

Digital Education Hub Manifesto

Delineating the Landscapes
of the Project



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Surveying the Landscape

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Vision

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Intertwined Areas of Focus



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Mission

The Digital Education Hub provides sustainable and rigorous support in collaboration with communities, families, and educators that cultivates **equity** and **inclusion** in lifelong learning with technology especially for learners representing structurally marginalized identities and communities.

EQUITY



The ongoing and active re-construction of supportive pathways to ensure each learner as a cultural and historic human being has opportunities to develop, grow, and express themselves while dismantling oppressive forces and redistributing cultural and material power and resources.



INCLUSION

A pluralistic endeavor that opens up space to ensure the honoring and sustaining of multiple voices in decision making, activities, and setting of outcomes that disrupts the perpetuation of normative assumptions and structures.



Vision and Values

Learning environments with technology that honor, sustain, and grow all learners.

Offer Options

There are many ways to engage with students and families, and all of these need to be used in these times.

Address the Barriers, Don't "Fix" the Learners

Every child, when provided with an appropriate learning environment, can show what they know, understand, and can do.

Ensure Learners and their Communities are Reflected in the Learning Environment

Educators need to know who their students are and where they come from, and this needs to be reflected in the learning environment to allow students to be able to build on assets.

Start at the Margins

Start with the students, families, and communities who have been marginalized, ensuring learning is better for all.

Collaborate to be Agents of Change

Working together educators, students, and families can bring about the kinds of change that improve the learning environment and provide for better learning opportunities for all.



Activities



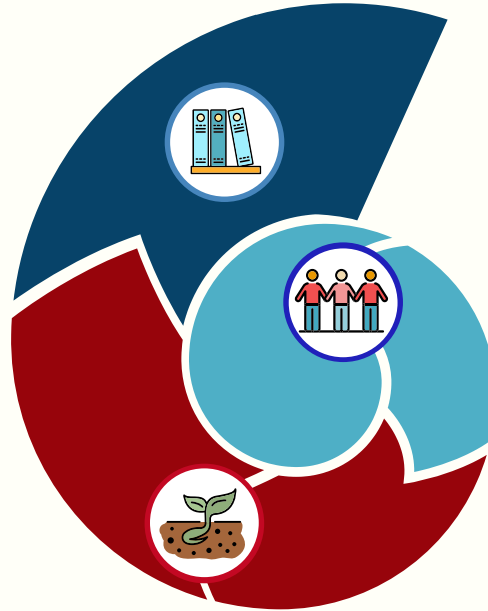
Resources

Tutorials and models of practice for educators, families, and caregivers.



Learning

Asynchronous professional development courses and synchronous workshops for educators.



Networking



Opportunities for connecting, mentoring, and contributing.



Contexts



Dispositions

Willingness and readiness to engage in the work.



Materials

Curriculum, resources, readings, and activities.



Relationships

Collaboratively coordinated activities.



Decisions

Processes and junctures ahead of and in real time.



Policies

Negotiating principles and guidance in the classroom and in society.



Technologies

The design and use of digital tools and services.



Trajectories



Intransitivity

Does not engage in transformative decision making and practices, adheres to normative system pathways of white supremacy in educational spaces. Exhibits “colorblind” perspectives and activities that promote the status quo.



Naive Transitivity

Engages in discussions and activities around representative diversity and individual differences without grappling with structural oppressions. Culture is externalized and the focus is on the abstract. Minor discomfort may be felt and tensions are largely avoided.



Critical Transitivity

Engages in investigations and asking questions without necessarily questioning the structural status quo. Delves into popular culture and provides explorations of powerful images. Tensions are recognized that may result in some discomfort.



Critically Reflexive Praxis

Focuses on the concrete and material situations by incorporating advocacy and action as an outcome. Recognizes and affirms the assets of cultural beings, and approaches teaching and learning as a historical and intersectional activity. May experience major discomfort and strives to work with productive tensions.

(Magee & Wiley, 2020; Santamaría-Graff, 2021)



Throughlines



Standing on the shoulders of **Culturally Relevant Pedagogy** (Gloria Ladson Billings), **Smart Tech Use for Equity** (Mica Pollock), and **Universal Design for Learning** (David Rose and Anne Meyer).



