Culturally Responsive Instructional Design in the Online Environment

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Culture refers to a dynamic system of:

- Social values,
- Cognitive codes,
- Behavioral standards,
- World views,
- Beliefs

That give order and meaning to our own lives as well as the lives of others. (Delgado-Gaitan & Trueba, 1991)
Purpose/Instructional Outcomes

- Discuss culturally responsive design practices.
- Develop culturally responsive online course materials

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Agenda

• Introductions – Culturally Responsive Learning
• Foundation behind Culturally Responsive Design
• Culturally Responsive Learner Analysis
• Characteristics of Culturally Responsive Design
• Design Frameworks for Culturally Responsive Design
Fostering a learning environment that is culturally responsive can yield significant benefits for the learner and the instructor.
Introductions

• Who you are?
• A description of your cultural background
• What sources have taught you about your culture?
• What sources have taught you about other cultures?
• Cultural practices (if any) that you participate in
Online instructors both acknowledged that culture plays a critical role in the classroom, but also that it can be difficult to identify cultural differences among students (Milheim, 2014).
Cultural Influences on Instruction

- Design needs to reflect multicultural realities of society
- Culture influences instruction at these levels:
  - Institutional
  - Instructional
  - Content
  - Instructors
  - Students
- Educators should promote:
  - Universal principles
  - Culture’s influence on the learning process and outcomes
Why should we be concerned?

• Language minority students need instruction to address the whole student (Genzuk, 2011).

• Design of online courses in the West differs from the East
  • Courses are not culturally inclusive with engagement and content (Hannon & D’Netto, 2007; Neto, Smith, & Pedersen, 2014)
  • Do not incorporate cultural and language differences into the design (Hannon & D’Netto, 2007; Neto, et al., 2014)
Culturally Responsive Learner Analysis
Culturally Response Design Ideas

• Grade
• Student Make-Up (e.g., ethnic make-up, primary language, family dynamic)
• Subject area
• Topic of lesson
### Additional Items to Consider

#### Table 1: Dimensions of cultural variability: US, China and South Korea (after Kwon & Danaher, 2000, p. 112)

<table>
<thead>
<tr>
<th>Country</th>
<th>US</th>
<th>China</th>
<th>South Korea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimension</td>
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<tr>
<td>High context vs. low context (message meaning in physical contexts or symbols)</td>
<td>Low context</td>
<td>High context</td>
<td>High context</td>
</tr>
<tr>
<td>Collectivistic vs. individualistic cultures (emphasis on group or individual goals and achievements)</td>
<td>Individualistic culture</td>
<td>Collectivistic culture</td>
<td>Collectivistic culture</td>
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<tr>
<td>High vs. low power distance (whether people accept that power is distributed unevenly)</td>
<td>Low power distance</td>
<td>High power distance</td>
<td>High power distance</td>
</tr>
<tr>
<td>High vs. low UAI (how much people tolerate ambiguity)</td>
<td>Low UAI</td>
<td>High UAI</td>
<td>High UAI</td>
</tr>
</tbody>
</table>

UAI, uncertainty avoidance index.
Characteristics of Culturally Responsive Design
Cultural Responsiveness Characteristics

- Validating & Affirming
- Comprehensive & Inclusive
- Multidimensional
- Empowering
- Transformative
- Emancipatory
- Humanistic
Brainstorming

• Come up with at least 3 ideas/strategies that you can use for your chosen topic.

• What characteristics are involved in each idea?
In designing online courses for multicultural diversity, designers must both implement instructional design best practices, but also pay special attention to designing course structure, components, and interaction opportunities that attend to the cultural diversity of students and promote presence and interaction (Simunich & Grincewicz, 2018).
3 Interconnected Design Frameworks

- Quality Matters Higher Education Rubric™
- Integrated Multicultural Instructional Design
- Universal Design for Learning

Culturally Responsive ID
Quality Matters Higher Education 6th Edition Rubric™

- 8 General Standards
- 42 Specific Review Standards
  - 23 Essential
  - 12 Very Important
  - 7 Important
- 6 Standards on Alignment
QM and Culturally Responsive Connections

