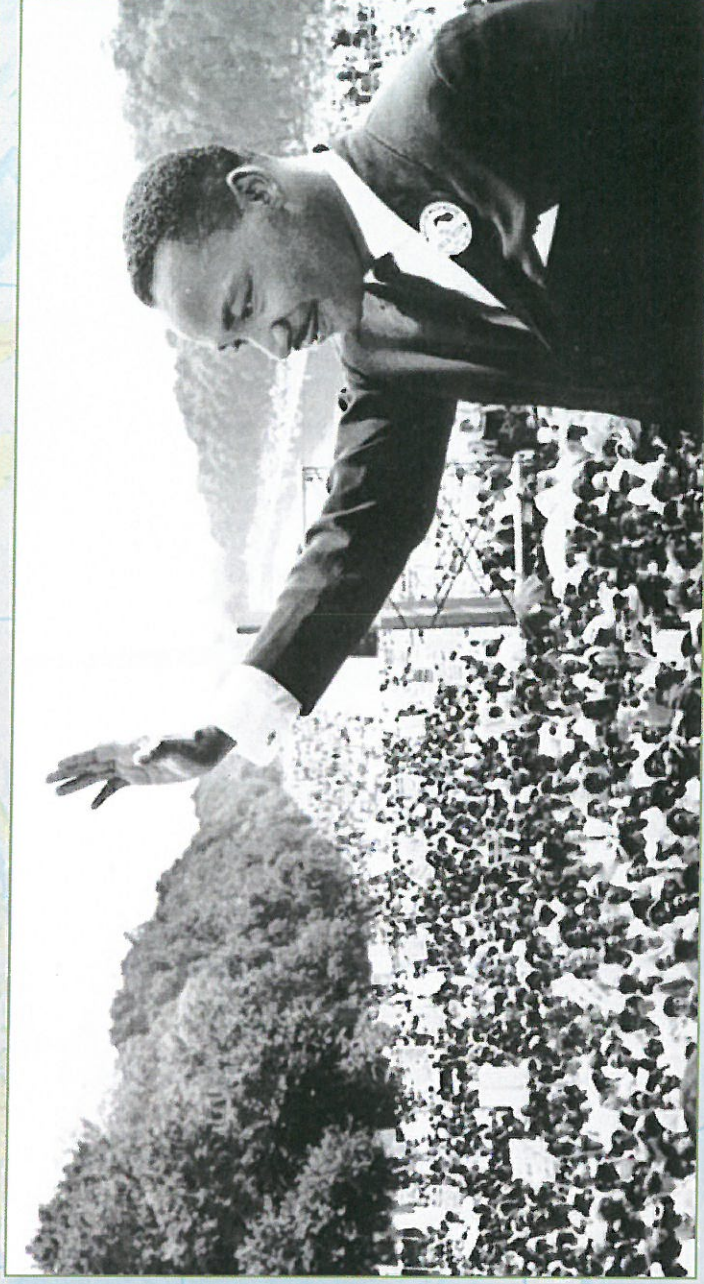
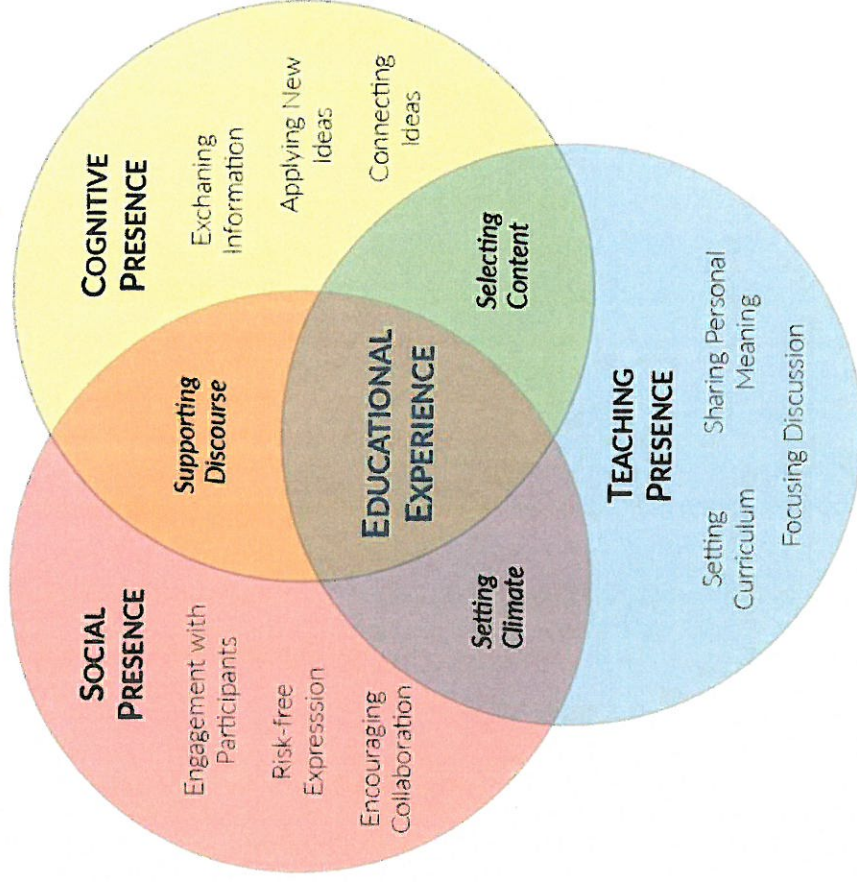


