THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Education

Master of Educational Technology Program

EDIDA and the Community Mini-Library

Social Studies- Grades 6-8

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Unit of Learning and Lesson Plans

EDIDA and the Community Mini-Library

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Department of Education, University of British Columbia ETEC 565S

Summer Institute: Makerspaces and Inclusive Implementation Section:

Unit Plan: Integrating the EDIDA Framework Through the

Community Mini-Library Project

Unit of Learning Presentation Slides: https://view.genial.ly/62c7cf55fce56c001862ce52/presentation-nature-presentation

CURRICULUM AREA: Social Studies (Social Responsibility), ADST **GRADE:** 6-8

Strands:
● Solving complex issues of inequities we see and experience around us.
    ○ Low levels of EDIDA representation are a concern

- Low motivation, and low support for reading amongst children 11-13 years old
- Barriers to inclusivity and representation (e.g. lack of agency, inclusion etc.)
- Within Lessons 1-3, students will gain prior knowledge and extend their thinking on concepts of community, culture and identity. These lessons will support scaffolded learning around the issues of inequities and work toward the creation of their mini-library maker project
    - Lesson 1:**Provocation** - Students explore the concept identity, draw from experiences and background knowledge, and connect ideas with others. **Maker Challenge**: Students use loose parts to construct a visual representation of their idea of "identity", its most important factors, and how that identity plays out in public vs. private.
    - Lesson 2: **Provocation** - Students will consider the construction of private spaces and how within the space they include elements of identity and culture. **Challenges Overview**: Students will begin by analyzing their bedrooms (private space) to understand how they include makers of identity in their space. They will then interview their parents/grandparents/guardians to learn more about how their culture is represented in public and private spaces. Students will deconstruct normative public spaces (teacher provided and self-identified) and reconstruct them to be more inclusive as part of a maker challenge.
    - Lesson 3: **Provocation**- Students will consider how they will represent themselves through their identity and their connection to their community. **Maker Challenge**: After students have brainstormed ideas on their identity, they will work collaboratively in making a flag that will represent themselves in their community to be displayed on their mini library. Depending on their mini library design, they will choose where to display their flag on their mini-library (eg. under a small roof, inside the doors). Students will show their representation through the meaning of colors, shapes, and images that will be created from low-tech tools such as string, buttons and/or textiles. They will also have the opportunity to use high tech tools such as Canva, or TinkerCAD to design their flag.

- Identifying and acting on ways to make positive change in the community.
    - Lack of connection to local community, its history and their concerns
    - Creating a sense of belonging and representation for underrepresented and oppressed groups (Low socioeconomic, BIPOC, non-binary)
    - Product reflects identity and needs of the community
    - Within Lessons 4-6, students will begin creating their mini-library prototype. They will understand how this project can influence positive change in their community and work on addressing the issues of inequality and promote

diversity and inclusivity of the community at large.

- Lesson 4: **Provocation** - Students will consider how their individual identities compare to their group members, and how they can use their collective identity to create meaningful designs. **Maker Challenge:** Using their collective identity, groups will collaboratively create a mini-library design (on paper) and prototype (using cardboard) that reflects their individual and group similarities and differences, while considering local community features and constraints. Students are required to define and ideate their design thinking by working with their group members by sharing and listening to ideas. During this lesson, students will work actively to situate their learning within their local context while infusing their own cultural and personal aspects that form their individual and group identities. Through culturally responsive pedagogy, students are actively accessing their prior knowledge while purposefully embedding place-based and student-centered practices in their learning.

- Lesson 5: **Provocation** - Students engage in a hands-on activity of building Playdoh animals to explore how meaningful feedback can build on and improve their designs. Through this experience, students have the opportunity to examine the relationship of giving and receiving feedback in a way that respects the voice and identity of the creator. **Maker Challenge:** Students will engage in a 5-step guided feedback system to share their group's prototype design with another group. During this phase, students will actively participate in intercultural listening and demonstrate awareness of personal, social, cultural contexts, values and diverse perspectives. Next, students will return to their groups to share out the feedback received, and complete a prototype revision grid to document changes. Once completed, students will begin constructing their prototype by selecting the tools available.

