What DEI have to do with my classes?



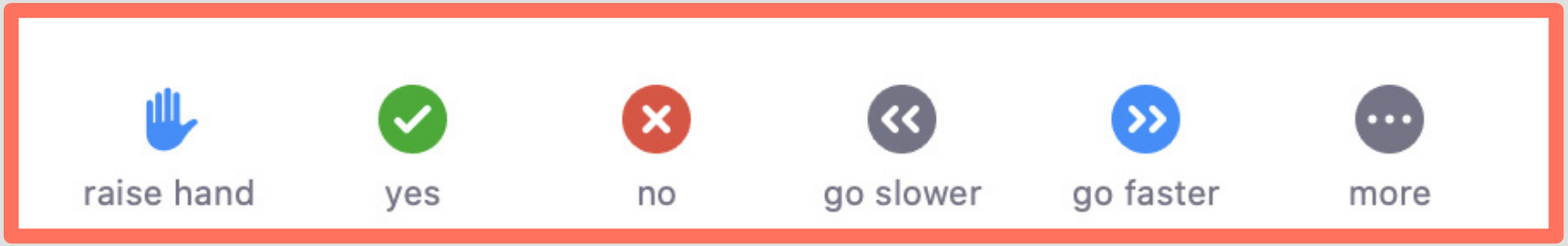
An answer through learning design lenses

A talk prepared to Oakland University, School of Engineering & Computer Science

Ahmed Lachheb, PhD. | lachheb.me
Learning Experience Designer
University of Michigan, Center for Academic Innovation

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Reactions via Zoom

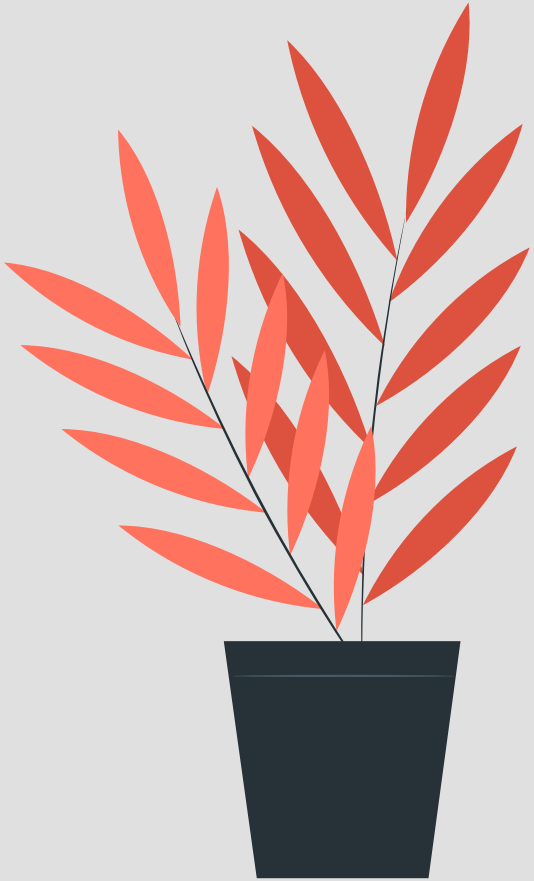


One of the easiest topics to talk about with engineers and engineering scholars/educators