Diversity in the Classroom

“An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity.” Martin Luther King, Jr.



The Community of Inquiry Model



Adapted from Garrison, D.R., Anderson, T., Archer, W. (1999) Critical inquiry in a text-based environment: + Computer conferencing in higher education. *The Internet and Higher Education* 2(2), 87 - 105

Social Presence is “the ability of participants to identify with the community (e.g., course of study), communicate purposefully in a trusting environment, and develop inter-personal relationships by way of projecting their individual personalities” (Garrison, 2009, para 2).

Cognitive Presence is the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse (Garrison, Anderson, & Archer, 2001).

Teaching Presence is the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes (Anderson, Rourke, Garrison, & Archer, 2001).

3

How can instructors demonstrate social presence in the course room?

- Write warm responses to student introductions, reference details throughout correspondence in course
- Acknowledge student opinions and points of view with respect
- Create a video for a personal welcome to the course or to clarify or add information during the course
- Create a space in which personal information, challenges, needs for prayer, confusion about work can be shared
- Be transparent and authentic in introductions to create an environment of trust between student and instructor
- Highlight and discuss certain comments in student introductions
- Add scripture to announcements
- Inquire about and follow up on personal issues shared by students
- Connect students with similar jobs, interests, geography
- Highlight a particularly interesting post and explain why you like it so much
- Share information about your own family and your pets
- Always be kind...remember we are writing our responses , not looking face to face
- Choose words carefully
- Remind students you are learning alongside them
- Be very clear about your expectations for the course

How can instructors demonstrate cognitive presence in the course room?

- Connect your personal and work experiences to the course connect to show connection between academics and real-life
- Provide links to national organizations that connect with course
- Add charts, diagrams, links, articles (especially articles you have written) for further study and explanation
- Use quotes from the students in your responses
- Create optional thread on discussion board for questions, concerns, personal issues, etc...
- Anticipate confusing posts/assignments and post clarifications by posting clarifications in Announcements
- Connect students with similar interests
- Share projects you have worked on that pertain to the course
- Offer more resources (books, links, research)
- Play Devil's advocate to challenge student thinking
- Look at peer responses for opportunities to link student discussions and extend their learning

How can instructors demonstrate teaching presence in the course room?