Teacher(s): Tim Dong, Eliza Hoang, Chris Howey, Curtis Lai, Kat Wong

Assistive Technologies and Tools:
- Inclusive of different languages in the community (ELL), measurements
- Multiple entry points through multimodal (audiovisual) presentations, UDL framework for multiple means of representation

Date: July 24, 2022

Lesson Overview

Lesson 1: Identity - **Curtis**

This lesson centers the individual students' lived experiences, and asks them to explore their concept of identity. This concept is expanded to the larger class, and eventually the community around them. Big ideas include: "How do we as individuals influence our community (and vice versa)?"

After provoking their ideas of identity, whether it is given or created, and what goes into forming their identity, students use a variety of loose parts to create a visual representation of these ideas. Depending on the specific students' culture/perspective, students are free to build what is 'true to them'.

After building, students will get to share their builds, their rationales, and ideas are collected together, unifying the classroom's identities. Self-reflections will ask students to think about their process, their ideas, and the influence of other people's ideas on their own. A more thoughtful and informed idea of identity will be formed as a result of moving through this entire lesson.

Assessment: Individual reflection, small group discussion, large group discussion

Lesson 2: Who is included in our local community? - Chris

The big idea for this lesson is to have students inquire about the question of what representation is and how does it relate to community and culture?

To do this successfully students will need to understand the concept of positionality as it relates to intersectionality and how this applies to the construction of public spaces. Knowing that space is socially constructed and often produces a hegemonic bias in subtle but powerful ways. In acknowledging this students will understand that public spaces are not inherently equitable to all. Through deconstructing naturalized public spaces students will understand that representation within public spaces is important to creating inclusion and representation.

Activities in this lesson will include topics related to Demographics of Community (situated learning to the local context) - Through interviews (primary research) students will research the history of their culture, and community to reveal a sense of belonging, as well as discover information on the mini library (eg. historical information posted directly on the library) - Create surveys and interviews to determine community needs

- Students will engage in data collection of community demographics through interviews (primary source data collection). - Reconstruction of a space based on the data collected and guided by the EDIDA framework.

Students will understand the importance of representation as it relates to the EDIDA framework by exploring various elements through activities throughout the lesson. For example, equity will be explored as it relates to access and representation in physical spaces by deconstructing hegemonic public spaces and seeking to reconstruct them as more inclusive and equitably diverse spaces. In the reconstruction of space, they will consider who is included within the space and question if it welcomes diversity and inclusion.

Lesson 3: How will it look and how will we construct it? -Kat

This lesson will consist of students drawing on prior information about themselves and work toward thinking about how their identity matters in their community. It will allow them to identify their hobbies, interests and values. While creating a paper draft, they will continue to reflect on their ancestry, culture and cultivate a sense of belonging in their community.

Students will consider how they identify themselves within their community. When they build their mini-library, they are connecting aspects of their identity while considering other students' perspectives in their group work. Students will have the opportunity to collaborate with members in their group and discuss how they identify themselves within the community. They will already have prior knowledge on culture and community and will be able to plan strategies to create a mini-library that acknowledges a diversity of backgrounds. By the end of this lesson, groups will have created a

Each student will be working independently and then sharing their initial ideas, collaboratively. How will students represent their identity with their own library creation? (eg. values, beliefs, culture, community, family, ancestry, hobbies, interests)

After brainstorming about their identity, students will work collaboratively to create a flag for their mini-library. The flag will be a part of how students represent themselves in connection to their community. Students will have the opportunity to use no tech (their brainstorm on paper), low tech (materials and textiles) and high tech (Canva or Tinkercad and printing it out in 2D or 3D) to design their flag. Through the planning, making and designing of this activity, students will understand how their identity connects themselves in their community and what to consider as components of the EDIDA framework.
Assessment: Peer Feedback, small groups

Lesson 4: What would it look like when constructed collaboratively? - Tim

This lesson will build upon the individuality covered in the previous lessons by requiring students to combine their ideas into a collective identity. Drawing from their individual portraits in lesson 4, students will share what shapes their identity and how that is similar or different from their group members.

