and reflective aspects related to diversity and inclusion in a free-format.

Description of the activity

I write the myths in me, the myths I am, the myths I want to become.

(Gloria Anzaldúa, 1987, p.93)

The personal map is a process through which each student reflects on their own experiences and those events that they consider significant in the creation of their way of relating to difference. This exercise invites them to build and share their own narrative in a free format where theoretical, experiential and reflective integration is evident, responding to the question:

From my own story, how have I learned to live diversity?

This question invites a reflection that encompasses both a critical reflection on our previous experiences of the course, as well as those lived in the first unit of the course.

This exercise is intended as a tool for you to reflect on your belief and value systems. In our personal and professional lives, we often make critical decisions about important issues without examining ourselves and our motives, biases or understandings, or without asking difficult questions such as: What are the principles that inform my views of difference? What in my own history and background helped me arrive at this set of principles? In other words, how did I come to believe what I believe about the world? What is my social position, my privileges and disadvantages, and what do I want to do with them? What kind of educator do I want to be?

Format

This work has a free format. This means that you will decide whether to present it as a narrative text, a portfolio of artifacts with descriptions, an audiovisual material, a work of art, among other possible formats.

Due to the flexibility of the format, no parameters are set on the length or style of presentation. However, it is expected that they will succeed in making the following aspects evident:

1. Approach the question from an exercise of reflection on their own formative experiences and their specific positionality.
2. Dialogue with authors and concepts that we have worked on in class during the first module.
3. Use concrete examples from their experience to evidence the trajectory of their thinking on this topic.
4. Offer a look into the future that allows the reader/observer to understand how their process of reflection on their formative trajectory is currently guiding them.

Due date: August 31, 2023 (by 11:59 p.m.)

CHOICE BOARD TO DEMONSTRATE YOUR LEARNING

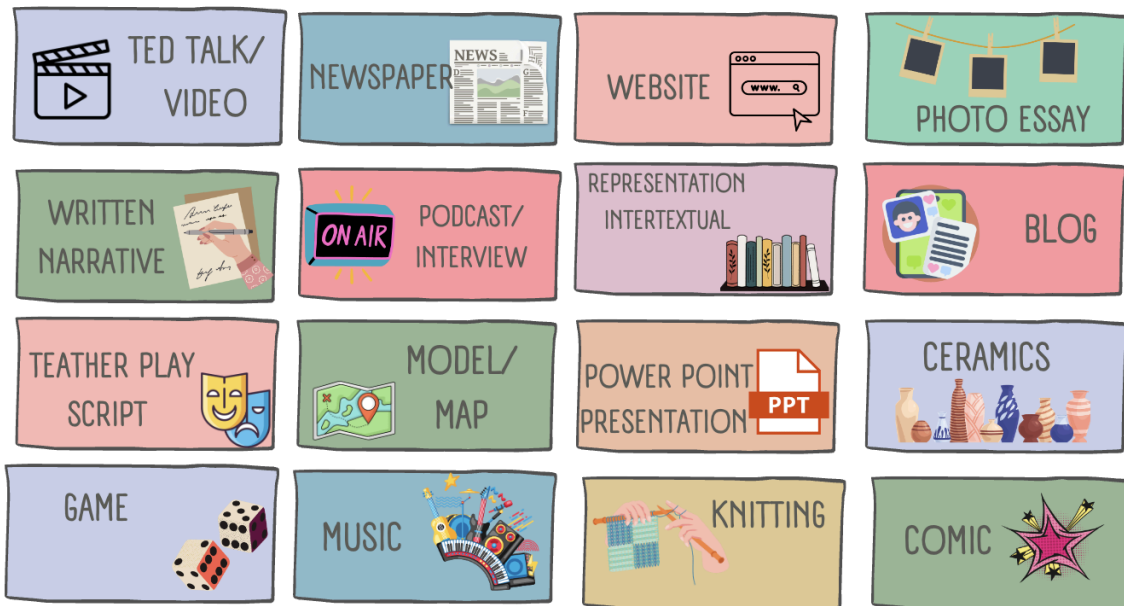


Image description: The image shows boxes with formatting options for learners' to demonstrate their learning.

