

# Teaching as Gardening with Technology

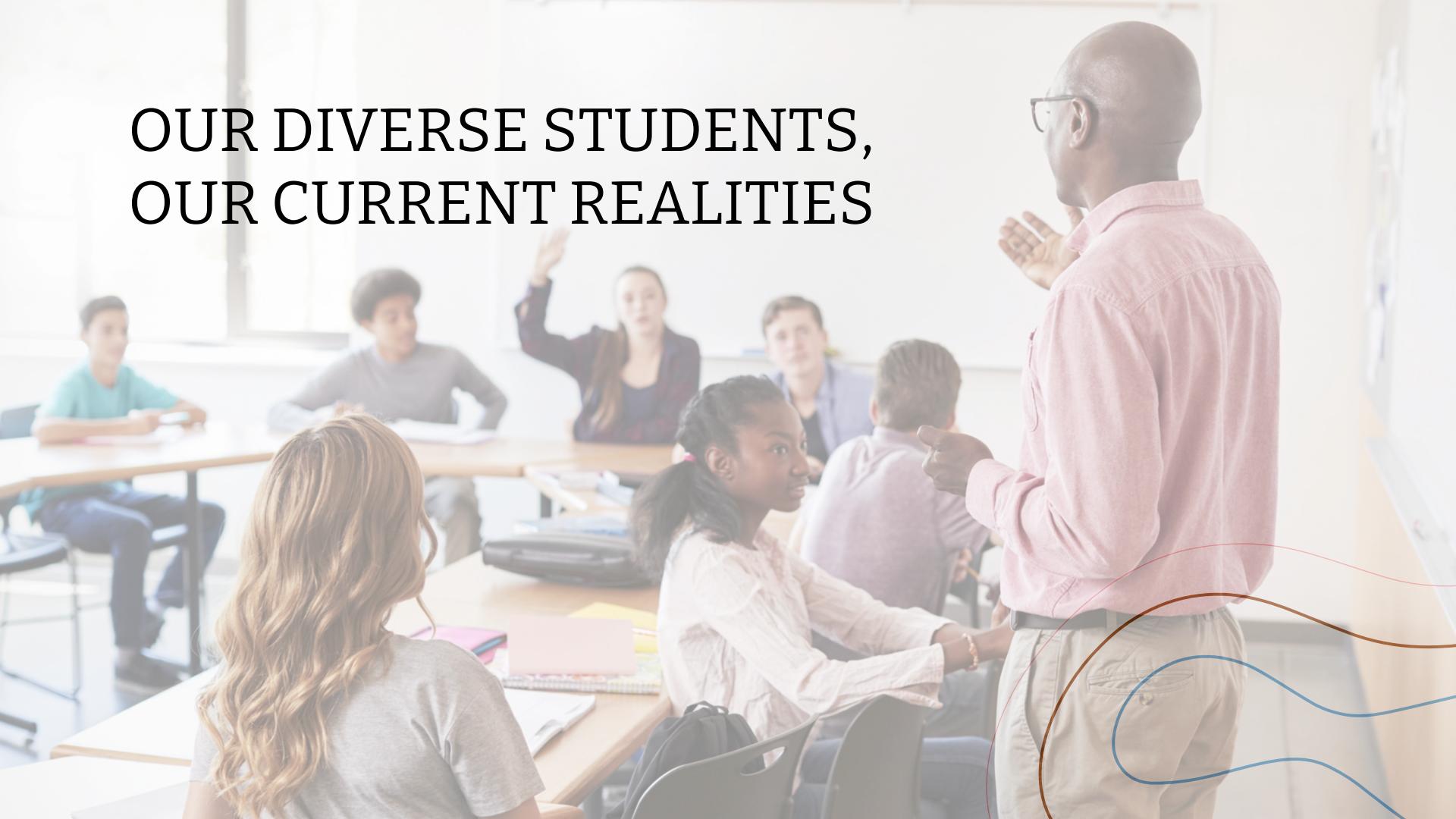
Supporting Equity, Inclusion, and Engagement