Through group discussions, students will then be required to develop a design on paper for their group mini-library that reflects the identified collective similarities and differences. By defining the project requirements, their collective identities, and the greater community needs, students will work together to ideate a design that considers the constraints (physical, environmental, social) and choose an idea to pursue.

Finally, groups will prototype the "mini-library" using cardboard, go over specifics and constraints (eg. weather conditions, community needs, additional features that would add to the function), aesthetics of the design that incorporate inclusivity of culture etc. (eg. colors, images-Indigenous stories and symbolic images, book levels and languages). By the end of this lesson students will have a prototype created with their group and to be shared with their classmates through a gallery walk and jigsaw activity.

Assessment: Peer feedback, student participation and discussion, gallery walk, jigsaw activity, group discussion

Lesson 5: What did other groups include that you could consider as part of your redesign? - Eliza

This lesson gives students an opportunity to engage in critical thinking and communication with their peers. Students will actively participate in mindful listening as well as intercultural listening to ensure all ideas are shared. As learners come from a diverse background, it is important for learners to understand how their identities are constructed through their unique personal, social, and cultural experiences, as well as intersectional factors like gender and socioeconomic status. As a result, feedback given or received can be perceived differently depending on the learner. Through the feedback system, peers can exercise culturally responsive and inclusive practices by sharing different perspectives, considering alternative ideas, and providing insight that aligns to the EDIDA framework.
Students will have the opportunity to collaborate and share with other groups:
    - Engage in peer feedback system
    - Use guiding questions

- Prototype Revision Grid

After receiving feedback, students will apply it to their prototype iterations by selecting desired tool:
- No tech: paper sketch
- Low tech: cardboard construction
- High tech: TinkerCAD

Assessment: Feedback system, group discussions, self reflections

Lesson 6: Why are you using these specific tools that you chose?
Sourcing and teaching about using tools to build (eg. wood) (tool safety). Sourcing books to fill the library (writing letters for donations, writing digital books to share through QR codes)

Lesson 7+: Reflection through the creation of the product and process. Sharing aspects with the local community through social media to reach a wider audience. **Creation element:** process journal (platform is student's choice) showing specific examples of design thinking and EDIDA consideration throughout the duration of the project.

Additional Lessons:

Culminating Task Description: Students will build an open-access mini-library within their community to promote inclusiveness for all community members. This project will be **situated to their local context** as they will have to identify who is represented within the community and also understand and plan for the needs of those community members. This will lead to a **service-based** opportunity to actually create the proposed mini-library.

Overview

Expectations/Competencies (Link to list of specific expectations addressed)	Big Idea This will be the overriding theme, question, focus for the teaching and learning inquiry	Learning Goal(s) Can be overall; might change throughout inquiry

Social Studies

Use Social Studies **inquiry skills** to compare how graphs, tables, photos, and maps represent information

Collect and **organize** information to support a course of action

In groups, implement a plan of action by **thinking critically** to address a problem or issue (low EDIDA representation rates)

Develop a plan of action to address a selected issue, **collect and organize information** to support a course of action

ADST

Develop a plan that identifies key stages and resources

Explore and test a variety of materials for effective use

Construct a first version of the product or a **prototype**, as appropriate, making changes to tools, materials, and procedures as needed

Gather peer and/or user and/or expert feedback and inspiration to **critically reflect** on changes that could be implemented

Use **critical peer feedback** to engage in redesign strategies: make

Social Studies

How to utilize maker mentality to solve inequalities and create positive change in the community

Design can be responsive to identified needs.

How can existing spaces be resigned to be more inclusive and welcoming for all?

ADST (Applied Design Skills and Technology)

Design can be responsive to identified needs.

Designs can be improved with prototyping and testing.

Students are creating designs that are responsive to the identified needs of their community.

Interdisciplinary

Students will be able to activate prior knowledge to create and apply inquiry skills.

Design, create and apply competencies from individual subjects and apply them to the themes and focus of the inquiry task (building the mini-library).

Students will be able to articulate how each of the subjects/competencies are integral and contribute to the process and creation of the mini-library.

Students will be able to document their process, inquiry, and reflection through their individual process by journaling and by collecting evidence of their learning goal to demonstrate growth and achievement.

