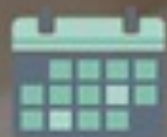




Innovative Course Designs for Diversity, Equity, and Inclusion

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Friday, 28 October



12:00 - 01:00 pm



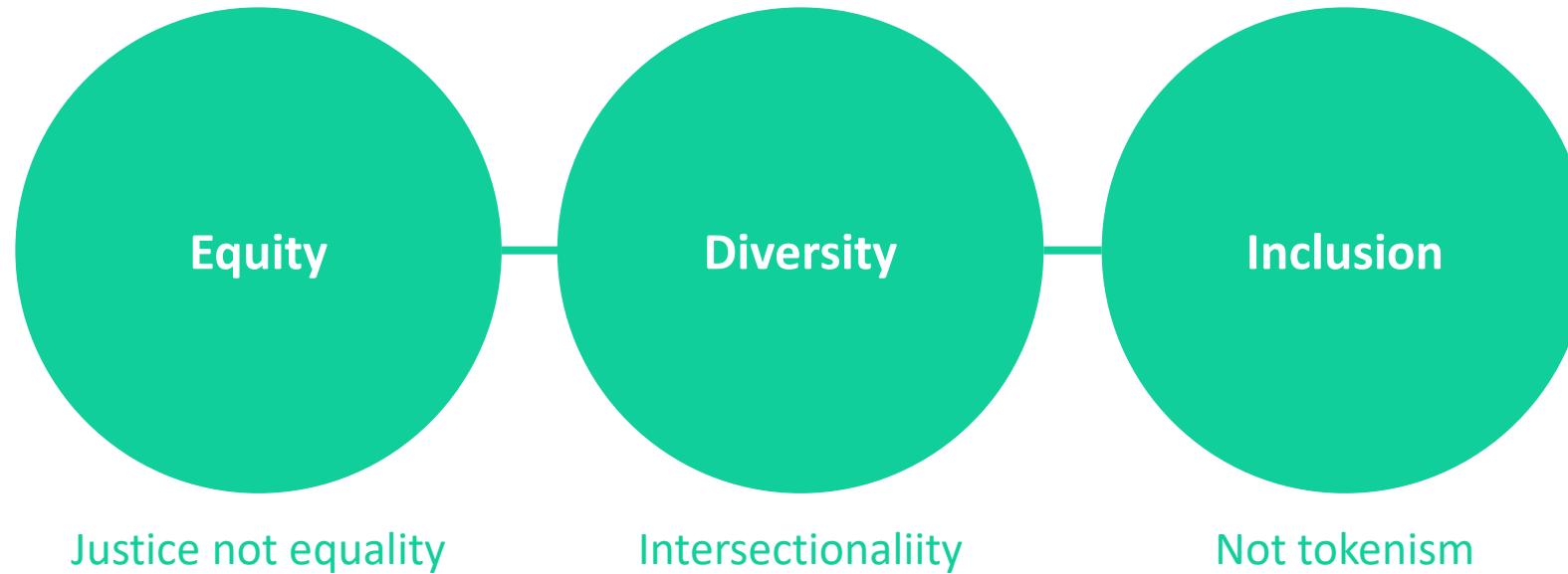
CIL Classroom (RNL, 7th floor)
and via Webex

JOIN US



Diversity, Equity, & Inclusion

DEI vs EDI



Equity: recognizing barriers, providing opportunities that require differential treatment & redistribution of resources.

Diversity: valuing difference (and interconnectedness), working to eliminate systemic & institutionalized discrimination.

Inclusion: representation & full participation for equity seeking groups in all levels of institution, including in decision-making.

