

Facilitation Plan

Team: Zac, Sharmila, Katia, Melissa

Topic: What is Equity, Diversity & Inclusion (EDI) and how can a facilitator create a learning environment that is inclusive and welcoming for all?

Learning Objectives for Facilitation Week

After this facilitation week, learners will be able to:

1. Describe Equity, Diversity, and Inclusion (EDI) in the context of a Digital Learning Environment (DLE)
2. Explain 1- 3 EDI strategies a facilitator can use to create an inclusive and welcoming environment for all in a DLE

Resources and Readings

- Reading #1: Equity, Diversity, Inclusion explained - team created doc/infographic using references as inspiration: [All In: Diversity, Inclusion and Equity in Education and My Vision of Diversity and Inclusion in Higher Education](#)
- Video: [Equality Diversity & Inclusion in 2021 - WHAT'S IT ALL ABOUT?](#) From Youtube
- Reading #2: EDI strategies in online learning - [Equity and Inclusion in the Online Learning Environment](#)
- Optional reading for evaluating strategies - [Inclusion By Design](#)

Communications

- Welcome email - posted as Course Announcement in Moodle automated to send upon course opening (Sunday)
- Synchronous session follow up email - thank you for participating, recording, share checklist, reminder to post in discussion forum (Wednesday)
- Closing email - thank you for participating, final notes, link to Scoopit for additional resources (Saturday)
- Check in - email sent individually, if required

Asynchronous Activities

- Activity #1: Collaborative padlet activity aligned with **learning outcome #1**. Describe or provide an example of equity, diversity, or inclusion using text, an image, or video.
- Activity #2: Discussion prompt aligned with **learning outcome #2**

- Based on the readings/resources provided in this course, your past experience, and/or the collaborative checklist created in the synchronous session:

Explain 1-3 strategies you could implement as a facilitator of an online course to help create a welcoming and inclusive learning environment for all. What would be the intended outcomes/impacts of your strategies? What are some indicators that your strategies are effective?

Synchronous Session

- Tuesday, September 27 5:00pm PST co-facilitator practise run.
- Session is Wednesday September 28 5:30 PST

5:30	Welcome	<ul style="list-style-type: none"> - Introduce facilitators - Land acknowledgments - Technical details (please write questions in the chat) - The purpose of meeting today
5:40	Image Reflection Activity <i>Tie back to Padlet results</i>	<ul style="list-style-type: none"> 5 minutes to review/reflect 5 minutes to discuss
5:50	Recap of Activity 1 results Padlet	<ul style="list-style-type: none"> - brief overview, summarize, packaged up and finished - <i>Now we know what EDI is - let's apply it</i>
6:00	Applying DLE Strategies (Preface to Activity 2)	<ul style="list-style-type: none"> - Spoken word "we will now shift.." - And a slide <i>transition to Activity 2</i>
6:05	Strategy Activity 2 checklist Melissa gather results tidy up and in moodle	<ul style="list-style-type: none"> - <u>Collaborative checklist</u> - students contribute to. - Let students

	-announcement - recording and finished checklist	know what we intend to do with the checklist.
6:15	Transition to think about/start the discussion prompt activity 2 (following activity and readings - possible discussion prompt?)	Moodle discussion forum Based on discussion prompt

Technology

This team has chosen tools that will sufficiently support planned activities for the facilitation week with consideration of ease-of-use and access for the learner group.

- Moodle Innovate: The Moodle platform supports the activities planned for the facilitation week. It is available and will not require learners to sign up or download additional software. Also, this learner group is proficient in using it so no extra instruction for this short facilitation week.
- Padlet: A platform that can be used for activity 1 that supports interaction and collaboration.
- Zoom: Zoom is a tool that is available and supports the needs of the synchronous session.
- Menti: Tool to support interaction in the synchronous session.
- Google Docs: Provides a collaborative document that can be edited during the synchronous session
- Scoopit: Consolidates resources for extra/optional material

Timeline

- **Sunday:** Welcome email sent with a course overview that includes how to navigate the content, contact facilitators, and a course schedule. Course opens to learners in Moodle. This will also be on the course page in Moodle. Etiquette link
- **Monday:** Learners review Resource #1 and complete Activity #1
- **Tuesday:** Learners review Resource #1 and complete Activity #1
- **Wednesday:** Synchronous session (5:30 Pacific). Meeting link shared in Moodle.
- **Thursday:** Learners review Resource #2 and complete Activity #2
- **Friday:** Learners review Resource #2 and complete Activity #2
- **Saturday:** Learners review Resource #2 and complete Activity #2. Facilitators complete discussion feedback for Activity #2. Close out email and announcement on course page.

Teaching, Social, and Cognitive Presence

Presence	Plan/activities/strategies	Indicators of achievement
Teaching presence	<ul style="list-style-type: none"> ● Introduce facilitators using pictures or videos ● Provide clear lines of communication and support avenues ● Set expectations and boundaries ● Model learning by participating in discussions and providing timely feedback 	<ul style="list-style-type: none"> ● Students are participating as designed. ● Debates and discussions flow well with minimum teacher presence - just enough to guide and offer feedback. ● Students respond to prompts. ● Students follow direct instruction. ● Social and cognitive presence is demonstrated ● Students feel listened to rather than judged. ● Discussions are robust, perhaps going further than anticipated
Social presence	<ul style="list-style-type: none"> ● Create and communicate opportunities for learner input both synchronously and asynchronously ● Provide a basic list of norms/expectations in a shared document format and encourage learners to contribute to support a safe learning space ● Activity#1 allows collaboration/interaction to kick off the week and supports establishing community ● Provide encouraging, caring and positive feedback so learners feel valued and willing to share 	<ul style="list-style-type: none"> ● Students are constructing meaning. ● Discourse is sustained, students are interacting, posting, responding, reflecting, more responding. ● Students are enjoying the activities. ● Questions are being asked. ● Stories are being shared. ● Students are quoting one another. ● Commenting and complimenting are taking place
Cognitive presence	<ul style="list-style-type: none"> ● Create opportunities for exploration and meaning making for learners through triggering events ● Ask guiding questions to 	<ul style="list-style-type: none"> ● Critical thinking is demonstrated in posts (comments and responses). ● Students are exploring and integrating knowledge/prior

	<p>keep learners focused and encourage exploration and critical discourse</p> <ul style="list-style-type: none">● Make connections for learners between each other and content● Design activities that build cognitive presence through guiding questions for integrating knowledge gain and arriving at personalized strategies● Acknowledge and encourage contributions with timely, positive feedback● Create activities that encourage learners to challenge their own beliefs and assumptions	<p>experiences/research.</p> <ul style="list-style-type: none">● Outcomes/goals are being met.● Students are digging deeper.● Students are exchanging thoughts/suggestions/solutions● Teacher can see convergence/synthesis in comments.● Trigger, Exploration, Integration, Resolution can be seen
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