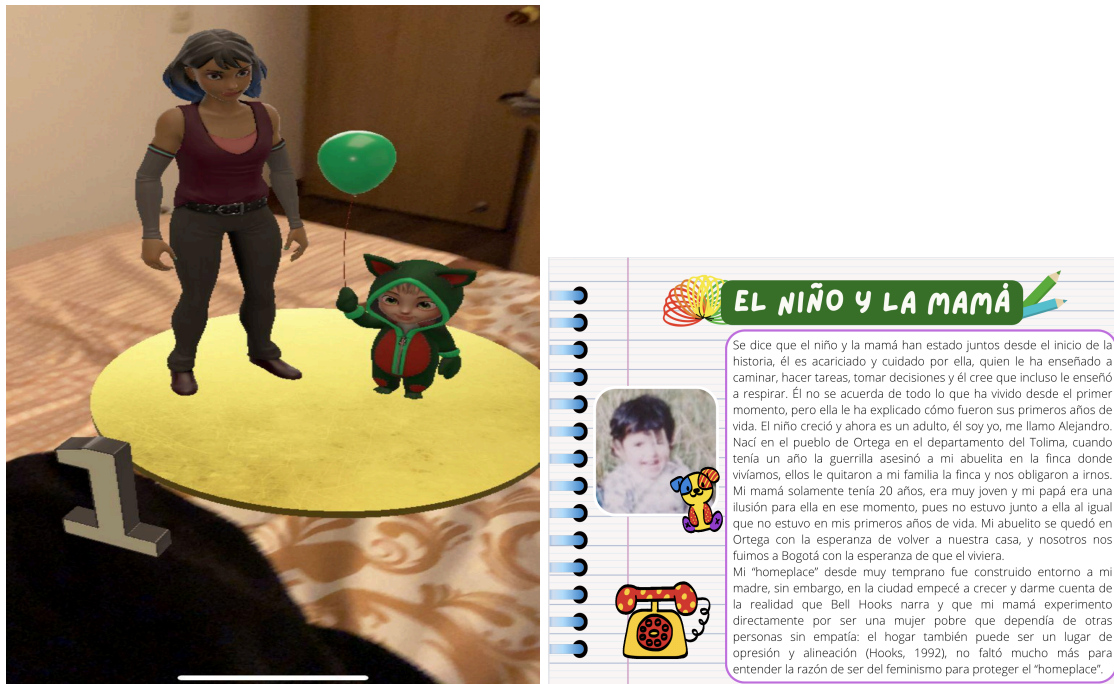
Evaluation Criteria

Criterion	Outstanding achievement 5 - 4.6	Expected achievement 4.5 - 4.3	In progress 4.2 - 3.5	Beginning 3.4 - 1
Reflexivity There is evidence of reflection on the formative experiences that have guided the trajectory of your understanding of diversity.	Reflections are raised on how your life experiences and during the course have shaped your understanding of diversity, including transitions and changes in diversity.	Some reflections are raised on how your life experiences and during the course have shaped their understanding of diversity. However, there are ideas that are not supported from experience.	The reflections suggest some relationships between changes in your view of diversity and your experiences, but they are not clearly associated, or examples are not provided to support them.	Reflections on the formative experiences that have guided the trajectory of their understanding of diversity are not evident.
Critical Approach The questioning of the symbolic and material dimensions of social exclusion that shape their perspective is evident.	An integrated and profound vision is constructed, involving critical evaluation of experiences and theoretical contributions, and demonstrating analysis of the symbolic and material dimensions of social exclusion.	Different approaches to the experiences and theoretical contributions are presented, involving critical evaluation of the same. However, a deeper analysis can be established.	The product presents different approaches, but analyzes them in a superficial manner; moreover, this vision is disjointed from the symbolic and material dimensions of social exclusion.	The product presents a single vision of what is observed, or the approaches are analyzed in a superficial manner and a critical evaluation of the knowledge built is not established.
Integration and dialogue There is evidence of the ability to integrate the theoretical conceptual reflection of the course, together with their experience in practice.	The product is a reflection that puts in dialogue the knowledge derived from personal experience and the arguments of authors consulted in the course to date (minimum 2 references).	The product dialogues academically with the experience and authors, but sometimes neglects own or authors' experience, although it complies with the minimum 2 text references assigned in the course.	The product gives greater importance to one of the two dimensions, the experience derived from the practice or the conceptual reflections of the course, and the integration of these is not evident.	The product does not demonstrate that the student has engaged in a dialogue between his/her own ideas and the arguments of the authors. Does not meet the minimum 2 text references assigned in the course.
Organization and presentation There is evidence of the ability to organize ideas and present a coherent product.	The product is clearly organized, manifests a clear purpose and relevant thread, presents appropriate grammar and spelling. In addition, when ideas from other authors are referenced, they are identified and cited consistently and systematically.	The product is clearly organized, has a clear purpose and a pertinent thread. However, there is evidence of shortcomings in its logical articulation. Additionally, ideas by other authors are systematically referenced.	A clear purpose can be observed in the product. However, there are flaws in its articulation and there are grammar and spelling mistakes. In addition, when ideas from other authors are mentioned, they are cited and referenced, but with errors in the citation system.	The product is not organized with a common thread. There are grammar and spelling errors. In addition, when ideas from other authors are referenced, the source is not identified.