Agenda

EDI in University

- Scholarship
- Workplace practices
- Funding, accreditation & rankings

Syllabi

- DEI statement
- Themes
- Materials

Learning Environment

- Students' lived experiences
- Guest speakers
- Site visits

Teaching Methods

- Critical pedagogy
- Feminist Group Process

Canadian Journal of COMMUNICATION

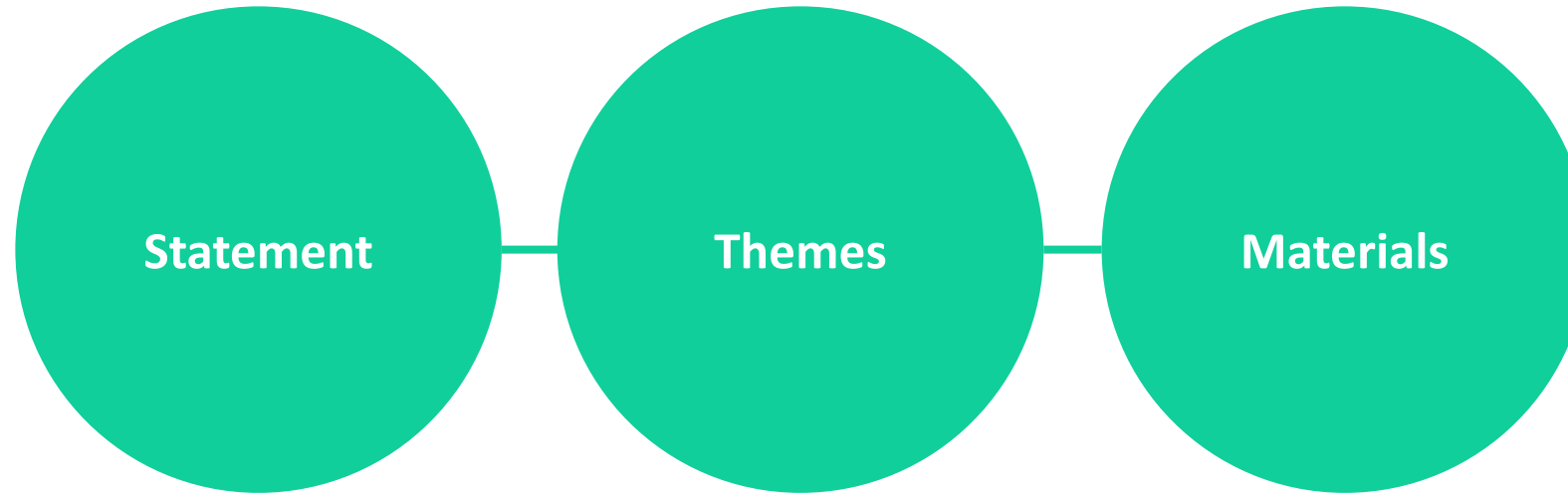
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Syllabi Checklist

Does your syllabus reflect EDI?

