

## Week 6 Assignment: Opening Presentation

### Executive summary/course description

Organizations across the country and the world are increasingly understanding the importance of diversity, equity, and inclusion (DEI) work. This course provides initial steps to what must be a life-long journey to understanding these terms and how to apply them in one's life and workplace. The initial steps this course will outline are primarily understanding-based: major terminology will be shared, and through short, virtual-instructor-led trainings, participants will engage in activities that help them to expand their organization's work in the area of DEI. Participants will **be able to create specific DEI programmatic resources that demonstrate their knowledge of key DEI terms and that prioritize racial equity** in order to clarify their commitment to ongoing and collective behavioral and organizational change.

### Summary of learning theory(s) you are applying to the framework of the course design

DEI is a challenging field to apply just one learning theory to, mainly because it relates to changing how people think about information, experiences, and concepts they have been surrounded by and may not have questioned, or had the language to question, for their entire lives.

Therefore, **andragogy** is a critical learning theory that I am applying to this course. I have tried to create activities (discussion, journaling/reflection, reading magazine articles and blogs rather than lengthy book passages) that have relevance to the lives of those I'm training. The end result of the course is also something with immediate action steps that can be taken and utilized

Include 1-2 examples of course artifacts that demonstrate your understanding of the theory and connection to the course

### **Artifact 1: Journaling activities and prompts**

Andragogy prioritizes relevance to learner's lives in terms of content development. Therefore, journal prompts ask for participants to reflect on their experiences with various terminology and look back at their own life to learn and contextualize various DEI concepts. Being able to view each other's journal posts will also help students to reflect and learn from each other (social constructivism).

**Artifact 2: Designing DEI Tools and Resources on their own**

Designing actual DEI statements and plans allows learners to be directly in charge of their instruction and evaluation. They can use their own skills, connections, and experiences (also andragogical principles), with help from the course and from other participants, in order to design the outcomes of the course. They also are focusing on solving a problem (that their organization may not have a sufficient, or any focus on DEI or any organizational tools to address it), rather than solely reviewing or learning content (another andragogical principle).

**Artifact 3: Discussion through vILT and homework activities**

Learners will be asked to interact with their colleagues at their organization and be actively engaged in the process of creating their organizational tools/materials (andragogy). During the vILT sessions, students will have time for conversation and shared reflection and dialogue on topics that will allow them to learn from each other (social constructivism).