myPD Unplugged Facilitation Guide

Podcast (Year.Number)	Date Recorded	Date Posted
4.4	4/16/21	4/18/21

Topic	4.4 Leveraging Technology to Close Equity Gaps
Audience	K-12 Educators and Administrators
Contributors	Salman Khan, @salkhanacademy ● CEO and Founder of Khan Academy ● Founder of Schoolhouse.world Nader Twal, @nadertwal ● Program Administrator of Professional Learning and Curriculum Services (Long Beach Unified School District)
Questions Posed During Interview	1. How do you define or understand equity, especially in the context of remote learning? How does this definition or understanding influence your thinking about your work? 2. People know you for Khan Academy, but you are also the founder of Schoolhouse.world. Tell us a little about this project and how it connects to your passion to provide a free, world class education for every child in the world. 3. COVID has made the digital divide more pronounced than ever, but I have also seen some leverage it as an opportunity to innovate and make real impact. How do you think we can leverage tech to address equity challenges? Where are the opportunities in this time? 4. What do you see as the three most promising technologies in the education space right now in terms of prioritizing equity? What makes them so promising? 5. Where do you see bright spots? Who is doing this work well?
Facilitation Guide or Continuing the Conversation (Suggested Process) **Approximately 110-135 minutes**	Break into groups of 3-4 people: (25 minutes) After listening to the podcast, initiate a conversation: ● What parts of the podcast most resonated with or challenged you? Why? ● Read and think about the following quote, then discuss the questions below: "Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent our approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners" (US DOE, Ed Tech Office). ○ How do you use technology in your own practice? (Substitution, Augmentation, Modification, Redefinition) ○ What are some ways that you have already leveraged technology to

This Equity Thought Leader podcast series was brought to you in collaboration with Learning Forward, the only professional association devoted exclusively to establishing and sustaining highly effective professional development for educators. To learn more about Learning Forward, visit www.learningforward.org. myPD Unplugged is a production of the Office of Curriculum, Instruction, and Professional Development in Long Beach Unified School District. For more information on podcasting and professional learning, please contact myPDadmin@lbschools.net.

	advance relationships with your students? How do you use what you learn from kids to be more responsive to their identities and needs? ○ What from the podcast affirms the statement that technology can shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners? ○ Where might you need to grow in using technology to support equity? (30 min) As a group divide up the following videos so each group member watches at least one: ● How do we bridge the digital divide sustainably? (Mike Lindsay, TEDxThessaloniki, June 26, 2019) - 15:24 min ● Why I Fight to Close the Digital Divide (Mignon Clyburn, TEDxCollegePark, October 18, 2018) - 12:17 min ● The Internet of Civil Rights: the New Digital Divide (Bridgitte Daniel, TEDxPhiladelphia, February 8, 2016) - 16:35 min ● Healing the Digital Divide (Cynthia Owyoung, TEDxUCDavisSF, May 16, 2017) - 12:42 min After watching the video(s) you selected, identify the 1-3 key points that you want to discuss whole group, making sure to build on one another's ideas, before proceeding with the next activity. Use the following question to guide your conversation: "What connections did the speaker make between technology and equity in the video you watched? How might that inform our work as educators? (10-15 min) In *Insisting on Digital Equity: Reframing the Dominant Discourse on Multicultural Education and Technology*, Dr. Paul Gorski maintains that "Scholars, educators, and activists have used the term 'digital divide' since the mid-1990s to describe disparities in access to computers and the Internet based on race, socioeconomic status, gender, and other social and cultural identifiers (Light, 2001). More often than not, 'access' has been defined narrowly as physical access—as living, working, or learning in close physical proximity to these technologies (Gorski, 2003)." However, after critically examining the data through an equity lens, he found "that most conceptions of the digital divide, and as a result, most programs designed to address it, are too simplistic and thus replicate the very power-oppression continuum they purport to eliminate" (4). Discuss the following questions to frame the next activity. ● How do you react to this quote? Why? ● What in your own experience (as an educator) confirms or challenges your perceptions of his premises? ● What would it look like if digital equity focused less on physical access and more on "social, cultural, and political access"? (30-45 min) Read the following article, "Equity Literacy During the COVID 19 Cirsis" (DuBosse and Gorski), then consider the following Basic Principles of Equity Literacy, from the Equity Literacy Institute, through a technology lens. ● As a group complete the following graphic organizer to help you make meaning and determine clear and specific action steps you can take to increase digital equity in education. ● How might you use this activity with others to help move the digital equity conversation forward in your local context? (20 minutes) Take some time to browse the links below ("To learn more" section).

	After doing some individual and/or collective browsing, select one to three resources that you would like to explore more deeply: • Set a personal learning goal related to the resource(s) • Set a team learning goal related to the resource(s) • Set a timeline to meet these goals, then schedule a check in with the team. • What if anything will you try to do differently after listening to this podcast and completing these activities?
To learn more:	*Insisting on Digital Equity: Reframing the Dominant Discourse on Multicultural Education and Technology*, Paul G. Gorski (January 2007) "Online Learning in the Wake of COVID-19: Tips and Resources for PreK-12 with Equity in Mind", a resource-full blog post with links to all sorts of technology resources and equity-minded tips for using them, from New America. (March 16, 2020) "Coronavirus Has Exposed American's Digital Divide," an article in Jacobin by Nicole Aschoff (March 21, 2020) Turning to Technology, The Learning Professional, Learning Forward (August 2020) Schoolhouse.world Khan Academy "Meet Sultana - The Taliban's Worst Fear", by Nicholas Kristof, *The New York Times*, June 4, 2016 (note: OpEd may be behind a pay wall).

This Equity Thought Leader podcast series was brought to you in collaboration with Learning Forward, the only professional association devoted exclusively to establishing and sustaining highly effective professional development for educators. To learn more about Learning Forward, visit www.learningforward.org. myPD Unplugged is a production of the Office of Curriculum, Instruction, and Professional Development in Long Beach Unified School District. For more information on podcasting and professional learning, please contact myPDadmin@lbschools.net.