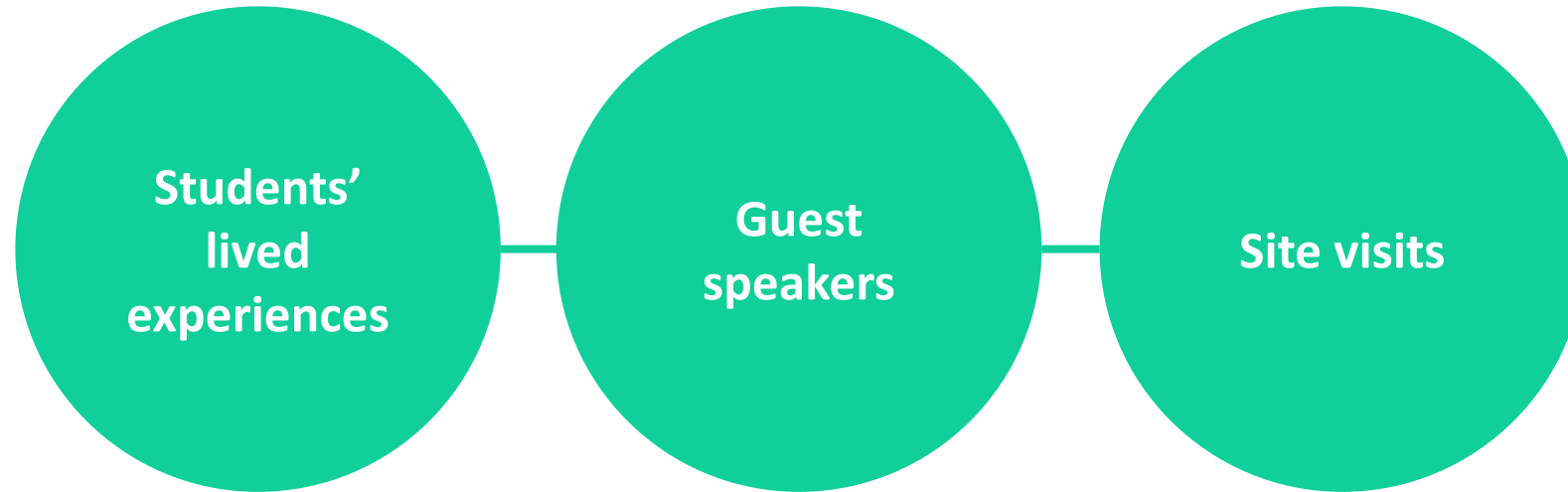


Diversity, Equity, and Inclusion: LAU supports an inclusive learning environment where diverse perspectives are recognized, respected, and seen as a source of strength. In our courses as well as in interactions outside of the classroom, the LAU community is committed to respectful dialog. The LAU community values its members' diversity including race, ethnicity and national origins, political beliefs, gender and gender identity, sexuality, socio-economic class, age, religion and sect, and disability. Students who have special needs or other condition necessitating accommodation are encouraged to discuss their needs with the instructor as well as with the Dean of Students Office.



Learning Environment

Bringing the margins to the center of learning



BRAINSTORM: How can your classroom environment provide students the opportunity to learn from the lived experiences of marginalized or oppressed groups in society?



Teaching Methods

“Education is freedom”

Banking concept: passive learning, that legitimizes and perpetuates oppressions

Problem-posing: creating critical thinkers who are radical (seeking change), reflective, creative and active, pursuing education as liberation

Source: Freire, P. (2001). *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. New York: Rowman and Littlefield.



“Many students often feel that they have *no voice*, that they have nothing to say that is worthy of being heard.”

Source: *Teaching Critical Thinking: Practical Wisdom* (2013)

More from hooks:

- *Teaching to Transgress: Education as the Practice of Freedom* (1994)
- *Teaching Community: A Pedagogy of Hope* (2003)





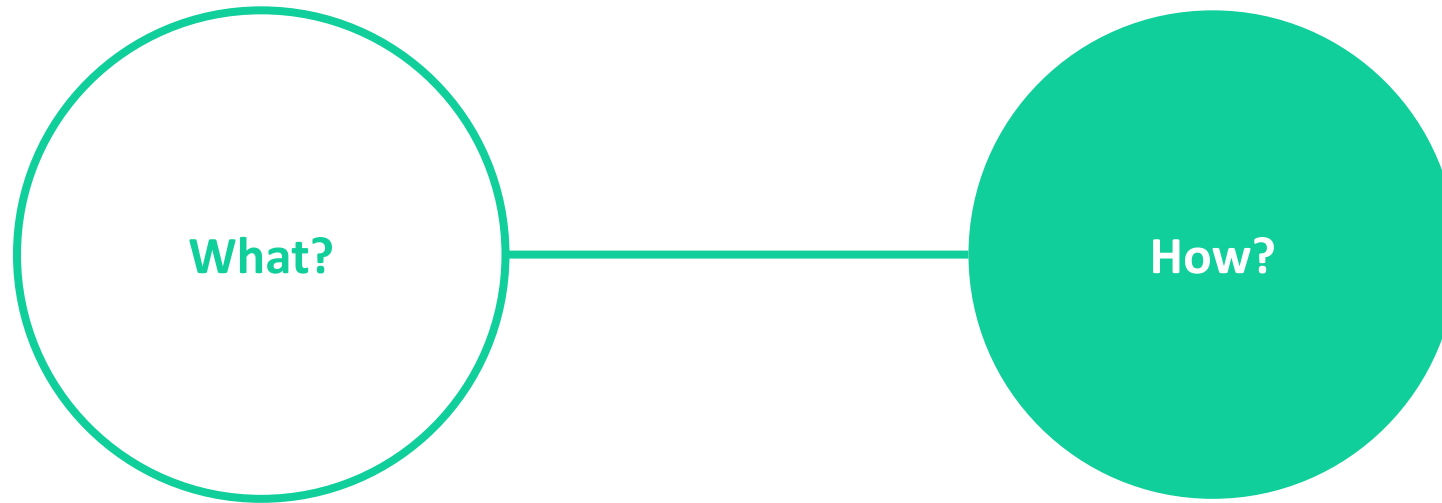
Why a Feminist Group Process?