ADST

Students will engage in

changes, troubleshoot, and test again

Reflect on their design thinking and processes

Evaluate the ability to work effectively both as individuals and

collaboratively in a group, including their ability to share and maintain

Mathematics

Collecting, comparing, and interpreting local community

demographic and survey data

Language Arts

an efficient cooperative workspace. Questioning what we hear, read, and view contributes to our ability
to be educated and engaged
citizens.

Students use their understanding
of language to communicate their
vision through various texts and
medium to multiple stakeholders
(peers, parents, community
members, local organizations,

sponsors, etc.)

Exploring and sharing multiple
perspectives through stories, and
other texts to make connections
to others.
Communicating, Collaborating, Critical, Reflective Thinking, Creative
Thinking, Social Awareness, and Responsibility.

Students will explore
woodworking techniques and basic joinery using hand tools.

Assessment For	Assessment As	Assessment Of
Diagnostic Assessment		Culminating Assessment Task (At the end of the cycle/unit)
(At the start of the cycle/unit)	The overall teaching should prepare students to complete this task	

- Graffiti Wall at the beginning of the unit
  - Students informally write down "everything they know" given

key concepts -- Community, Identity, Design Thinking
- Open space for students to

draw from their own experiences/cultures
- First lesson acts as both diagnostic

assessment and provocation for the unit. Lesson will spark curiosity for design, making, and community building; Ideas gathered and
● Group discussions + sharing during/after each lesson
    ○ Each lesson has time for:
        ■ 1. Individual thinking
        ■ 2. Small group/partner thinking/discussion
        ■ 3. Big group thinking/discussion
    ○ Staged approach to gathering responses prepares students for discussion
    ○ More often than not, students have notebooks/paper to
● **Student Portfolios** consisting of evidence of learning from each lesson (Students are to take photos and write reflections for each lesson)
    ○ Reflections based off tenets of the FPPL and competency based proficiency scale
    ○ The format of these portfolios will be open-ended, allowing for a range of abilities/creativity
        ■ Blog, website, poster, diorama, slideshow, video, etc.

presented during Lesson 1 will inform

teacher what students already know,

want to learn, and will need to learn

record ideas (visually/text)

- Check-ins with teacher, observations

  (Learning stories)
    - When possible, teacher will meet with individual students and give quick feedback
    - Or, in passing, teachers provide comments to individuals/group
- Self-reflections (Design Journals)
    - Students actively participate in the assessment process by reflecting on thinking and tasks
- Peer reflections
    - Students will have an opportunity assess each other's mini-library presentations
- Try multiple ways
    - Students receive opportunities to "try" and "make" through no-tech/low-tech/high-tech
- Small group support
    - During work and thinking periods, teacher should be floating, checking in with small groups and making note of who is "getting it", and who might need support
- Consistent descriptive oral feedback
    - Teacher is transparent about expectations and inquiry-process (draws

- 1-point competency-based proficiency scale rubric with detailed language familiar to students

	metacognitive attention to what's working and what's not, helps students through the problem-solving process) ○ Teacher is also transparent about the processes used	

	(assessment) and their direct connection to the FPPL, Core Competencies, and EDIDA ■ Students should be exposed to this language/these concepts, and develop an understanding of how these play a role in learning	

Summary Conceptual Development 200-300 words	**Equity, Diversity, Inclusion,** **Decolonization, Anti-racism (EDIDA)** How the unit is situated in EDIDA	**Rationale** Why it matters to student, why it matters to community, why it matters to world, how it connects STEAM, EDIDA, TPACK/SAMR

Space is socially constructed and appears natural to those who are within the normative culture but the same space actively excludes others in obvert and subtle ways. Acknowledging that the students we teach represent a range of cultures and identities we want to enable our students to actively engage in the deconstruction and reconstruction of the spaces they occupy in order to create more inclusive spaces. In allowing students to construct physical objects (mini-libraries) they will engage in making their identity and culture visible and thus increase the visible representation within the community. We plan to have students

