



THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Campus

Master of Educational Technology

## Workshop 2: Using Liberatory and EDIDA Frameworks in Making



Created by Tamaka Fisher

# Using Liberatory and EDIDA Frameworks in Making

**DURATION:** 2.5 hours

**NUMBER OF PARTICIPANTS:** 12 - 20

## BIG IDEAS

How can we support learners experiencing disabilities to have an equitable educational experience?

All learners benefit by designing learning for marginalized learners ([Moore, 2016](#)).

"Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)" ([First Nations Education Steering Committee, n.d.](#)).

To understand others, we must first understand ourselves (K. Ewart, in communication, July 12, 2023).

"Disability" means an inability to participate fully and equally in society as a result of the interaction of an impairment and a barrier, and "impairment" includes a physical, sensory, mental, intellectual or cognitive impairment, whether permanent, temporary or episodic ([Government of British Columbia \(2021\)](#)).

"Barriers can be (a) caused by environments, attitudes, practices, policies, information, communications or technologies, and (b) affected by intersecting forms of discrimination ([Government of British Columbia, 2021](#))".

## CURRICULAR COMPETENCIES

Critical thinking and problem-solving, metacognition and reflection, creativity and innovation, collaboration, and communication.

## CONTENT OBJECTIVES

Through experiential-making activities, learners will internalize the importance of equity and social justice in delivering makification.

- Gain a better understanding of self and identities that they hold
- Understand their students will hold other identities and intersectionalities
- Understand Universal Design for Learning as a tool to increase accessibility for all learners
- Understand Accessibility as a tool for equity, inclusion and social justice.

## 21st CENTURY COMPETENCIES

Critical thinking and problem-solving, metacognition and reflection, creativity and innovation, collaboration, communication

## LEARNING GOAL(S)

- I can identify my positionality and potential biases
- I can identify power structures related to making and adjust my setup and practice
- I can identify the tenets of Liberatory Design
- I will use and teach a maker mentality
- I will use accessibility and UDL as a makification lens

## PRIOR KNOWLEDGE

Adult learners, none required

## EQUITY, DIVERSITY, INCLUSION, DECOLONIZATION, ANTI-RACISM (EDIDA) FRAMEWORKS

Considerations:

- How are you going to ensure that this lesson utilizes the EDIDA frameworks to create an inclusive space for your students?
  - Open with a land acknowledgement
  - Use gender-neutral language
  - Consider my positionality, biases, and power as the facilitator
  - Employ the tenets of Culturally Responsive Pedagogy (CRP) [Culturally responsive pedagogy](#)
- Consider what materials you will use
  - No tech, low tech
- How will you ensure all voices are included and heard?
  - Discuss cultural differences in speech- speech pauses between speakers, indirect speech, active listening
  - Create a safe space
  - Model openness
- From what EDIDA lenses will the content be delivered?
  - [First Peoples Principles of Learning](#)
  - [Accessibility](#)
  - [Universal Design for Learning](#)
  - [Inclusion Guide](#)
- How will you present and implement the content in a way that is culturally responsive and relevant?
  - Employ the tenets of [Culturally Responsive Pedagogy](#)
  - Ensure that materials that are coded female and non-binary are available
  - Honour students' lived experience

## DIFFERENTIATED INSTRUCTION

*What will I do to assist and/or differentiate instruction for individual learners? (Materials, Delivery, Outcome)*

Before running the workshop, I will find out through a survey:

- Whether any accommodations will be needed for accessibility (e.g., ASL interpreting, video-taping session, transcriptions, etc.)
- What the learner is hoping to achieve by attending the workshop
- Identify pain points associated with the topic in the learner's context

No tech and low tech tools will be included. Paper and a certain number of digital devices will be available.

A handout will be printed for those who would benefit from reading instead of listening to content.

Digital slides will be provided with links to resources.

Group work and collaboration are encouraged.

The opening video will contain transcriptions.

An assistant will walk around during the maker challenge and scaffold learners on technology. The instructor will do the same (both to scaffold and to conduct casual formative assessments).

The final reflection can be delivered in conversation to me one-on-one, by digital or handwritten output.