Example 1:

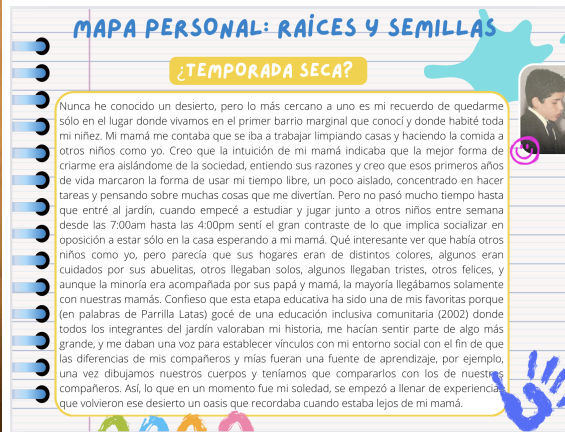
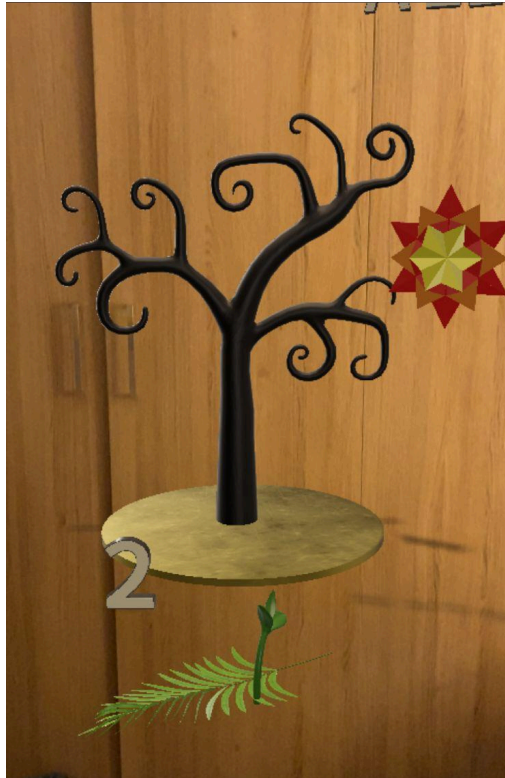
Augmented Reality with an app (adobe aereo) The learner created a narrative by stations

Station 1: The child and the mother



Station 1 description: The left image is the visual representation of the learner and his mother. The learner used this image to create the augmented reality product. The right image depicts a narrative that describes the relationship between the learner and his mother while he was growing up.

Station 2: Dry season



Station 2 description: The left image is the visual representation of a tree without leaves. The learner used this image to create the augmented reality product. The right image depicts a narrative that describes a learner's first years alone while his mother worked outside the home.

Station 3: La manada



Station 3 description: The left image is the visual representation of an adult and young moose. The learner used this image to create the augmented reality product. The right image depicts a narrative that describes the learners' interactions with different people who helped understand the importance of the community.