DEI sounds familiar

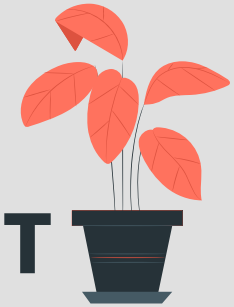


We cannot address DEI in our practice without using design ethics



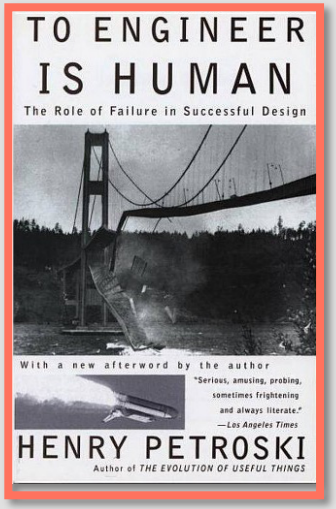
Design Ethics in Engineering

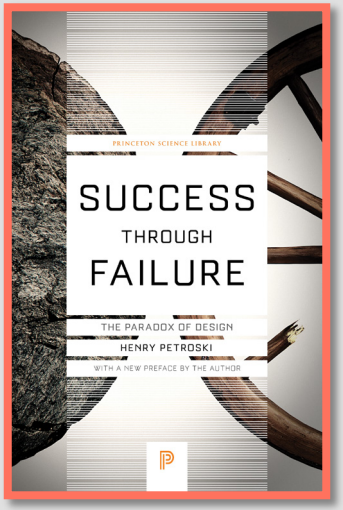
Design Ethics in I/LDT

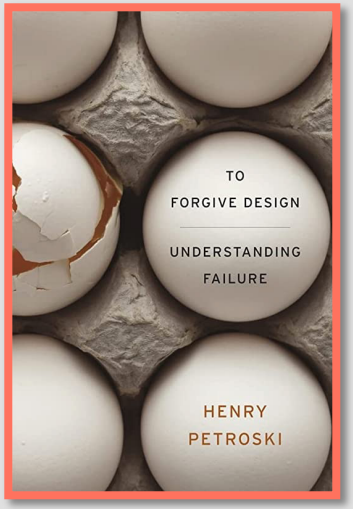


My recent inquiry experience







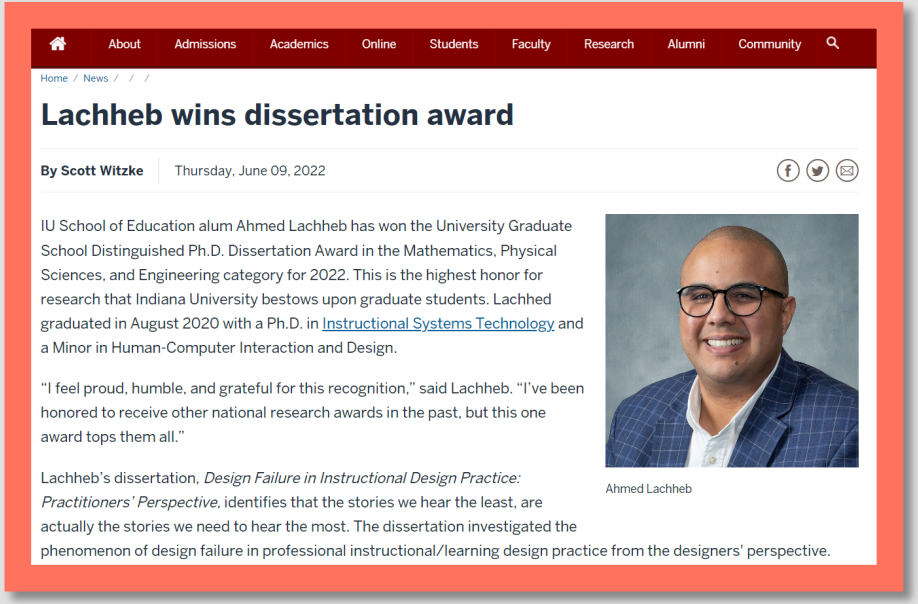


Henry Petroski
Duke Civil and Environmental Engineering

My recent inquiry experience

Lachheb, A. (2020). *Design Failure in Instructional Design Practice: Practitioners' Perspective*

ProQuest ID 2445576286



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Lachheb wins dissertation award

By Scott Witzke | Thursday, June 09, 2022

IU School of Education alum Ahmed Lachheb has won the University Graduate School Distinguished Ph.D. Dissertation Award in the Mathematics, Physical Sciences, and Engineering category for 2022. This is the highest honor for research that Indiana University bestows upon graduate students. Lachhed graduated in August 2020 with a Ph.D. in Instructional Systems Technology and a Minor in Human-Computer Interaction and Design.

"I feel proud, humble, and grateful for this recognition," said Lachheb. "I've been honored to receive other national research awards in the past, but this one award tops them all."

Ahmed Lachheb

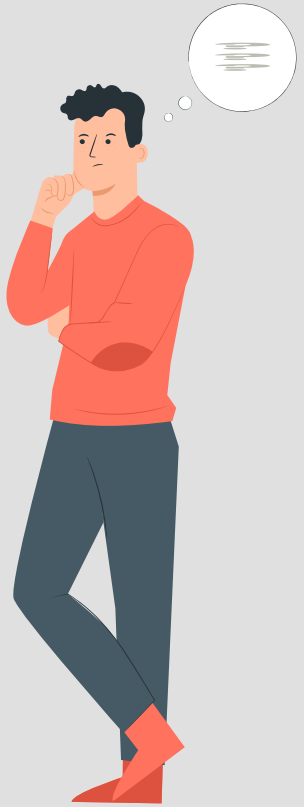
Lachheb's dissertation, *Design Failure in Instructional Design Practice: Practitioners' Perspective*, identifies that the stories we hear the least, are actually the stories we need to hear the most. The dissertation investigated the phenomenon of design failure in professional instructional/learning design practice from the designers' perspective.



That was your 5 minutes of design theory

Now, let’s get to bussiness

What DEI have to do with my classes?