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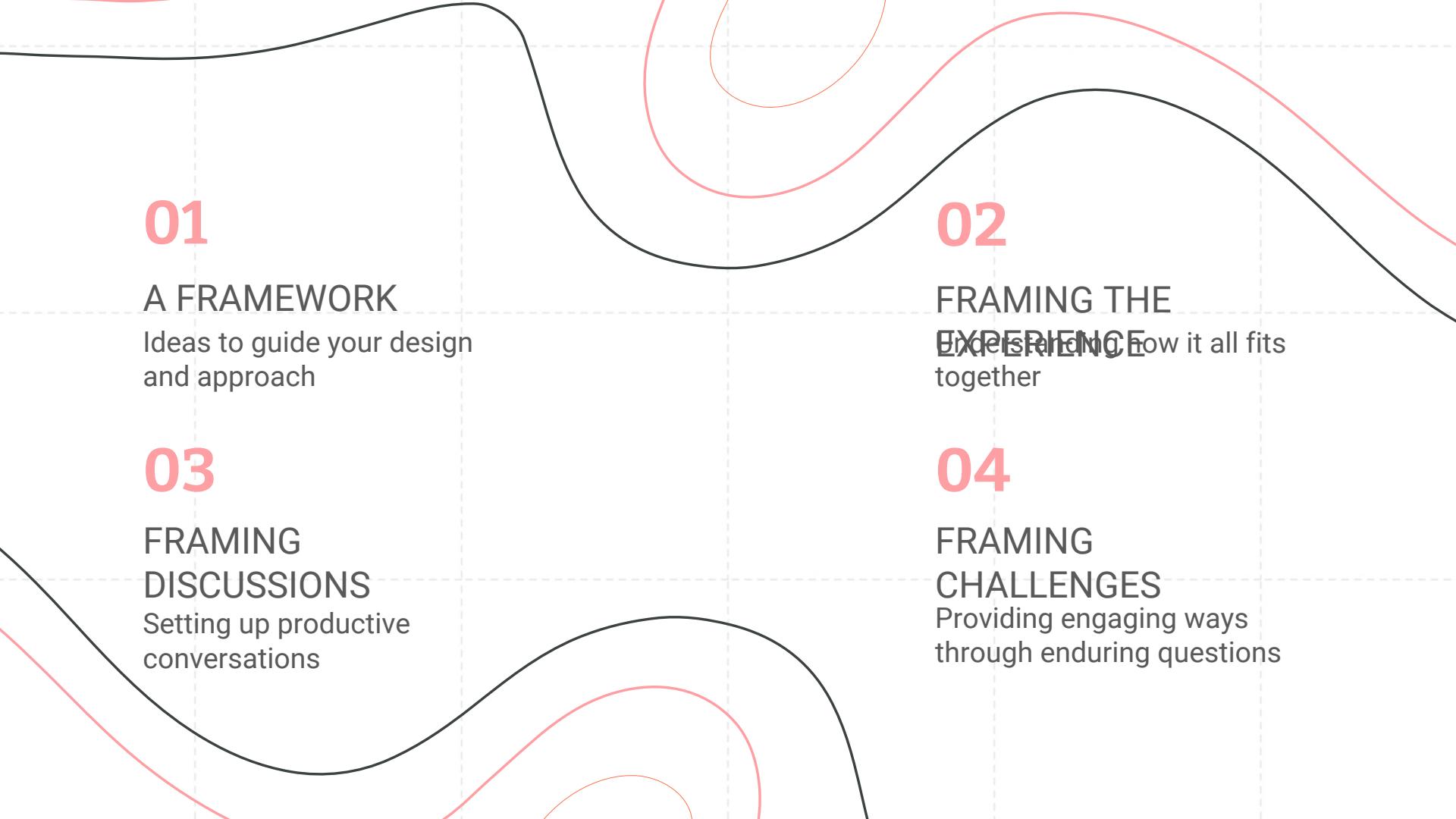


# OUR DIVERSE STUDENTS, OUR CURRENT REALITIES



# A SHIFT IN THINKING ABOUT TEACHING

[bit.ly/hsa-garden](https://bit.ly/hsa-garden)



# 01

## A FRAMEWORK

Ideas to guide your design  
and approach

# 02

## FRAMING THE

EXPERIENCE How it all fits  
together

# 03

## FRAMING DISCUSSIONS

Setting up productive  
conversations

# 04

## FRAMING CHALLENGES

Providing engaging ways  
through enduring questions

# 01

## A FRAMEWORK

Ideas to guide your design and approach.



# FRAMEWORKS PROVIDE A FOUNDATION

Frameworks allow us to build and hang our ideas upon them.

Frameworks provide questions to guide us and focuses our attention on important details and point us to available tools.

At the same time, frameworks remind us of the big picture.



# FRAMEWORK AT A GLANCE



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).

