Design for Learning 3 - Diversity

What do you bring to the learning scenario?
(Week 2 Lesson)
Welcome to Week 2!

This lesson includes:

- Advance Organizer for Week 2 (video, with transcript)
- What do you bring to the Learning Scenario? (reading)
- Cajete's Model (reading, with challenge question)
- One Version of a Biography (reading)
- Reflection (activity)
- Summing up Week 2 (reading)
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Advance Organizer for Week 2

Video Transcript:
“D4L Diversity Module Week 2: Overview”
https://youtu.be/-d_yfzVsO8

Boozhoo! Hello! This is Loriene Roy. Welcome to week 2 of the Diversity Module. I have created it for you.

One often under- or un-stated attribute that we bring to our teaching is our own personal background, our individual diversity. This week is one where you will reflect on yourself and your personal background in consideration of the attributes you bring to the learning scenario. Hopefully this will be a topic you will return to as you create your learning product, especially your Capstone.

We will start with a discussion of protocol, the etiquette of introducing ourselves. I will then introduce an indigenous model of thinking that illustrates the actions associated with leading a fulfilled life. This cycle was described by Dr. Greg Cajete in his groundbreaking book, Look to the Mountain: An Ecology of Indigenous Education.

By starting out with knowing ourselves, hopefully we will be more open to listening to others, especially the learners we serve. We will be more aware of our strengths as well as where we need to improve.

We will revisit the ALA/ACRL “Diversity Standards” to see whether this professional organization provides us with advice. And, we will listen to some voices of others who have
blended their teaching and learning with their cultural heritage. We will close Week 2 with two new assignments.

One is to create your identity chart. This is a graphic of the elements of the many factors that make up you! For the second assignment you will revise your introduction from the Orientation Module to reflect as much of your personal values, background, and beliefs that you wish to disclose.

Chi megwitch! Thank you very much! Let’s talk about our own diversity. This week is the bridge to next week’s discussion of how to think about what others—our colleagues and our learners—bring to training opportunities and how we might respond to their diversity.

**What do you bring to the learning scenario?**

We bring many things to learning and teaching scenarios. We bring our training and expertise. You will receive more technical training in the Content Creation Module. During the last week, week 4, of this Diversity Module, we will revisit the topic of learning styles to reflect on how, through our preferred learning style, we might contribute to our own diversity. Understanding learning styles will also help us become more attentive to the diverse preferred learning styles of our students.

Content for this week supports step 3 of the 7 Step Process for Instructional Design you learned about in Week 2 of the Foundation Module, by allowing you to focus on Entry Behavior & Learner Characteristics. We will focus less on establishing baseline knowledge and skills and more on concepts related to those presented in Maslow’s Hierarchy of Needs. You might consider that knowledge of oneself in the learning scenario recognizes one’s need for belongingness and esteem, both steps on the road to self-actualization.

We do not often introduce ourselves to others, especially in the workplace, by our cultural backgrounds. In fact, you might find that you feel uncomfortable disclosing personal details. While our friends can follow our every move on Facebook, we are still protective of our privacy. You might find it intrusive to ask questions of others. Instead, we tend to define ourselves - and others - by job title. In completing this question “I am …” you are likely to add that you ARE an instruction librarian or a children’s librarian.

Indigenous peoples, on the other hand, follow protocol, or etiquette. Protocol includes how one presents oneself to others and how we are expected to relate to others. Protocol follows a
As an Indigenous woman, my work is greatly impacted by my cultural worldview. Let me illustrate this in two ways: (1) by introducing Cajete’s “orientation processes” and (2) by sharing one version of my biography (on the next few pages).

**Cajete's Model**

In his book, Look to the Mountain: An Ecology of Indigenous Education, Dr. Gregory Cajete describes American Indian teaching and learning as a series of orienting actions: “preparing, asking, seeking, making, understanding, sharing, and celebrating.” He also discusses the place of being, or understanding oneself and one’s culture. Because ‘being’ is so important, I often substitute it for the concept of ‘preparing.’ I think ‘being’ can logically serve as the first stage in bringing one’s self to the training and learning setting. Thus, being is another way of preparing. Note that, like Churches’ revised Bloom’s Taxonomy you learned about in Week 3 of the Foundation Module, this indigenous model incorporates verbs and illustrates the actions you need to take to reach personal fulfillment.

![Cajete's Model Diagram](http://www.dlib.org/dlib/march02/roy/03roy.html)
Challenge Yourself!