Feedback: This is the personalized feedback the learner received from the professor

Querido,

Gracias por compartir con nosotros tu historia de vida y tus reflexiones personales sobre la construcción que has hecho alrededor de la diversidad y la inclusión a lo largo de experiencias significativas que nos compartes 🌸.

Las reflexiones que compartes sobre cómo tus experiencias de vida y en el curso evidencian los procesos y los hechos que han conformado tu comprensión de la diversidad, incluyendo las transiciones y cambios de esta. Lamento mucho que hayas vivido situaciones tan retadoras con la violencia y sus consecuencias para ti y tu familia. En contraste, me alegra enormemente que hayas tenido las herramientas internas para tomar todo lo que queda de esas situaciones y transformarlo en aprendizajes, esperanza y acciones de transformación tuya y de quienes te rodeamos.

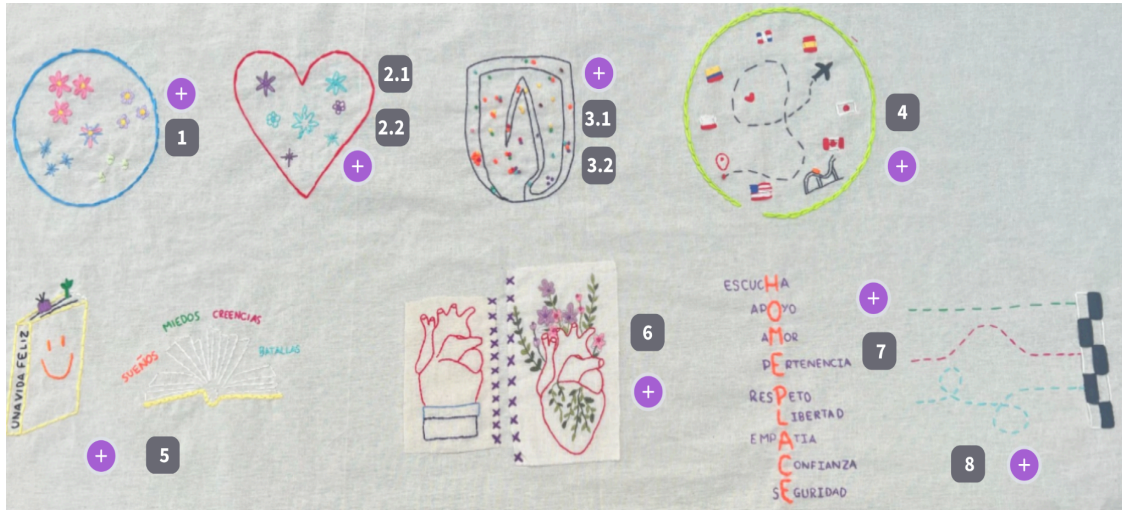
Nos muestras una visión integrada y profunda de la experiencia de la diversidad, la exclusión, la marginalización y la determinación para romper el ciclo de la violencia. Dialogas con los autores consultados en el curso. También, propones una evaluación crítica de las experiencias y los aportes teóricos, y que demuestra análisis de las dimensiones simbólicas y materiales de la violencia y la exclusión social.

¡Qué divertida la realidad aumentada para presentar tu mapa, Alejandro! Tu narrativa es clara, presenta un propósito explícito y un hilo conductor pertinente. Igualmente, presenta una gramática y ortografía apropiadas. Además, cuando haces referencia a ideas de otros autores, las identificas y citas de manera consistente y sistemática.

Espero que este proceso de transformación no se detenga y sigas atento a este aprendiz que se proyecta como un educador con la diversidad como misión 🌸.

