

# Enhancing Diversity Learning Through Online Modules

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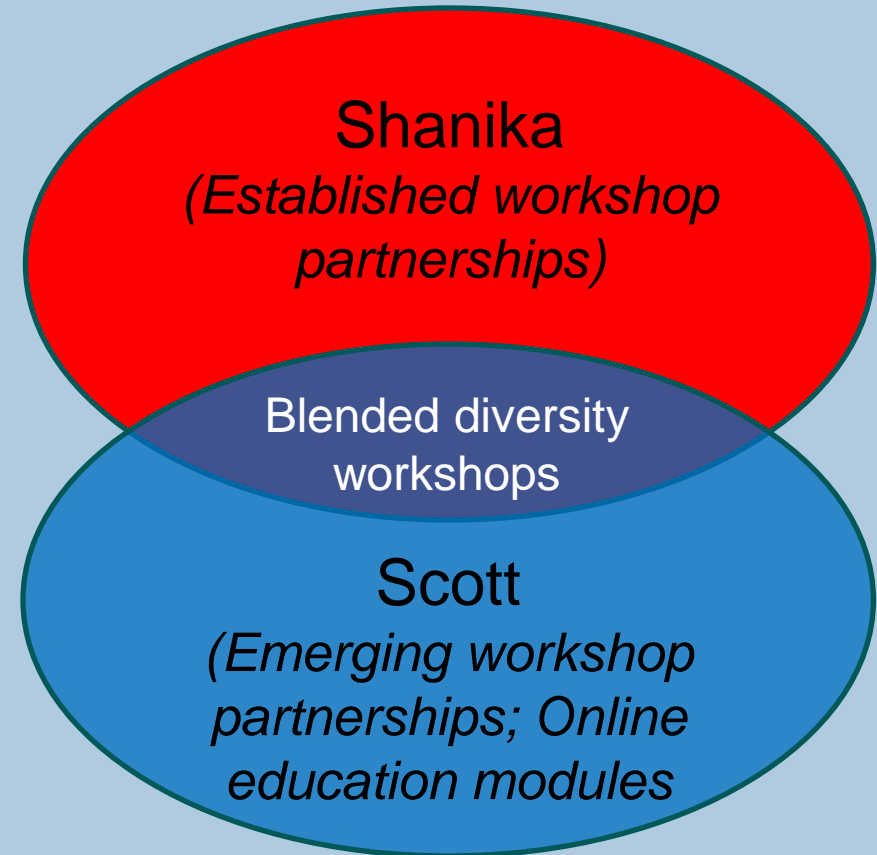


# Center for Intercultural Programs

## Mission Statement

The Center for Intercultural Programs provides transformative curricular and co-curricular educational experiences that encourage students, faculty and staff to think broadly and critically about cultural identity and adopt strategies to confront systems that do not recognize the dignity of the individual. The Center also works with strategic campus partners to support and advocate for substantive and culturally relevant student engagement and leadership development.