1. Which of these are part of the cycle described by Cajete’s model?
A. asking  
B. making  
C. celebrating  
D. all of these options

One Version of a Biography

Here is one way I introduce myself in many settings:

I am Anishinabe, enrolled or officially associated with the White Earth Reservation, a member of the Minnesota Chippewa Tribe. My father was Mississippi Band and my mother is Pembina Band. You might also know my people as Ojibwe or Chippewa.

You may have noticed a few unfamiliar words in each Advance Organizer. Boozhoo is the most familiar way to greet someone in my Native language, Anishinabemowin. It means hi! And I close each Advance Organizer with the word megwitch or phrase, chi megwitch. Since the Anishinabeg do not have a word for goodbye, we use thank you, megwitch, or thank you very much, chi megwitch, instead.

Thus, my introduction tells you about me, my ancestry, and, in many ways, invites you to ask other questions if you want. My introduction illustrates the first step in Cajete’s cycle, ‘being,’ by understanding oneself. While the other actions in the cycle might be applied to information seeking, you can also apply asking, seeking, making, understanding, sharing, and celebrating to learning more about yourself.

You might not have been aware of it but you heard a reference to a source influenced by indigenous world view in the Orientation Module and in Week 2 of the Foundation Module when you were listening to the video describing Step 3 of the 7 Step Process for Instructional Design. In Step 3 you heard a reference to Abraham Maslow’s Hierarchy of Needs. He developed that model after spending time with the Blackfoot community in Alberta, Canada. His time with this First Nations people helped him understand the essentials a person needed to have satisfied before they could be whole and reach their potential.

What do our professional associations say about recognizing personal attributes that we bring to our work?
Standard 1 of the ALA/ACRL “Diversity Standards” addresses “Cultural awareness of self and others.” The text recognizes the need for library workers to understand their own diversity. It reads:

“Librarians and library staff shall develop an understanding of their own personal and cultural values and beliefs as a first step in appreciating the importance of multicultural identities in the lives of the people they work with and serve.”

Thus, even at our professional work level, understanding ourselves is essential.

**Reflection**

Please go to your workbook to complete this activity.

First, take a look at this page about identity charts: [https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts](https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts)

You can use the page in your workbook, or any piece of paper or other supplies or technology you use in sketching or drawing. Somewhat like the diagram or flowchart mentioned as part of Step 2 of the 7 Step Process for Instructional Design you heard about in Week 2 of the Foundation Module, you are creating a diagram. Place yourself in the center, usually by writing your name and circling or framing it with a box. Ask yourself who you are and note down words that reflect your family role, your background, your beliefs, your interests, what makes you unique, and what you value about yourself. From this identity chart you can create your own self introduction.

For example, another brief version of myself, this time my introduction on Facebook, is similar to the concepts of an identity chart: I am Anishinabe, White Earth Reservation, mother/daughter/sister/friend, writer/teacher/speaker/music lover.

This brief introduction also illustrates intersectionality. Like you, I have multiple overlapping aspects of my identity. Each aspect adds contour and context to each other. For more about intersectionality see the reading "Intersectionality 101" by Olena Hankivsy, cited on your list of readings.

(If you need to take a break before working on this, this music video of Pentatonix performing the song "Imagine" may give you some inspiration: [https://youtu.be/NLiWFUDJ95I](https://youtu.be/NLiWFUDJ95I).)
Summing up Week 2
To finish your work for this week:

- The next page lists resources for this week's content that you may find helpful.
- Then, you will reach the page for the end of this lesson.
- Return to the course page for the Diversity Module.
- Move on to Assignment 2, a revision of your introduction.
  - You'll be able to record your work on that assignment in your workbook.
  - Then share some of it in the discussion forum.

Additional Resources

For this week's instruction, you may find the following resources helpful.

References

Here are citations to sources mentioned in this module:


Additional resources

The following references may be helpful to D4L learners who wish to dig even deeper into the topic of what you bring to online education and instruction. If you liked the video content you viewed last week, you might seek additional narratives, especially personal stories.
TED Talks (https://www.ted.com/talks)

StoryCorps (https://storycorps.org/)

Please listen to the story of how a Navajo teacher’s approach to working with youth is reflective of her indigenous worldview. The website provides the transcript as well as the audio recording of this story.


Your Professional Reading

You might have access to the following articles, some of which should be available by clicking on the links.


Videos

• All of this module's videos are available on a playlist at YouTube: https://www.youtube.com/playlist?embed=no&list=PLw6HBD7UyT3nJYh9vPirfARsSh1jTTaM

Answer Key:

1. D - Cajete's model includes all of these, and more: “preparing [or being], asking, seeking, making, understanding, sharing, and celebrating.”