



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Master of Educational Technology Program

Inclusive Challenge: Using Liberatory and EDIDA Frameworks in Making

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Overview of the challenge

The problem: Persons experiencing disabilities and those holding intersectional identities can find that Makerspaces are not inclusive.

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

- Gain a better understanding of yourself and the identities that you hold.
- Understand your 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.

Materials and Resources Required



[User Personas with Multiple Free Avatars through Figma](#)



[Microsoft One Note for digital notetaking.](#)



[Padlet](#)



[Otter AI for Digital Voice Recording](#)

***** A few devices (smartphones/ iPads) will be available if you need one.**

Inclusive Maker Challenge Instructions



[Shelley Moore: Transforming Inclusive Education](#)

By thinking through the provocation and now the experiential-making activities, learners will internalize the importance of equity and social justice in the delivery of makification.

In groups of three or four: together create one student user profile (describing student behaviours and learning challenges: e.g., argumentative, not paying attention, misspelling words, absences, intersecting identities) and create an avatar in [Figma](#).

Discuss with your group what you can do differently as an instructor to adjust your course delivery for this student. Create a plan with paper and pencil, One Note, or Otter AI. Your group will present to the class at the end of the workshop. Not everyone is required to present.

Challenge Objectives

At the end of this challenge, you should be able to:

- Gain a better understanding of self and intersectionality.
- Understand their students will hold other identities and intersectionalities.

- Understand making from several E.D.I.D.A. frameworks.
- Understand Accessibility as a tool for equity, inclusion and social justice.

Critical Questions for Consideration

How can I make my makerspace accessible to the broadest possible student profile?

Background/ Additional Information



[First Peoples Principles of Learning](#)



[Accessible British Columbia Act](#)



[A Comprehensive Guide to Universal Design for Learning](#)



[Inclusion Guide](#)



[Culturally Responsive Pedagogy](#)



[Google Read&Write](#)

Inclusivity Focus

Instructors that teach adults have a role to play in creating an inclusive environment, whether in makerspaces or classrooms.

How will you ensure this lesson utilizes the EDIDA frameworks to create an inclusive space for your students?

- Open with a land acknowledgement
 - Use gender-neutral language
 - Consider your 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, high 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 making materials that are coded female and non-binary are available

- Honour students' lived experience

No-tech, Low-Tech, High-Tech Options

We have a few iPads and smartphones, paper and pencils available to borrow. Please speak to the instructor,



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Microsoft One Note for digital notetaking.



Extensions



Audio

This inclusive challenge could be extended to redefine learning for all makers.

Review the other lesson plans in this unit and think about how learning from this lesson plan could apply to the others in this unit.