# GROWING THE ENVIRONMENT

Framing For Equity and Engagement



Framing  
Experience

s



Framing  
Discussion

s



Framing  
Challenges





# 02

## FRAMING EXPERIENCES

Understanding how it all fits together



at the border led by General Deltcheva, the Bulgarian Army put up a strong front. The Spanish forces, led by commandante Jose Cava took all of 12 hours to topple the vastly unprepared, entrenched Bulgarian Army.

Delftchew took his 5 top officers across enemy lines and personally slaughtered Gen. Cava while he slept. (Bulgarians known as the "Devils")

such was their history throughout very cowardly acts, less momentous & minor conflicts.

Cause. My best friend has betrayed me and he sleeps. As we prepare for battle leaving me to believe in only one thing. God is

# IT'S STILL YOUR CLASSROOM



# TAKING THE NEXT STEP

Making goals explicit in your instructional design



Honoring you and your learners in your instructional design



# PLANNING A RITUAL PROCESS

By providing a structured pathway, rituals emotionally prepare learners to engage, facilitate a sense of belonging, and provide transitional markers.

(Turner, 2017; Schnagl, 2015)



# USING A RITUAL FRAMING

Sequence



Transitions



Connections



Relations



Authenticity



# SETTING THE STAGE WITH A STANDARD FLOW

Sequence



## ▼ MAY 28 // Language and Knowledge



### READINGS // Language and Knowledge

May 28



### 1 // Warm-Up



### 2 // Language and Knowledge Overview (with discussion)



### 3 // Mapping Our Cases



### 4 // Your Questions (if you've got 'em)



### 5 // Reflecting Back



### Technology Problems? Type Here.

# WARMING UP TO WORK

Transitions



Connections



## 1 // Warm-Up

This is the online warm-up for this session. Please watch the Hip Hop for the World video embedded below (it goes fast, so you may have to watch it more than once), and keep the following questions in mind:

- What roles does language play in this video?
- What roles does culture and cultural knowledge play in this video?
- What are the ways in which the ideas of "particular" and "universal" (or cosmopolitan) are woven throughout the video?



Now that you've watched the #hiphopishiphop music video, please share your response to the questions through Flipgrid (embedded below). Just click on the green (+) button, and you will be guided through the process of recording up to a 1 minute and 30 second video. A step-by-step guide is available through the [Flipgrid Tutorial](#). If your computer does not have a webcam, you might be able to record just audio, or you can use the camera on your phone .

Feel free to take a look at the videos that others have posted.



## 1 // Reflecting on #hiphopishiphop

May 26 10 Responses 51 Views 1,171 Engagements

What are the ways that language, knowledge, and culture intersect in this video from "particular" and "universal" perspectives?

A screenshot of the comment section on the Flipgrid post. The comments are listed in a grid format. Some comments include user names, timestamps, and a brief preview of their message. One comment from "Robin J" is highlighted with a blue box.

One minute and 30 seconds isn't long enough.

# SENDING STUDENTS OUT IN THE WORLD



Relations



Authenticity

## Cultural Capital and Wealth Ethnographic Interview

An ethnographic interview is a semi-structured interviewing practice that honors the participants' language, culture, and perspective, and allows the researcher to understand the concepts and contexts of a particular setting. You will interview someone you know from a particular community (it can be any community that you define) in order to understand—and report on—the ways in which this person experiences and sees the cultural capital and wealth of their community/ies. Your report should include some analysis, not just a transcript of your interview.

- Background
  - [Asking Questions: Techniques for Semi-Structured Interviews ↗](#)
  - [Ethnographic Chats: A Best of Both Method for Ethnography ↗](#)
- Models (much bigger and more in-depth than what you need, and they do not necessarily directly discuss cultural capital and wealth in the same way we discuss it in class, but these give you a sense of what it looks like to report and analyze interview data)
  - [Who Gets Ahead? Cognitive Responses to Heteroglossia in American Political Culture ↗](#)
  - ['Burned Like a Tattoo:' High School Social Categories and 'American Culture' ↗](#) (keep in mind you only need one research participant)

# TRANSITIONING BACK OUT

Transitions



Connections



## 5 // Reflecting Back

This is the online "cool-down" activity for this session, where I'm hoping you'll have the chance to integrate some of the ideas and concepts in this unit. Please watch the Prayers in a Song music video by the Native American artist Tall Paul embedded below (you can also read the lyrics and analysis<sup>4</sup>), and keep the following questions in mind:

- How does Tall Paul draw on the ideas of language and knowledge in the Prayers in a Song video?
- How do these instances connect with the ideas of cultural wealth and knowledge?



