Designing Equity: Maximizing Instructional Design Resources
Presenters

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Does your institution have a dedicated, trained instructional designer?

Yes! - 3 votes

No - 5 votes

Please describe exactly what an instructional designer does and why we would want one.
- 1 vote
Designing Equity

- Provide insights into the traditional use of instructional designer’ skills
- Explore innovative ways to maximize these resources to achieve better student outcomes and cultivate equitable learning environments
What is your perception of an instructional designer’s role?
Definition: Instructional Designer's in Community Colleges

• Instructional designers play a crucial role in community colleges by creating effective and engaging learning experiences for students.

• Their primary responsibility is to design and develop instructional materials, courses, and programs that align with educational objectives and meet the diverse needs of learners.
Historical Perspectives: Instructional Design Practices

- Instructional Designers assist faculty...
  - Design, development, and delivery of learning modules/coursework including web-based or technology-enhanced courses
  - Utilizing principles of good instructional design and pedagogical theory and practice
  - Develops, implements, and facilitates training programs to assist faculty in applying principles related to learning theory and practice, including technology-mediated learning
  - Performs a variety of specialized and technical duties related to the development, design, and analysis of curriculum and coursework for the college
  - Provides technical support and assistance to system users
  - Performs related duties as assigned.
Fun Facts

• Way back in the 1900s
  • Over 13,000 IDs were hired by U.S. higher education institutions to support the increase of online courses made possible by technological advances
  • Instructional systems design actually goes back to World War II
    • Psychologists and educators had to develop processes and materials to train thousands of soldiers

(Sink, 2014; Vovides & Lemus, 2018)
Why Leverage Technology in Instructional Design?

✓ Create interactive, engaging, and accessible materials

✓ "Audience" driven choices for technology tools which can include
  • Learning management systems (LMS)
  • 3rd Party integrations
  • Multimedia authoring tools
  • Virtual reality (VR)
  • Augmented reality (AR)
  • Simulations
  • Gamification platforms
Applying UDL Principles

Universal Design for Learning (UDL) is an approach to improve and optimize teaching and learning for all by:

- setting clear, rigorous goals
- anticipating barriers and
- proactively designing to minimize those barriers
## Proposed Updates for UDL Guidelines 3.0 Graphic Organizer Draft

<table>
<thead>
<tr>
<th>Access</th>
<th>Design Multiple Means of Engagement</th>
<th>Design Multiple Means of Representation</th>
<th>Design Multiple Means of Action &amp; Expression</th>
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</thead>
<tbody>
<tr>
<td><strong>Options for Welcoming Interests &amp; Identities</strong></td>
<td>- Optimize choice and autonomy</td>
<td>- Support opportunities to customize</td>
<td>- Vary the methods for response, navigation,</td>
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<td>- Optimize relevance, value, and</td>
<td>the display of information</td>
<td>and movement</td>
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<td></td>
<td>- Authenticity</td>
<td>- Support multiple ways to perceive</td>
<td>- Optimize access to tools and</td>
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<td>- Nurture joy and play</td>
<td>information</td>
<td>assistive technologies</td>
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<td></td>
<td>- Address biases, threats, and</td>
<td>- Authentically represent a diversity</td>
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<td></td>
<td>- Distractions</td>
<td>of perspectives and identities</td>
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<tr>
<td><strong>Options for Sustaining Effort &amp; Persistence</strong></td>
<td>- Elevate the meaning and purpose</td>
<td>- Clarify vocabulary and symbols</td>
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<td></td>
<td>- of goals</td>
<td>- Clarify language structures</td>
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<td>- Optimize challenge and support</td>
<td>- Support decoding of text, mathematical</td>
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<td>- Foster collaboration,</td>
<td>notation, and symbols</td>
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<td>- Interdependence, and collective</td>
<td>- Cultivate understanding and respect</td>
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<td>- Learning</td>
<td>- across languages and dialects</td>
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<td>- Foster belonging and community</td>
<td>- Address biases in the use of language</td>
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<td>- Offer action-oriented feedback</td>
<td>and symbols</td>
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<td><strong>Options for Emotional Growth</strong></td>
<td>- Recognize expectations, beliefs,</td>
<td>- Connect prior knowledge to new learning</td>
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<td></td>
<td>- and motivations</td>
<td>- Highlight and explore patterns, critical</td>
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<td></td>
<td>- Develop awareness of self and others</td>
<td>- features, big ideas, and relationships</td>
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<td></td>
<td>- Promote individual and collective</td>
<td>- Cultivate multiple ways of knowing</td>
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<td></td>
<td>- Reflection</td>
<td>and making meaning</td>
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<td></td>
<td>- Practice empathy</td>
<td>- Maximize transfer and generalization</td>
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<td>- Clarify vocabulary and symbols</td>
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| Goal: Individual and collective learning that is...                    | Purposeful, motivated, & reflective  | Authentic, resourceful, & knowledgeable | Strategic, creative, & liberatory          |
Learner-Centered Paradigm

- Sorting Focused → Learning Focused
- Time-Based Student Progress → Competency-Based Student Progress
- Standardized → Individualized
- Isolated → Integrated with the World of Work
- Individual → Collaborative

(Reigeluth et al., 2017)
Creating Equitable, Measurable Outcomes

• What knowledge, skills, or attitudes are needed to address the learning gap?
• How important are the knowledge, skills, or attitudes identified?
• What needs should be given priority for this course?
• How can the objective be broken down into sub-parts that become the objectives?

(Brown & Green, 2019; Dick et al., 2014)
Prerequisite Analysis: Creating a new Google Docs presentation

Recall common attributes of electronic presentations

State three common attributes of electronic presentations

Turn on computer and open your favorite browser

Is the computer connected to the Internet?

Yes

Recall basic overview of Google Docs

Open Google Docs website https://docs.google.com

No

Connect computer to the Internet

List three types of files that can be created in Google Docs

No

Do I have a Google username and password?

Obtain Google username and password

Yes

Login to Google Docs

New presentation created successfully

Click on 'create' and select 'presentation'

Click on 'untitled presentation' and type in a name

Recall why to use a theme in presentations

Choose a theme

List three reasons why to use a theme in presentations

Can you return to Google Docs home?

No

Return to Google Docs home and see if new presentation is listed

Yes

Click hidden arrow left of presentation title

Is your new presentation listed?

No


Choosing an Appropriate Design Model

There are a lot of options, and it’s not one-size-fits-all.
Backward Design

- Understanding by Design (UbD), commonly referred to as backward design is familiar to many instructors, especially of you’ve taken an @ONE course.
Dick and Carey Model
Pebble in the Pond

(Allen & Merrill, 2017, p. 35)
ADDIE

(Branch & Dousay, 2015, p. 23)
Fink’s Integrated Course Design Model

(Fink, 2013, p. 110)
IDs as Equity Advocates

- Program alignment
- Course alignment
- Creating measurable outcomes
  - Consistent appropriate use of taxonomy
- UDL
- Implementing the CCC Accessibility Center’s Capability Maturity Model
- Voting member of the curriculum committee
Question Quest
Let’s Stay in Touch!

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References