Example 2:

Thread stitch The learner created a narrative using her skills to thread stitch using CANVA



Description: Overview of the map



Estudié 13 años de mi vida en un colegio católico, femenino y privado, y durante ese tiempo, llegué a sentirme profundamente conectada con la institución. En los últimos años sentía que pertenecía, pues conocía a la mayoría de los profesores y había forjado amistades con niñas de diferentes grados y edades, especialmente como capitana del equipo de baloncesto y como representante de las estudiantes ante el consejo académico. En cuanto a mis amistades, desde pequeña he tenido la sensación de no pertenecer a un solo grupo, ya que disfruto conocer personas, aprender de ellas y hacer cosas diferentes. Tampoco me gustaba sentirme obligada a pertenecer a un solo grupo, por eso las diferentes actividades en las que participaba, como baloncesto, y arte, me enseñaron que el mundo es grande y diverso. Descubrí que hay personas increíbles en todas partes y que no necesito estar atada a una sola persona o grupo. Esta diversidad de experiencias ha enriquecido mi vida y mi perspectiva de una manera única. Actualmente, regresar al colegio me hace sentir que aún soy parte de su historia y que tanto el como yo hemos evolucionado.

Description: The left image shows stitched flowers depicting the diversity the learner experienced while growing up. The right image depicts the learners' narrative about her schooling in her younger years.



Este corazón representa a mi familia, específicamente a mis primos, somos 5 mujeres y 2 hombres. En reuniones familiares, solía observar que mi hermano y mi primo jugaban juntos, mis primas pequeñas formaban su grupo, y mi prima mayor se relacionaba con los adultos. Esto me llevaba a rogarles a alguno de los dos grupos para que me dejaran jugar con ellos, lo que me obligaba a tratar de encajar y adaptarme a su dinámica. Lo cual está en contraste con mi experiencia en el colegio.

Description: The left image shows stitched forms inside a heart. The right image depicts the learners' challenges to fit in specific groups.



En cuanto a mi experiencia en la facultad de educación, encontré un ambiente más abierto y receptivo y una sensación de comunidad que a veces falta en la ingeniería industrial. Sin embargo, en el 2021, me encontré cuestionando la idea de estudiar dos carreras simultáneamente. Mis profesores en ambas disciplinas enfatizaban la necesidad de sumergirse profundamente en un tema y dedicarle mucho tiempo. Esta contradicción me hizo sentir presionada por encajar en la etiqueta de "buen profesional", y también me hizo enfrentar la soledad debido a la falta de personas que compartieran mi elección de estudiar dos carreras. A lo largo de este camino, me he encontrado con personas que no respetan ni entienden mis decisiones, lo que añade un sentimiento de aislamiento a mi experiencia universitaria.

Feedback

Querida B,

Gracias por permitirnos conocer sobre tu historia de vida y tus reflexiones personales sobre la construcción que has hecho alrededor de la diversidad y la inclusión a lo largo de experiencias significativas que nos compartes 🌸. Qué buena forma de combinar la narrativa que acompaña los simbolismos de tus bordados 🧵.

Has planteado reflexiones sobre cómo tus experiencias de vida (en la familia, en el colegio, la universidad, y con Valentina) han conformado tu comprensión y reflexión sobre la diversidad, incluyendo las transiciones y cambios de esta.

La presentación que haces da cuenta de una reflexión que, de forma separada plantea las experiencias derivadas de la experiencia y las reflexiones conceptuales del curso, y no es muy fluida la integración de estas. Para próximas entregas considera también proponer una evaluación crítica de las experiencias y los aportes teóricos, con un análisis de las dimensiones simbólicas y materiales de la violencia y la exclusión social.

El Genially está claramente organizado. Aunque no de forma explícita, manifiesta un propósito claro y un hilo conductor pertinente. Usas una gramática y ortografía apropiadas (faltan algunas tildes por ahí 🙄). Además, cuando haces referencia a ideas de otros autores, las identificas, y las citas de manera consistente y sistemática.

¡Qué bueno que compartieras con el grupo el acróstico que hiciste del Homeplace! Está muy al punto de los planteamientos de bell hooks. A propósito, tanto bell hooks como john powell decidieron escribir sus nombres en minúsculas. Ambos por diferentes razones, averígualo 🤔.

Ha sido un privilegio conocer parte de tu trayectoria en cuanto a cómo has vivido la diversidad por medio de esta narrativa. Espero que este proceso de transformación no se detenga y sigas atenta a esta Paula que pone busca tejer de formas diversas la pertenencia y la individualidad de las personas 🌸.