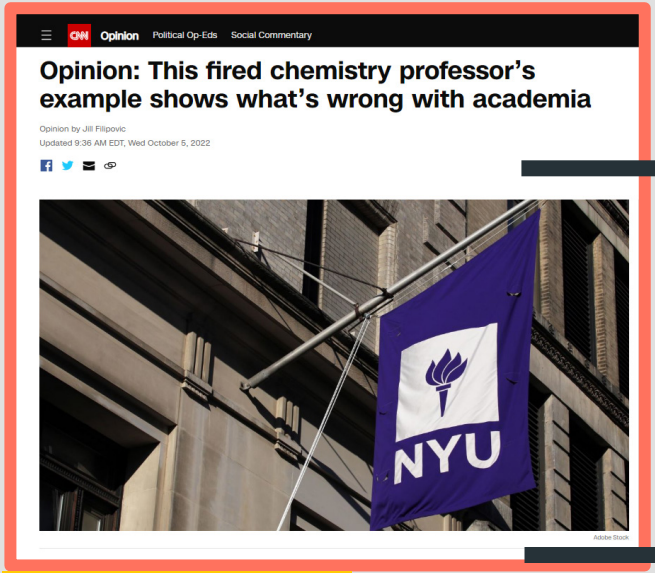
Acknowledgement- Ryan Henyard, former CAI UM Staff



A two-day old story



A recent example of “what DEI have to do with my classes?”



- Accomplished professor
- Teaching for fun/to stay active
- No pressure of tenure/promotion
- Students complained (82 out of 350)
- The department offered a solution
- The faculty didn’t like it
- The school fired him

cnn.it/3ryjeAc

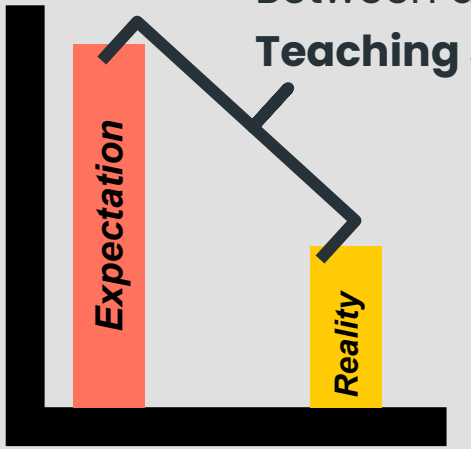
A recent example of “what DEI have to do with my classes?”



cnn.it/3ryjeAc

Bridging the gap:
Of academic achievement
Between diverse worldviews

Teaching style is not inclusive



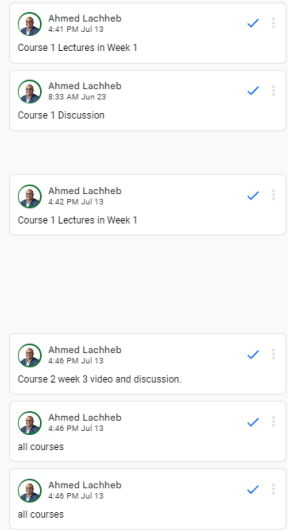
Demystifying DEI (what we did at UM CAI)

Lens	Definition
Addressing Social Inequality	The course addresses historical and contemporary issues of social inequality across societal contexts and life domains.
Finding Common Ground	The course addresses challenges that arise when individuals from different backgrounds and frames of reference come together. It demonstrates attunement to the variability in the opportunities across significant societal contexts (e.g., schools and colleges, neighborhoods and communities, work teams in organizations).
Recognizing the Impact of Power and Privilege	The course promotes an understanding and an awareness of systems of power and privilege and how these systems interact with historically underrepresented marginalized people and groups. based on their identities (including but not limited to race, ethnicity, gender, social/economic, class, culture, sexual identity, ability, status, and religion).
Including Multiple Perspectives	The course makes a commitment to include the epistemological perspectives of those from underrepresented and marginalized populations.
Valuing Individuals	The course makes a commitment to utilizing inclusive pedagogies. It values and incorporates the lived experience of learners who are represented in the course.

Demystifying DEI (what I do at UM CAI)

DEI Goals for this Course

Lenses & Definitions	Goals for this Course
Addressing Social Inequality The course addresses historical and contemporary issues of social inequality across societal contexts and life domains.	• Highlight the topic of accessibility for the astronaut profession: < Striving To Make Space Accessible For People With Disabilities>
Finding Common Ground The course addresses challenges that arise when individuals from different backgrounds and frames of reference come together. It demonstrates attunement to the variability in the opportunities across significant societal contexts (e.g., schools and colleges, neighborhoods and communities, work teams in organizations).	• Highlight the issue WW2 and the idea of Hitlet gave us Rocket Science and the horrific history of Rocket Science. • Going to Mars: Who will go to Mars? Billionaires? Who will help them? How space tourism will work?>>Discussion among learners and Aaron possible taking stance in writing or in a video.
Recognizing the Impact of Power and Privilege The course promotes an understanding and an awareness of systems of power and privilege and how these systems interact with historically underrepresented marginalized people and groups. based on their identities (including but not limited to race, ethnicity, gender, social/economic, class, culture, sexual identity, ability, status, and religion).	• Highlight the issue WW2 and the idea of Hitler gave us Rocket Science and the horrific history of Rocket Science.
Including Multiple Perspectives The course makes a commitment to include the epistemological perspectives of those from underrepresented and marginalized populations.	• Interviewing a scholar at UM or somewhere else who thinks that we, taxpayers, should not spend so much money on space.
Valuing Individuals The course makes a commitment to utilizing inclusive pedagogies. It values and incorporates the lived experience of learners who are represented in the course.	• Course glossary of terms or making sure to speak in plain language • Making sure to represent humans in media in culturally appropriately manners