Now that you've watched the Prayers in a Song music video, please share your response to the questions through Flipgrid (embedded below). Just click on the green (+) button, and you will be guided through the process of recording up to a 1 minute and 30 second video. A step-by-step guide is available through the Flipgrid Tutorial<sup>5</sup>. If your computer does not have a webcam, you might be able to record just audio, or you can use the camera on your phone<sup>6</sup>.

Feel free to take a look at the videos that others have posted.

c62a5e FLIPGRID

◀ Back to EDUC-605/Language and Knowledge

### X // Reflecting Back

May 28 9 Responses 30 views 13h Engagement

What are the ways in which Tall Paul draws on the idea of language and knowledge in the Prayers in a Song music video? How does this connect with the ideas of cultural capital and wealth?

Prayers in a Song Lyrics and Analysis

Erin S Robin J Daniel... Henry H Kevin H Sonya H

I love this video so much. ☺

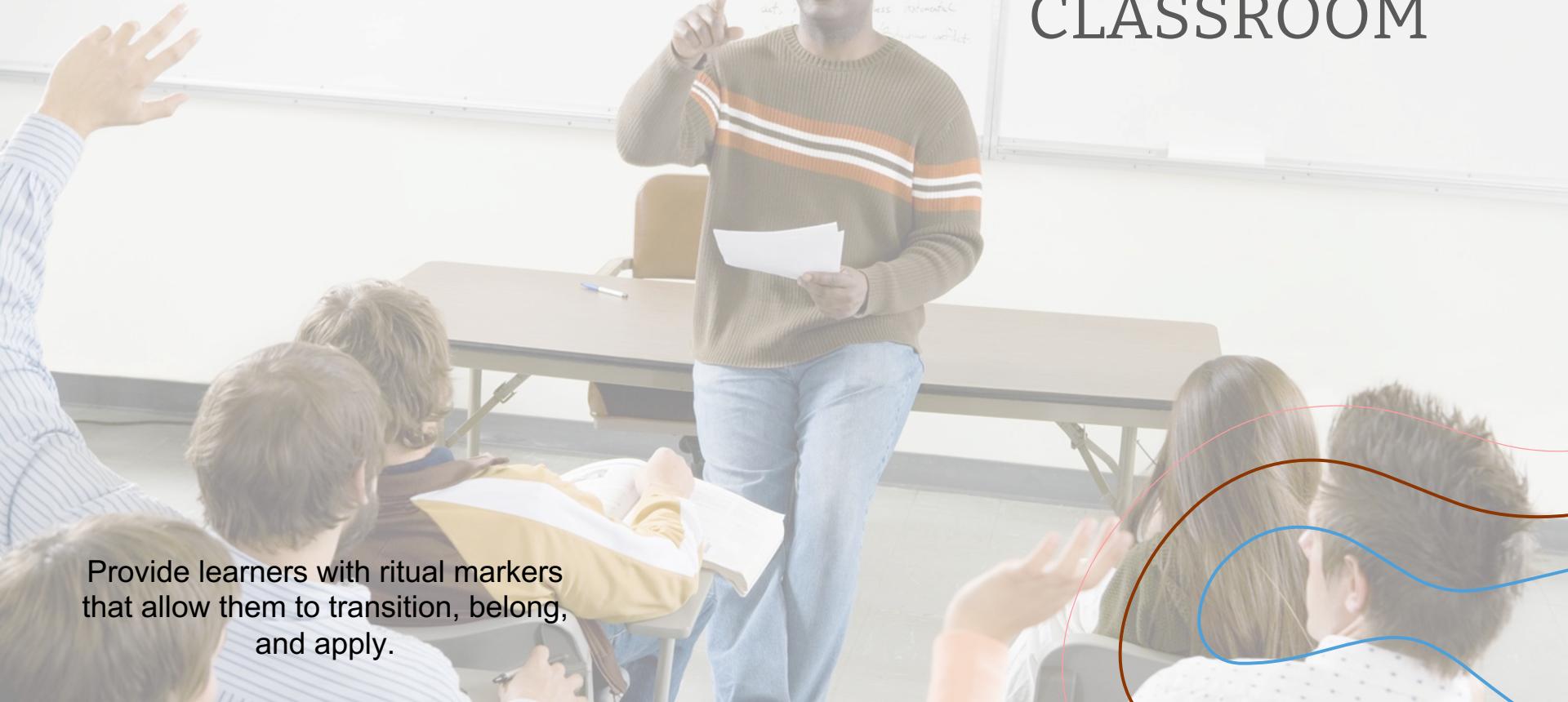
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at the border led by General Deltcheva, the Bulgarian Army put up a strong front. The Spanish forces, led by comandante Jose Coss, took all of 12 days to topple the easily unprepared, isolated Bulgarian army.