If we understand that space is socially constructed within the image of the dominant (hegemonic) culture we can acknowledge that space represents the ideologies, power structure and social norms in physical form. Those who are part of the hegemony enter and interact within a space that feels natural as they do not experience markers of difference or barriers in the way that people (others) who are not part of the hegemony do. Others are represented within the EDIDA* framework and this unit seeks to identify ways in which hegemonic spaces can be disabled through the production of mini-libraries that create physical artifacts

Not all of the identity factors which make up the EDIDA representation framework are visible and many of the students we teach have identity factors within the EDIDA framework. When positioning oneself in public spaces it is for the formation of identity and community that there is representation within the space to invite inclusivity. By deconstructing normalized hegemonic spaces and reconstructing those spaces with an EDIDA framework we are equipping students with the tools to question and create change within spaces so that greater representation can occur. These skills are transferable to other contexts,

engage in conversations, share their proposals to consider multiple perspectives, and work towards collaboratively constructing a shared space where all feel welcome, their voices are heard, and their identity/culture is represented.

Our initial concept was to create mini-libraries to address literacy gaps but we realized the importance of the physical space which houses the mini-library could act as a physical marker of identity and representation. They could also act as a powerful destabilizer of the hegemonic environment it is placed in. By focussing on the physical aesthetics of the mini-library we are more able to spur conversation about how representation is privileged or hidden and work through ways to make space more inclusive.

Instructional Strategies & Approaches: of difference which help to create more inclusive spaces.

For example, through culturally responsive pedagogy, students are encouraged to access prior knowledge (through activities like Know-Wonder-Learn), contextualize learning to the local community, build relationships and community within the classroom, and infuse individual cultural aspects to the learning (Burnham, 2020; DesPortes et al., 2021).

*Each lesson considers and utilizes the EDIDA framework in a different context all working together. For specific examples of how the EDIDA framework is being implemented please view individual lesson plans under the "Content Objective" section.
subjects and places and can help students become agents of change.

Accommodations (For all students)	Maker Challenges *Inquiry, Design-Based Thinking STEAM*	Collaborative/ Instructional Strategies
Giving opportunities for all learners to succeed by: ● Providing digital content instead of	● Inquiring about individual identity and how it can be visible in spaces 　○ In what ways do I leave my mark on the spaces I inhabit?	● Working in small table groups of 4-5 (physically facing each other) ● Opportunities for groups to share within group and with larger class

just printed text for information and examples

- Provide a written and visual format of instructions for the project
- Provide noise canceling headphones when collaboration can get loud
- Provide mini deadlines to keep students progressing toward their final project to ensure they are keeping pace

- Gathering data about community (demographics, needs, hubs, resources)
    - How do the questions I ask and the data I collect frame the product I produce?
- Creating a collaborative identity (still recognizing individual identity) and situating it)
    - How do I ensure diverse cultural perspectives and identities are represented in my data?
- Engaging in the design cycle (empathize, define, ideate, prototype, test) when creating a mini library
    - How does implementing the stages of the LAUNCH design cycle help ensure that my product creates inclusivity and diversity?

- Jigsaw activity to share learning with other groups
- Visible thinking routines

Tech-Enabled Learning	Professional Resources	Subject Specific Concepts	Connection to Current Events & Issues	Parent Communication
No tech: Students will be able to brainstorm ideas and designs with paper and pen before moving on to create prototypes with materials such as cardboard, metals, textiles or found materials.	**Mini Library:** https://littlefreelibrary.org/build/ https://www.hgtv.com/design/make-and-celebrate/handmade/how-to-build-a-little-free-library-for-your-neighborhood	Cross-Curricular integration Applied Design, Skills, and Technology (ADST): Design thinking, using various technologies and tools, and making/creating.	EDIDA frameworks are an important consideration in curriculum and spatial design. When physical space is constructed and there is greater representation of all community members and more inclusion	Portfolio upload shared with parents and families Email parents and families to involve in the process of identifying community needs and providing resources