Ask questions about there elements in your classes



People

who you teach & the those who provide knowledge that you teach



Discipline

what the academic discipline provide to the world



Process

the way you teach including any signature pedagogy

Questions to spark the *ultimate particular* (aka, design)

Ask questions about there elements in your classes



People

who you teach & the those who provide knowledge that you teach

The people you teach

- Do I have minority students in my class?
- Is there a disparity in learning achievement among my students?
- What are my students' struggles and how can I make sure that my course design and teaching at least does not add to their struggle?



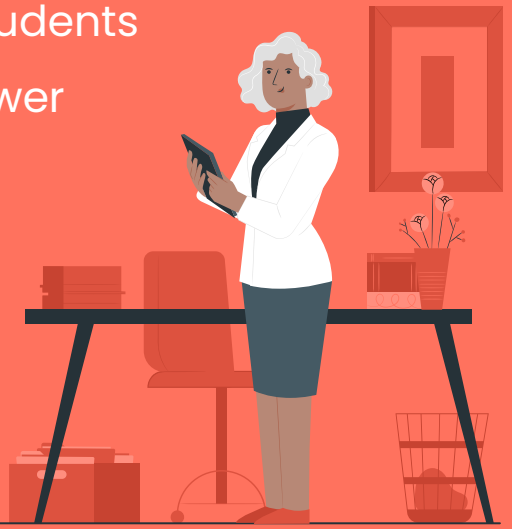
The people who provide what you teach

- Do I have underrepresented scholars in my discipline who are marginalized and/or forgotten?
- Is there scholarly work done by scholars in my academic discipline that tackles the matters of DEI explicitly?



What learning design can help us accomplish here?

- Use of students' data to have better empathy with students
- Finding if minority students in your class have had lower achievements compared to non-minority students
- Closing the achievement gap through hard scaffolds (vague on purpose) & differentiation
- Flexibility through Universal Design for Learning (UDL)
- Diverse perspectives in the curriculum
- Addressing DEI explicitly in students' projects/assignments



Ask questions about there elements in your classes



Discipline

what the academic discipline provide to the world

The discipline you teach

- Do the knowledge/products that my academic discipline provides (e.g., oximeters) have a history of equity and inclusion issues?
- Is the knowledge/skills that my discipline produces accessible to people?



What learning design can help us accomplish here?

Foregrounding ethical issues/questions/dilemmas regarding the knowledge and products that the academic discipline produces



Ask questions about there elements in your classes



Process

the way you teach including any signature pedagogy

The process of your teaching

- Do the traditional ways of teaching my subject area assume things about learners that are sometimes not true (e.g., assumption of familiarity with MAC computers)?
- Do my teaching methods require expensive access to materials technology that my students need to?



What learning design can help us accomplish here?

- Eliminating the possible negative outcomes of your teaching methods and/or the classical teaching methods adopted in your academic discipline
- Implementing UDL



UDL (in brief)

Universal **D**esign for **L**earning framework (CAST, 2018):

- (1) Multiple ***types and means*** of learning ***materials***
- (2) multiple ***opportunities*** for student ***engagement***
- (3) multiple ***options*** for students to demonstrate ***mastery of learning***

Lachheb, A., Abramenka-Lachheb, V., & Huber, L. (2021). Challenges and opportunities in adhering to UDL principles to design online courses. *The Journal of Applied Instructional Design*, *10*(1). https://dx.doi.org/10.51869/101alvallh

SCAN ME



Handout and Examples

bit.ly/3SIXbm8

Concluding thoughts



people



discipline



process

keep a generous eye for learning experience designs (and anything that can inspire you) from other fields/disciplines

Implementing DEI in teaching/learning is a matter of design, professional design work

Implementing DEI in teaching/learning is a matter of design, professional design work

One of the easiest topics to talk about with engineers and engineering scholars/educators

We cannot address DEI in our practice without using design ethics

Thanks!

Let’s talk more

alachheb@umich.edu
https://lachheb.me

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