Delftcham took his 5 top officers across town lines and personally slaughtered Gen Cruz while he slept. (What we know as the "Decade of Death" - though very cowardly act, it was momentous.)

Cross. My best friend has betrayed me and he sleeps... As we prepare for battle leaving me to believe in only one thing. God is

# IT'S STILL YOUR CLASSROOM

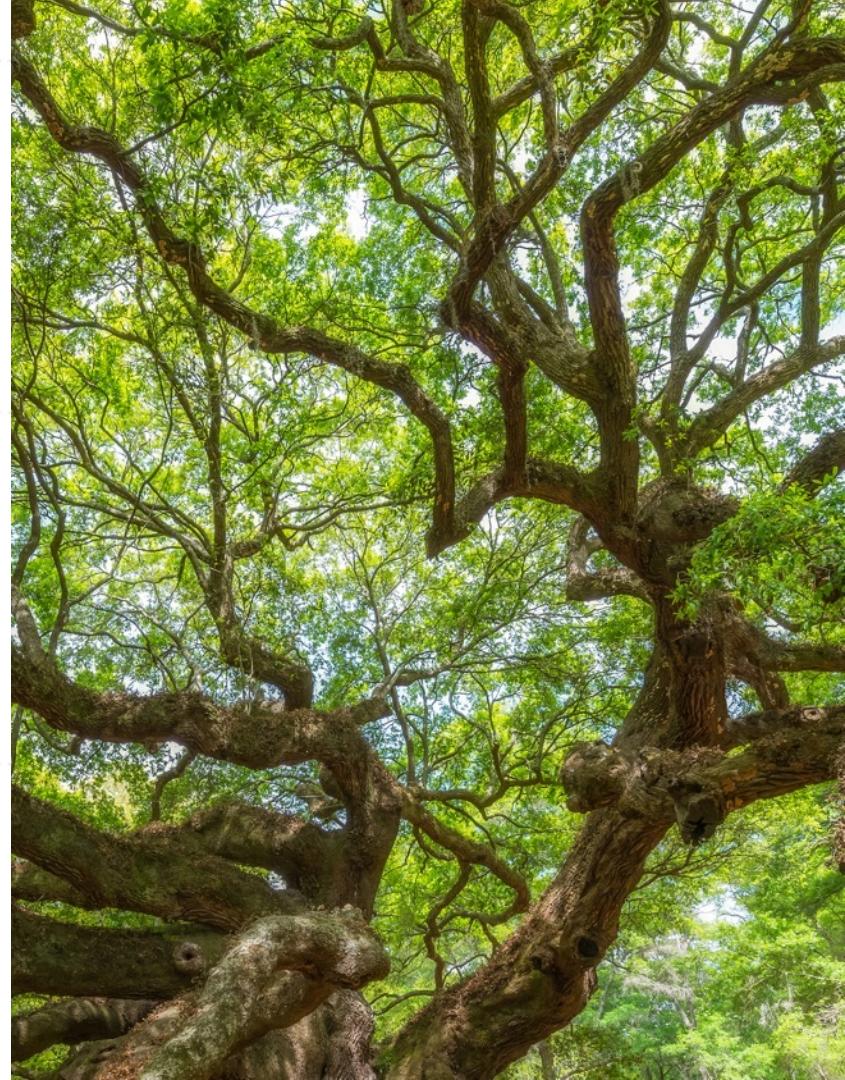


Provide learners with ritual markers that allow them to transition, belong, and apply.