- QM Standard 1.9: Learners are asked to introduce themselves to the class.
- QM Standard 2.3: All learning objectives or competencies are stated clearly and written from the learner’s perspective.
- QM Standard 3.3: Specific and descriptive criteria are provided for the evaluation of learner’s work and are tied to the course grading policy.
- QM Standard 4.2: Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.
- QM Standard 5.4: The requirements for learner interaction are clearly stated.
Brainstorming

• What elements can you add to your course to ensure these standards are met?
Universal Design for Learning (UDL)

- UDL requires educators to think proactively about the needs of all learners by utilizing a backward design instructional process (Smith & Basham, 2014)

- Customizability and flexibility

- Framework
  - Multiple means of Representation
  - Multiple Means of Expression
  - Multiple Means of Engagement
Brainstorming

• What elements can you add to your course to ensure these standards are met?

• Are there connections between UDL and QM?
UDL and Culturally Responsive Connections

- Encourage each student to draw upon their own knowledge and experiences to sustain engagement

- Use a variety of instructional modalities appropriately aligned for academic success

- Create optimal challenges for students

- Exploration of information through multiple culturally lenses
Integrated Multicultural Instructional Design (IMID)

- **Goal:** promote the integration of multicultural content and diverse teaching and learning strategies into curricula, programs, and courses

- **Components**
  - How we learn/teach?
  - What we learn/what we teach?
  - How we assess academic support services/how we support learning?
  - How we demonstrate what we have learned/how we assess learning?

(Higbee & Goff, 2009; Higbee, Goff, & Schultz, 2012; Higbee, Schultz, & Goff, 2010; Schultz & Higbee, 2011)
Discussion

• How do see IMID integrating into your course?

• How does IMID align to QM and UDL?
<table>
<thead>
<tr>
<th>IMID Component</th>
<th>UDL Principle</th>
<th>QM Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How to teach?</strong></td>
<td>Multiple Means of Representation</td>
<td>General Standard 1: Course Overview and Introduction</td>
</tr>
<tr>
<td><strong>(instructional strategies)</strong></td>
<td>Multiple Means of Expression</td>
<td>General Standard 2: Learning Objectives</td>
</tr>
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<td></td>
<td>Multiple Means of Engagement</td>
<td>General Standard 4: Instructional Materials</td>
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<tr>
<td><strong>What to teach?</strong></td>
<td>Multiple Means of Representation</td>
<td>General Standard 2: Learning Objectives</td>
</tr>
<tr>
<td><strong>(content)</strong></td>
<td>Multiple Means of Expression</td>
<td>General Standard 4: Instructional Materials</td>
</tr>
<tr>
<td><strong>How to support learning?</strong></td>
<td>Multiple Means of Expression</td>
<td>General Standard 5: Learner Activities and Learner Interaction</td>
</tr>
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<td><strong>(open, safe environment focused on</strong></td>
<td>Multiple Means of Engagement</td>
<td>General Standard 6: Course Technology</td>
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<td><strong>skill and self-development)</strong></td>
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<td>General Standard 7: Learner Support</td>
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<td>General Standard 8: Accessibility and Usability</td>
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<td><strong>How to assess learning?</strong></td>
<td>Multiple Means of Expression</td>
<td>General Standard 2: Learning Objectives</td>
</tr>
<tr>
<td><strong>(assessment)</strong></td>
<td>Multiple Means of Engagement</td>
<td>General Standard 3: Assessment and Measurement</td>
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<td></td>
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<td>General Standard 5: Learner Activities and Learner Interaction</td>
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</tbody>
</table>
Brainstorming

- Come up with at least 1 idea for each IMID element.
  - How we learn/teach?
  - What we learn/what we teach?
  - How we assess academic support services/how we support learning?
  - How we demonstrate what we have learned/how we assess learning?
Example: Human Rights Multimedia Project (Rao, 2015)

• Rather than having students focus on the textbook terminology, students were asked to generate their own definition of human rights and freedom.

• The lesson started with visuals rather than words to allow students to find images to support their definition of human rights and freedom.

• Students examined human rights in their own countries and compared rights across countries to create a narrative/story board with a peer.

• Students shared their collaborative projects to the class and then reflected on the connections students made to their own background and heritage.
Key Texts


References


Thank You.

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