According to Barrett (2011), the “primary purpose of feminist group process is to **reduce hierarchy among group members and **promote a shared responsibility** for learning.”**

Read more

- Barrett, B. J. (2011). Feminist Group Process in Seminar Classes: Possibilities and challenges. *Collected Essays on Learning and Teaching*, 2, 98-103. <https://doi.org/10.22329/celt.v2i0.3211>

Feminist Group Process



- Practical strategies for:**
- Critical thinking
 - Transformative learning
 - Partnership model
 - Participatory learning
 - Community building
 - Self-reflection
 - Empowering students
 - Raising consciousness

- Methods:**
- Shared values
 - Check-ins
 - Conveners
 - Student-led learning
 - Group project
 - Mid-course Survey

Examples of Feminist Group Process

Shared values from COM 312

- We all can hear Byblos and they can hear us;
- We can understand the readings, lectures, and discussion, ask questions;
- Listen to each other, **we are all teachers and learners;**
- Share the mic among genders;
- Participate and no interruptions;
- Be aware of experiences, and be respectful of others' experiences and give space for people to share their direct experience;
- Keep up with deadlines and ask for extension, if need in advance.

Teaching/Learning Methods

- *Active learning methods/applied methods:* Students will use course concepts in expressing critical thinking and as tools for activism;
- *Critical inquiry methods:* Students will conduct critical analysis of media texts and multimedia works using various theories and approaches;
- *Research methods:* Students will engage in research and analysis, using methods such as participant observation, reflexive writing, critical literature review, etc.;
- *Experiential methods:* The instructional method and teaching philosophy for this course is lecture-discussion-creation. Students are encouraged to ask questions, add to the discussion, and will collaborate together as a key component of learning. This course also mobilizes "Feminist Group Process" to build community in the classroom (i.e. check in, shared values, and campaign project);¹
- *Writing methods:* This course includes a term paper that students will draft and revise based on feedback from the instructor. Students will apply APA guidelines in all writing assignments and improve the quality of their academic writing during the course;
- *Activist knowledge:* This course draws on activist knowledge through the assigned materials and by inviting media activists to lead sessions and facilitate learning.



Sample Mid-course Survey

This survey will help guide the development of the course materials and teaching methods for XXX. Your feedback and suggestions are appreciated. Your participation is anonymous. Your feedback will be applied to this course.

1. If there was one thing that you could change about this course, what would it be?
2. Assess the different teaching methods of this course that include readings, discussions, journals, assignments (teaching portfolio, lesson plan, and seminar paper)--which methods are most and least helpful to your learning and why?
3. Do you feel comfortable expressing your opinions and asking questions in this course? Is there anything that can be done to support your participation?
4. What do you like most about this course?
5. What themes would you add or suggest for reading/discussion topics?
6. Do you have any other comment on how to improve your engagement with the course learning outcomes?
At the completion of this course, students will: *Include the course learning outcomes*

Open discussion & reach out!



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