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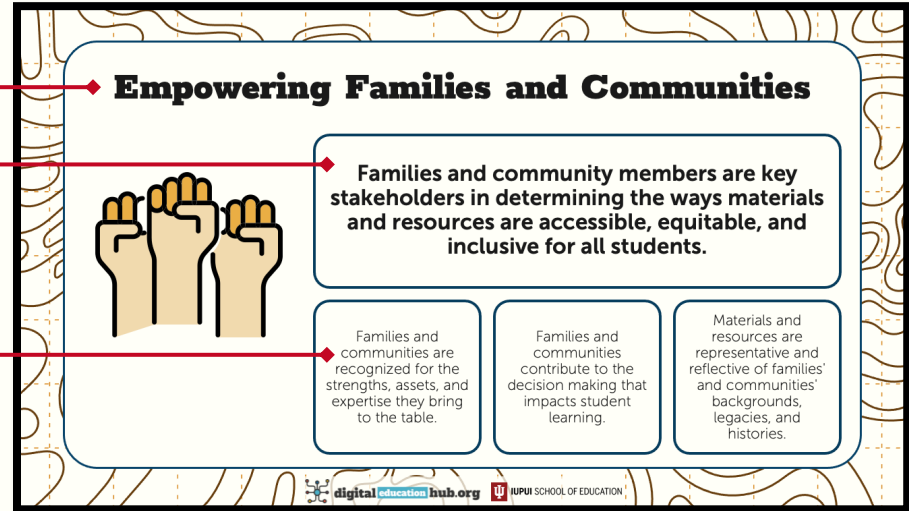
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Definitions and Commitments

Throughline

Definition

Commitments



Empowering Families and Communities



Families and community members are key stakeholders in determining the ways materials and resources are accessible, equitable, and inclusive for all students.

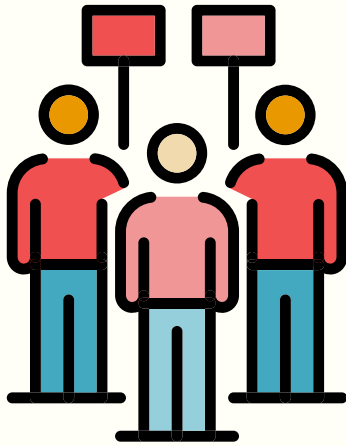
Families and communities are recognized for the strengths, assets, and expertise they bring to the table.

Families and communities contribute to the decision making that impacts student learning.

Materials and resources are representative and reflective of families' and communities' backgrounds, legacies, and histories.



Coalition Building



The educational environment is co-constructed through a historical reciprocal process of interdependence to ensure all voices are included in building equitable and inclusive learning networks and partnerships.

Building coalitions is based in sustainable long-term commitments.

Coalitions intentionally include groups that are typically excluded.

Coalitions work to set mutually inclusive goals.

Coalitions raise awareness of power dynamics and work to dismantle them.



Equitable Practices and Systems



Leading learning and knowledge sharing is mediated through equitable and inclusive dispositions and decision-making processes that promote the success of disenfranchised learners and communities.

Shifts in expectations, outcomes, and evaluation mechanisms are necessary for equitable practices and systems to occur.

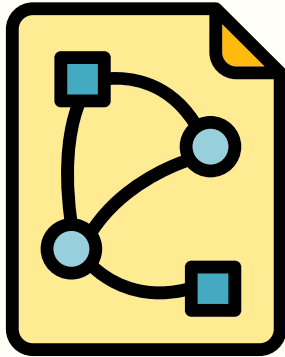
Entry into equitable and inclusive practices start with the most marginalized communities and identities due to systemic barriers.

Instructional decisions acknowledge and build on individual students' intersecting multiple identities and community memberships.

Equitable practices and systems involve interdisciplinary work that is rooted in equity and inclusion.



Multiple Ways of Knowing and Doing



The knowledge and wisdom of the students, families, and communities are centered in content and materials to promote equitable and inclusive learning experiences.

Instructional materials, curriculum, and activities are rooted in the intersecting backgrounds, experiences, and legacies of families, communities, and learners.

Instructional materials, curriculum, and activities facilitate productive tensions between honor, acknowledge and build upon the knowledge and processes of individual students' intersecting multiple identities and community memberships.

Instructional materials, curriculum, and activities promote multiple pathways for action and outcomes.



Intentional Use of Technology



Technology is used in a purposeful manner that is informed by context and is oriented towards building equitable and inclusive learning environments.

Technology is used in a way to facilitate sharing, communicating and deep inquiry.

Technology is used in a way that empowers knowledge and facilitates contributing to the classroom and society.

Technology is used in a way that builds upon the assets, goals, and practices of communities and families.

Technology is used in a way that aligns affordances with contexts.



Deep and Transformational Learning



The promotion of academic success and transformational ends through a rigorous and integrated process that honors learners and communities as cultural entities and works to change the world to be a more equitable and inclusive place.

The ends of learning emphasize deep inquiry and higher order thinking into authentic topics and concepts.

The ends of learning require that creative and analytic skills and practices be oriented towards shared agency and transformation.

The ends of learning honor cultural and community ways of knowing and doing as assets.

The ends of learning involve rigorous interdisciplinarity to promote shared agency and transformation.





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