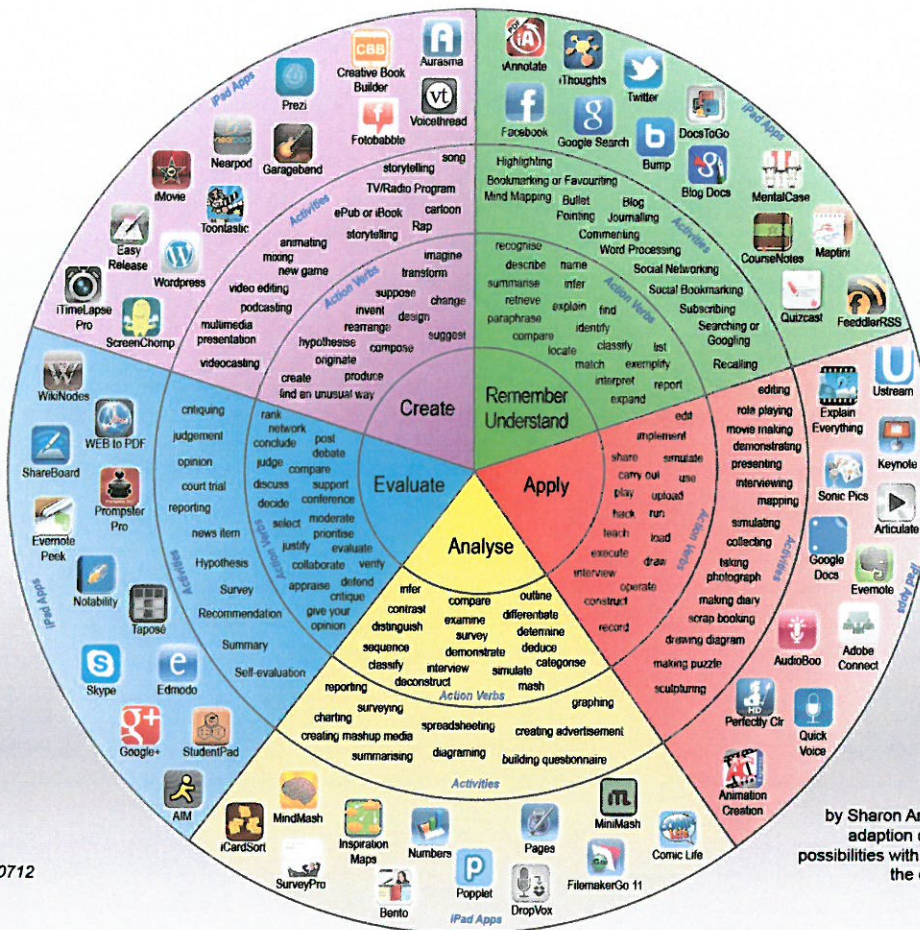
- Create Announcements to help break down lengthy assignment directions
- Connect information in text to real-life experiences
- Help students think “outside the box” by questioning
- Add visuals
- Keep the discussion board focused on topic by redirecting, if needed
- Make all ideas welcome
- Connect new ideas to “old” ideas

Summary of Ten Ways to Foster Community in Online Courses

	What do I do?	Why would I do this?	How it works	Intended impact
1	Post a Video Introduction	It connects you with students, orients them to your expectations	Instructor initiates contact with students by uploading a video-based introduction	Initiates social and cognitive presence in the classroom
2	Rediscover Student Introductions	Provides stronger community-building opportunity in initial forum	Students upload text-, audio- or video-based introductions	Increases social presence and interaction
3	Customize the Course Roster	To create and sustain a sense of community	Instructors create a single document listing student-submitted background information	Instructor is able to lead discussions that connect students to common themes in their professional lives
4	Set Up Web Alerts	Reinforces instructor lectures and comments, enriches discussion	Instructors post web articles relevant to their course	Learners are able to construct and confirm meaning through reflection
5	Produce a Podcast	To develop audio/video mini-lectures	Instructors post audio files to the site to highlight relevant issues in order to stimulate thoughts for individual reflection	Reinforces learning outcomes
6	Use RSS Feeds and Aggregators	Reinforces instructor lectures and comments, enriches discussion	Instructors initiate by creating an RSS aggregator site that collects information on course-related topics	Injecting new sources of information; useful for directing discussions
7	Post a Screencast	To post lecture notes onto the site; develop audio/video mini-lectures	Instructors develop instructional tools that support course content	Accurate understanding of the material; injecting new sources of information
8	Make a Word Cloud	Provides collaborative insights into the course material	Instructors develop visual tools that emphasize key themes discussed	Deep learning by looking for patterns
9	Post Unit Summaries	Provides personal insights into the course material	By using any type of tool, instructors summarize the events of a week/module and post to the site	Diagnose comments for accurate understanding; scaffolding learner knowledge to raise it to a new level
10	Create a Voicethread	Asynchronously replicates the natural interaction that occurs in traditional classrooms	Highlight relevant issues and stimulate thoughts for individual reflection	Reinforces learning outcomes