# 03

## FRAMING DISCUSSIONS

Setting up productive conversations



# WHY DISCUSS ONLINE?



# ONLINE ARTIFACTS PERSIST

Seeing discussion as a process over time that requires scaffolding



Seeing discussion as a process of building understanding among learners



# DRAWN FROM TRADITIONS

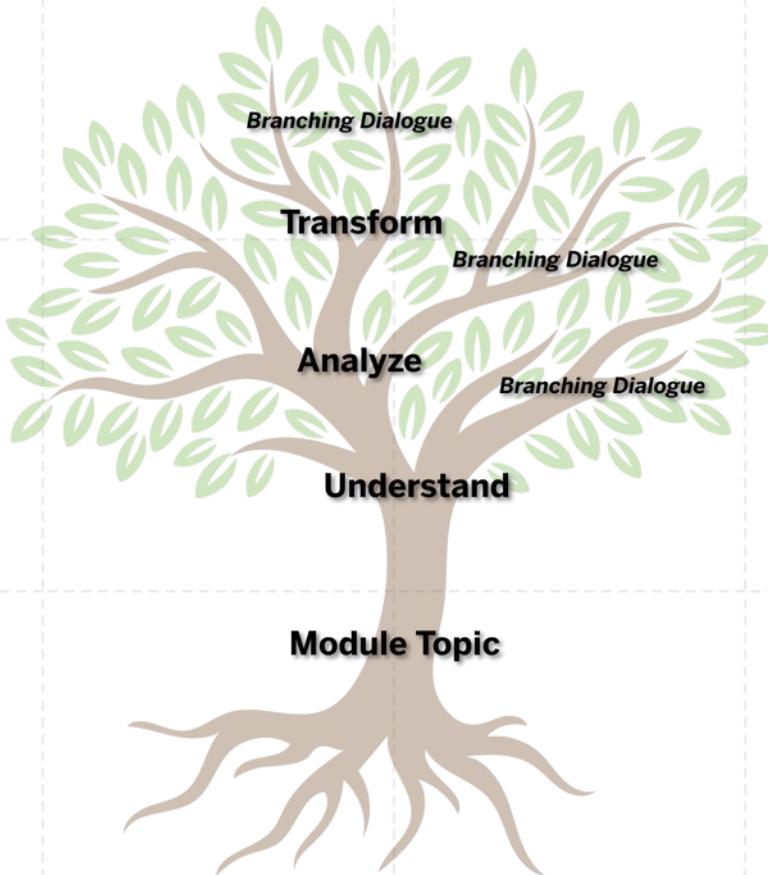
PARDES: Reading and Re-Reading  
for Meaning



CHEVRUTA: Study is Best Done  
Together



# FACILITATING BRANCHING DIALOGUE



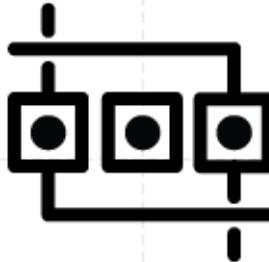
# GENERAL GUIDING PROMPTS



## UNDERSTAND

Using your reading of the articles and your background knowledge and experience, share what you have come to understand.

The goal of understanding is to identify and define the topic according to its boundaries, opportunities, and challenges.



## ANALYZE

Using your reading of the articles and your background knowledge and experience, share how you can analyze information using the topic.

The goal of analyzing is to take the boundaries, opportunities, and challenges of the topic and apply them to different situations and contexts to gain a deeper understanding and build strategies for applying the ideas.



## TRANSFORM

Using your reading of the articles and your background knowledge and experience, share what you have come to understand.

The goal of transforming is to identify a range options and opportunities that can be drawn upon and used to facilitate a deep, rigorous, inclusive, and equitable learning environment for your students focused on building a more just world.

# WHY DISCUSS ONLINE?



Engage learners in online discussions  
to build long-term deepening  
understandings of ideas and topics  
through scaffolded interactions.



# 04

## FRAMING CHALLENGES

Providing engaging ways through  
enduring questions





LEARNING AND TEACHING MEAN  
ENGAGEMENT THROUGH  
CONNECTED PERTURBTION

## TRYING IT OUT

Using Kialo-Edu to support and scaffold the exploration of an enduring question





# I, FOR ONE, WELCOME MY ROBOT HELPERS

Artificial intelligence and learning algorithms have had a significant impact on our work as educators.

Machine Learning plays a role in research, content selection and sequence, checking for plagiarism, and grading assignments, often without us even recognizing it.

Are we ready to offload our work as educators to AIs and algorithms?

# [bit.ly/hsa-robot](https://bit.ly/hsa-robot)

Using Kialo-Edu to support and scaffold the exploration of an enduring question



Set up challenges with tools that allow complexity and can accommodate multiple voices and multiple points of view.



LEARNING AND TEACHING MEAN  
ENGAGEMENT THROUGH  
CONNECTED PERTURBTION

# GROWING THE ENVIRONMENT

Framing For Equity and Engagement



# IDEAS AND EXAMPLES PROVIDE A PLAN

You can bring these ideas into your courses in the ways that feel right to you, fit your content, and engage your students to build opportunities for deep and equitable learning.



# THANK YOU

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