Chapter 5

Using a Diversity and Inclusion Approach in Designing Learning for All (in Full Human Dimensionality)

ABSTRACT

To enable a fair playing field and to advance learning domains and to enable the advancement of pluralistic social systems, those engaged in designing, developing, and deploying learning in all modalities (face-to-face/F2F, blended, fully online) need to include and support diverse learners to fully engage in the learning and to contribute their utmost. This work explores the types of approaches that benefit diversity and inclusion approaches in teaching and learning. This also proposes some diversity inclusion design interventions based on five general categories—demographics, cultures, languages, learning preferences, and accessibility needs—in an approach dubbed diversity inclusion learning design + development + deployment (DIL3D).

INTRODUCTION

Including people with diverse backgrounds in work places and learning are considered *de rigueur* for optimal functioning, with full creativity and problem-solving and learning. Such inclusions help mitigate historical imbalances,

so that all may engage on a level playing field. While many may be people of good will, overcoming inherent biases and stereotypes, developed senses of normativity of the familiar, and internalized senses of (often invisible) privilege may be deeply challenging. Understanding the world as a diverse place and reaching out to others and learning new ways of being can be cognitively demanding and effortful.

Practically, what does it mean to use a "diversity inclusion" design approach for face-to-face (F2F), blended, and / or fully online teaching and learning? What is abstracted "learner profiling" (by dimensionalities) in this design context? What aspects of humanity, writ large, have to be effectively addressed for inclusively effective teaching and learning?

This work proposes a Diversity Inclusion Learning Design + Development + Deployment (DIL3D) approach, which aims to be inclusive of all learners by addressing a variety of macro-scale differences in human dimensionality. This approach is learner-centered, and it is a form of universal design albeit including a variety of human dimensions, to inform the design.

REVIEW OF THE LITERATURE

Over the years, a number of different explanations have been created to explain human prejudice, a biased and negative impression of others not based on facts but some preconception or prejudgment. A biological explanation of this phenomenon is that the human brain is hardwired to create quick impressions in order to enable quick responses (to enable survival). These impressions are short-cuts to actually fully learning about another. If a human brain has both System 1 and System 2 thinking, the first fast and unconscious, and the second conscious and controlled, prejudice comes from System 1 impressions uncorrected by System 2 thinking. Prejudice is thought of as an "ultimate attribution error":

(1) when prejudiced people perceive what they regard as a negative act by an outgroup member, they will more than others attribute it dispositionally, often as genetically determined, in comparison to the same act by an ingroup member; (2) when prejudiced people perceive what they regard as a positive act by an outgroup member, they will more than others attribute it in comparison to the same act by an ingroup member to one or more of the following: (a)

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