Visible Thinking Routines such as "I Used to Think... Now I Think…" using pen and paper. **Low tech:** Cardboard prototyping with various sizes/shapes of cardboard, tape, Makedo tools **High tech:** TinkerCAD with the ability to produce the prototype through 3D printers. Possible AR applications (students may be able to produce their vision through the use of handheld devices and AR software to immerse their audience in their reconstructed space). Canva as a tool for digital design of	**Makerspaces and Design:** https://www.futurelearn.com/info/courses/makerspaces-for-learning/0/steps/94049 https://spencerauthor.com/designthinking/ **EDIDA Framework:** Burnham, K. (2020). 5 Culturally Responsive Teaching Strategies. Northeastern University. https://www.northeastern.edu/graduate/blog/culturally-responsive-teaching-strategies/ DesPortes, K., Mund, S., & James, C. (2021). Examining the design and development of a	Social studies: Identity, community, and belonging Math: Measurement, data collection and analysis Language Arts: Writing and connection to others and the word through reading and writing text, stories, etc.	occurs.

their flag. Considering colors, shapes and symbols as meaningful methods of representations	social justice makerspace. Proceedings of the ACM on Human-Computer Interaction, 5(CSCW2), 1-26. https://doi.org/10.1145/3479541		

	Yi, F. & Baumann, M. (2018). Guiding principles for designing an accessible, inclusive, and diverse library makerspace. In the International Symposium on Academic Makerspaces. **Curricular Connections:** https://curriculum.gov.bc.ca/curriculum https://curriculum.gov.bc.ca/competencies		

Lesson Sequence

Lesson #1 Lesson #2	**Lesson #3**

Title: **Identity**

Big Idea:

How do we as individuals influence our

community? What has influenced our

individual and collective identities over

time? What factors mean the most to us?

Assessment: Small group discussions, big

group discussions, self-reflections

Title: **Who is included in our**

community?

Big Idea: Spaces are socially constructed

and create indicators of inclusion and

exclusion through their physical and social

makeup. By deconstructing and
reconstructing spaces students will gain

greater agency and representation and be

a part of creating a more inclusive
community.

Assessment: Chalk Talk and
Think-Pair-Share activities.
Creation of interview questions and
obtained answers. Creation of
reconstructed space prototype shared with
an authentic audience.

Lesson #4 Lesson #5

Title: **How will it look…**
Big Idea: Students are creating designs
that are responsive to the identified
needs of their community and taking
into account the significance of colors,
symbols and shapes in their flag design.
Students will consider where the flag will
be positioned on their mini library, while
taking into account environmental
factors.

Assessment: brief presentation of
the drafted flag in small groups of
approximately 5 students. Peer
Feedback: 2 stars and a wish

Lesson #6

Title: **How would it look when constructed collaboratively?**

Big Idea:

Our personal digital identity forms part of our public identity.Exploring and sharing multiple perspectives extends our thinking.

Design can be responsive to identified needs.

Assessment:

Gallery walk

Jigsaw activity, one student from each group is placed in a group to share their

Title: **What did other groups include that you could consider as part of your re-design?**

Big Idea: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.Exploring and sharing multiple perspectives through stories, and other texts to make connections to others.Designs can be improved with prototyping and testing.

Religious and cultural practices that emerged during this period have endured

Title: **How does our local community respond to our designs?**

Big Idea: Personal and social responsibility: students have an awareness of their connections to the community and the natural environment and contribute positively. Students work towards supporting the development of welcoming and inclusive communities, where they work towards making them feel safe and create a sense of belonging.

ideas and conversations and continue to influence people. Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions. Assessment: Peer sharing Group Discussion Self reflections	Assessment: Development of a survey questionnaire Collection and analysis of data Group discussions Journal reflection

Lesson #7 Lesson #8		Lesson #9
Title: **Why are you using these specific tools that you chose?** Big Idea: Complex tasks require the acquisition of additional skills. Students can select and safely use the appropriate tools for a given task. Assessment: Small+Big Discussion Self-Reflection Observations using tools safely	Title:**Project Creation** Big Idea: Follow design for production and making changes as needed Use materials in ways that minimize waste Assessment: Observation Peer and self reflection Sharing Exit slips Gallery Walks	Title: **Reflection through the creation of the product and process** Big Idea: Evaluate their product against the mini-library criteria and explain how it contributes to the individual, family, community, and/or environment Reflect on their design thinking and processes throughout the project period. Evaluate ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient cooperative work space Assessment: Sharing

| | Journal entry |