## Social Justice Programming Area



# Social Justice Education Content & Pedagogy

- Content

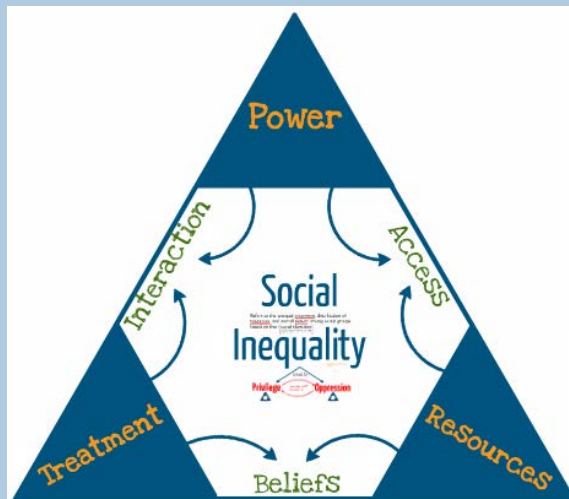
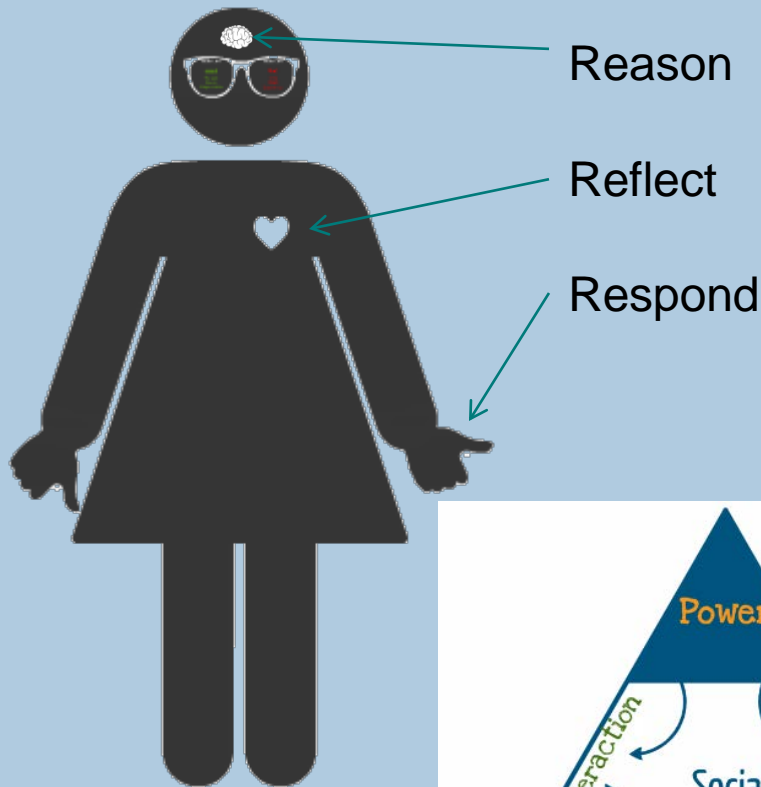
- Core Concepts & Terms
- Cultural Competence Skill Development
- Empathy for Others / Understanding Different Perspectives
- Application to Personal & Professional Lives

- Pedagogies

- Critical Race & Feminist Frameworks
- Consciousness Raising
- Developmental Learning Paradigms
- Experiential Learning
- Intergroup Dialogue

*From Adams, M. (2007). Pedagogical Frameworks for Social Justice Education. In Teaching for Diversity and Social Justice (2<sup>nd</sup> Edition)*

# Online Education Modules



- Curriculum Design
  - Visual analogies for abstract concepts
  - Dynamic presentation of conceptual relationships
  - Multiple learning styles (visual, auditor, and kinesthetic)

# Online Education Module Initiative

- 4 Components
  - Online Tutorials
  - Learning Surveys
  - Supplemental Handouts / Learning Resources
  - Live Workshop Curriculum

- Before Class
  - Watch “online tutorial” as pre-class reading
  - Complete learning survey

*CIP Staff review learning surveys to tailor live workshop as needed*

- During Class
  - Participate in live workshop

Current Partnerships: 1) College of Communication (ORGCOM 201);  
2) College of Education (SCU 207); 3) Liberal Studies Program (LSP 320)

# SCU 207 Pilot

## • Original Live Workshop

- Introductions & Guidelines (10 min)
- Resistance to Social Justice Education (10 min)
- Social Inequality Simulation (5 min)
- Simulation Dialogue (30 min)
- Cultural Inequality Lecture (10 min)
- In/Out Group Identities Lecture & Dialogue (15 min)

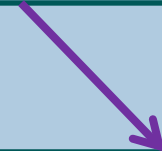


## • Online Module

- Definition of Social Inequality, Privilege & Oppression
- Resistance to Exploring Privilege and Oppression
- Overview of Privileged and Oppressed Groups in the US

## • Revised Blended Workshop

- Introductions & Guidelines (10 min)
- Resistance to Social Justice Education (5 min)
- Social Inequality Simulation (5 min)
- Simulation Dialogue & Curricular Content Integration (50 min)
- In/Out Group Identities Dialogue (10 min)



20 Extra Minutes  
of Live Dialogue





# SCU 207 Pilot

- Online Module Data
  - 40-50% of students equated affirmative action policies with social inequality
  - 50% of students failed to identify social class privilege

Revised workshop dialogue to explicitly engage narratives on rugged individualism to address issues of racial and social class privilege and oppression

- Workshop Data
  - 100% of students found the workshop to provide opportunities to engage concepts and terminology
  - 100% of students found the workshop to provide opportunities to apply relevant knowledge and/or skills
  - 100% of students would recommend the workshop to a friend

# Next Steps

-  1) Continue / expand online module pilots with existing curricular workshops
-  2) Launch full integration of online modules into 2014 Fall Chicago Quarter courses
-  3) Identify new curricular workshop partners interested in blended diversity workshops / integrating online modules into classes
-  4) Explore creation of 100% online diversity workshops

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## Questions or Follow-up?

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