**ACCOMMODATIONS** *Please refer to the Inclusion Guide*

Brock University and Niagra College Canada Inclusion Guide

<https://docs.google.com/file/d/1DwVhnu6oEmTcsSBY4dIUba7kmksNX386/edit?filetype=msword>

**MATERIALS**

User Personas with Multiple Free Avatars

<https://www.figma.com/community/file/1128352368289225381>

Digital or no tech (paper) tool to record reflection

Microsoft OneNote <https://www.onenote.com/notebooks?wdorigin=ondc&auth=2>

**WORKSHOP STRUCTURE**

Set up tables of 3- 4. When students enter, they can self-select their group.

**15 min.-** Welcome everyone, introduce the topic, open with a land acknowledgement and discuss the First Peoples Principles of Learning and how it relates to making. [First Peoples Principles of Learning](#)

**6 min.-** Encourage students to introduce themselves to each other at their tables for 1 minute each. Suggest potential topics.

**20 min.-** Introduce positionality and intersectionality and ask participants to silently reflect on all the identities that they hold. Gender identity/expression, sexuality, religion/spirituality, income, social status, dis/ability, race, ethnicity, marital status, family status, housing, skin colour, education, and trauma. Introduce bias and ask participants how their positionality may unknowingly produce bias. Introduce the Liberatory Design model [Liberatory Design](#).

**15 min.-** Watch Shelley Moores (3 min. video) on the 7-10 split in bowling and how this approach relates to instructional design for students experiencing disabilities. Give participants time to think and wonder how the video applies to their makification practice. Provide 5 minutes for volunteers to share their thoughts.

**5 min. comfort break**

**20 min.-** Introduce (high level) UDL [Universal Design for Learning](#) and Accessibility and have students brainstorm, at their table, the benefits/drawbacks of UDL and accommodations. [Inclusion Guide](#)

**40 min.-** See provocation and maker challenge.

**30 min.-** Conclusion and class sharing/reflections.

<p><b>PROVOCATION</b></p> <p>In 2021, the Accessible BC Act became law. Educational institutions are responsible for providing an equitable learning experience for students whose courses (course design and delivery) create barriers when intersecting with impairments. <a href="#">Accessible BC Act</a></p> <p>Barriers can also be caused by institutional policies, norms, attitudes of faculty and staff, and information and communication technologies which can cause discrimination (Government of British Columbia, 2021).</p>	<p><b>CRITICAL GUIDING QUESTIONS</b></p> <p>How can course content and delivery be inclusive or not inclusive to diverse students, including 2SLGBTQIA+ learners?</p> <p>How can my positionality affect how I teach and what resources I provide to students?</p> <p>How do I feel when students ask for accommodations?</p>
<p><b>MAKER CHALLENGE</b></p> <p>In groups of three or four, create one student user profile (describing student behaviours and learning challenges: e.g., argumentative, not paying attention, misspelling words, absences, etc.) and create an avatar in Figma.</p> <p>Discuss with your group what you can do differently as an instructor to adjust your course delivery for a class full of this same student profile. Blue sky thinking (journal, notebook, Padlet).</p>	<p>How can I make my courses accessible to the broadest possible student profile?</p> <p>What professional development is available to learn more about Indigenization and reconciliation?</p>
<p><b>CONSOLIDATION/CONCLUSION</b></p> <p>Each student will leave with a personal understanding of their positionality and the lenses that may bias their thoughts and degree of inclusivity in their teaching.</p>	
<p><b>ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE</b></p> <ul style="list-style-type: none"> <li>• Group discussions.</li> <li>• Time provided for each group to share their profile and adjustments with the other workshop participants.</li> <li>• Reflect on how this exercise has or has not changed their approach to teaching.</li> <li>• Present in Figma, OneNote, verbally, or other making artifact.</li> </ul>	
<p><b>EVALUATION OF THE LESSON</b></p> <ul style="list-style-type: none"> <li>• Student feedback</li> <li>• Instructor reflection</li> </ul>	
<p><b>REFLECTION:</b></p> <ol style="list-style-type: none"> <li>1. Were my participants successfully meeting the learning goals? How do I know?</li> <li>2. Did my instructional decisions meet the needs of all participants? If not, what are my next steps?</li> <li>3. What worked well? Why?</li> </ol>	

4. What will I do differently:
- When teaching this lesson again?
  - For the subsequent lesson?
5. What are the next steps for my professional learning?

## References

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