The Pedagogy Wheel

Developed by
[Allan Carrington](#)
 University of Adelaide



Standing on the Shoulders of Giants

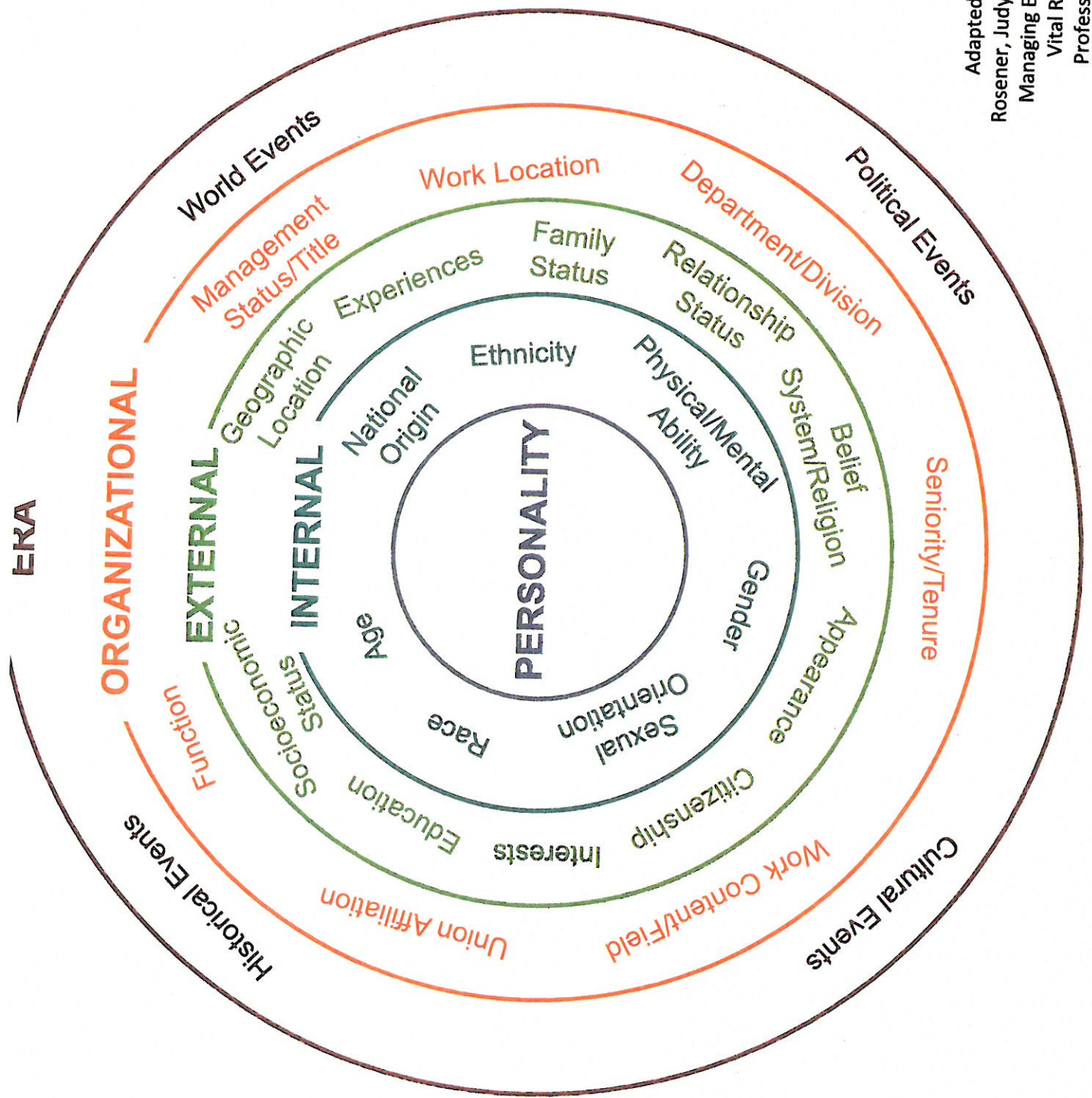
This Taxonomy wheel was first discovered on the website of Paul Hopkin's educational consultancy website [mmiweb.org.uk](#). That wheel was produced by Sharon Artley and was an adaption of Kathwohl and Anderson's (2001) adaption of Bloom (1956). The idea to further adapt it for the pedagogy possibilities with mobile devices, in particular the iPad, I have to acknowledge the creative work of Kathy Schrock on her website [Bloomin' Apps](#).

Diversity Wheel

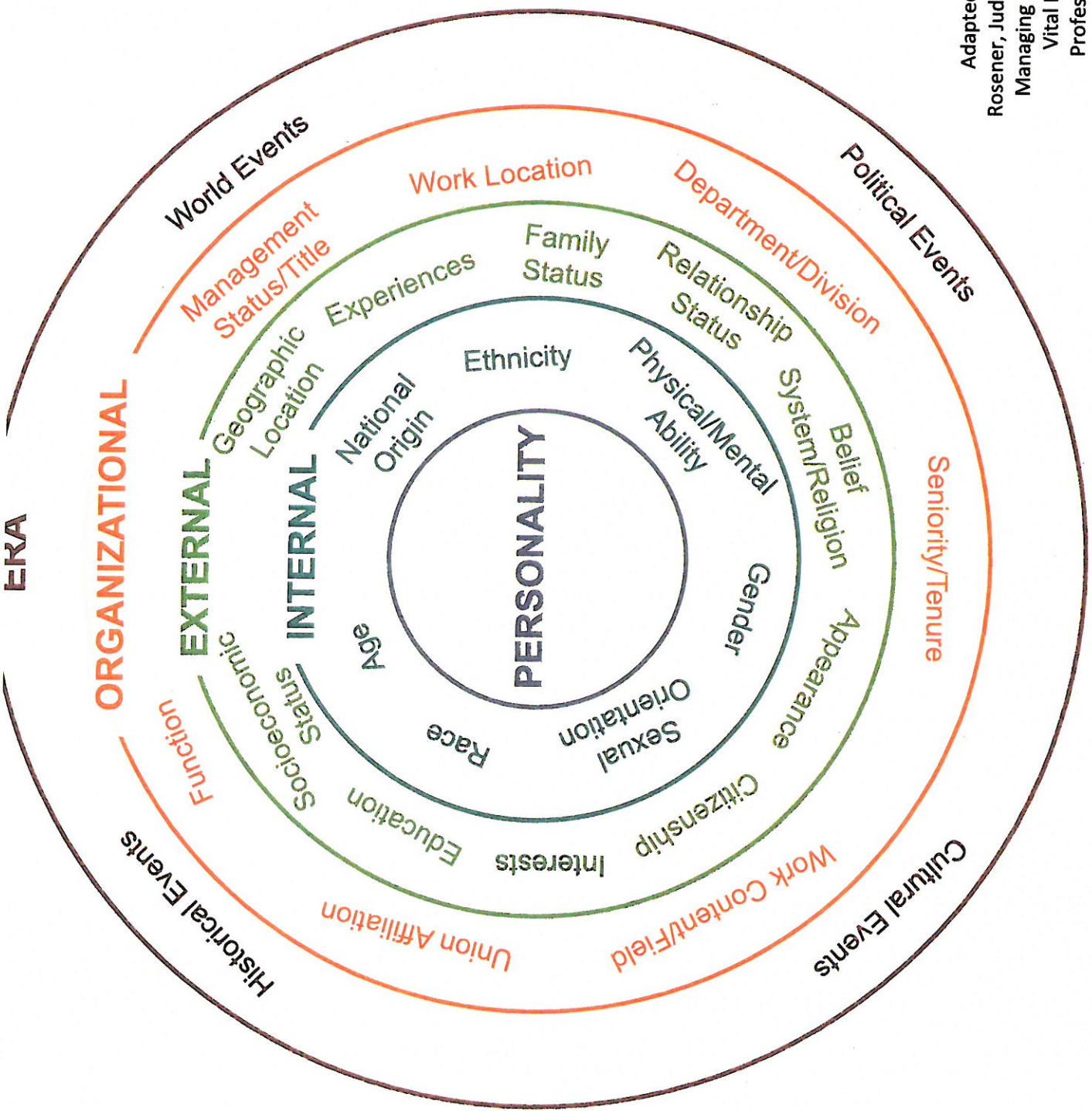
In 1990, Marilyn Loden and Judy Rosener developed a framework for thinking about the different dimensions of diversity within individuals and institutions. Depicted as concentric circles, this “Diversity Wheel” can be used in many different ways to encourage thinking about values, beliefs, and dimensions of identity for people and organizations.

Adapted from “Workforce America! Managing Employee Diversity as a Vital Resource,” McGraw-Hill Professional Publishing, 1990, we’ve included the wheel here as a graphic and as a pdf for your use. The following outline possible ways to use the Diversity Wheel with staff to encourage dialogue and new perspective taking.

Facilitation: After spending time looking at the wheel, invite participants to write down 5 things that describe who they are—the top five things they think of when they think to describe themselves. (Ideally, you’ve passed out post-it notes and can encourage staff to write one characteristic on each of 5 post-it notes. Also, the descriptions don’t have to line up with the categories on the wheel, but it can be helpful to think of them that way.) Invite participants to locate their characteristics on the Diversity Wheel and then talk with one or two other people about how they identified themselves and what they noticed when they tried to put their characteristics into the areas of the wheel.



Adapted from: Loden, Marily & Rosener, Judy, "Workforce America! Managing Employee Diversity as a Vital Resource," McGraw-Hill Professional Publishing, 1990.



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