tile: the toolkit for inclusive learning environments

macie hall
center for educational resources
johns hopkins university
arlis/na + vra joint conference
march 8-12, seattle, washington
what is tile?

the toolkit for inclusive learning environments
tile is:

http://guides.library.jhu.edu/tile

resource
repository
collaboration
who created it?

outreach librarian + instructional designer + faculty = tile
who created it?

outreach librarian
+ instructional designer
+ director of LGBTQ life
+ institutional grant
+ faculty

= tile
why is it important?

what’s in the toolkit: videos

Dramatization: A Physics TA’s first day of class
Assisting Spotlights and Starting to Leverage Classroom Diversity (Part 1)
Assisting Spotlights and Starting to Leverage Classroom Diversity (Part 2)
What LGBTQ Students Want Their Professors to Know

Dr. Michele DiPietro, Director of the Center for Excellence in Teaching and Learning at Kennesaw State University, discusses the many aspects of classroom climate and the importance for student motivation and learning.

DRAMATIZATION: A PHYSICS TA’S FIRST DAY OF CLASS

In this video, Trey Mack (Astronomy Graduate Student at Vanderbilt University) plays the role of a Physics TA in the first day of class. The TA makes a series of decisions in the class that are not reflective or inclusive teaching and serve to potentially alienate students and hinder their learning process.
what’s in the toolkit: videos
what’s in the toolkit: resources

• Stanford's Gendered Innovation Site
• Harvard's Implicit Bias Test
• National Education Association (NEA) Diversity Toolkit
• Center for the Integration of Research, Teaching and Learning (CIRTL) Diversity Resources
• University of Wisconsin-Madison Delta Program
Girls and Video Games

Discipline and/or subject:
Computer science, gender studies

Pedagogy:
Case study

Implementation:
This case deals with the representation of females in video games based on the experiences of Madeline Messer, a 12-year-old video game player. Maddie observed that in most of the games she played, the default character was male. If you want to play as a female, you often have to pay. Maddie did some research to test her observation. The results prompted her to write an op-ed piece that was published in The Washington Post. The op-ed piece was read by video game developers and had some surprising results.

Have your students read the NPR piece on Madeline Messer: A 12-Year-Old Girl Takes On The Video Game Industry, April 8, 2015: http://www.npr.org/blogs/money/2015/04/08/390297737/a-12-year-old-girl-takes-on-the-video-game-industry

Further Reading/Resources:
A course where students are developing video games provides an opportunity for students to examine these issues in greater depth. Although the numbers of girls and women playing video games are increasing, there are far fewer female characters portrayed in games than males. There are even fewer minorities and people with disabilities represented. Additionally, female characters are often hyper-sexualized. Consider having teams of students re-examine these issues, along with gathering data to examine the socio-economic and ethnographic backgrounds of gamers. In a game design course, students could be tasked with creating a game that is more inclusive, based on what they find from their research.

Learning Outcomes:
- Students will discuss how gender bias affects young girls.
- Students will be able to describe how price discrimination becomes gender discrimination.

Submitted by Shannon Simpson, Librarian for Student Engagement and Information Fluency, Sheridan Libraries, Johns Hopkins University

in class activities

Twitter feed screenshot: https://twitter.com/search?q=STRANGEFRUITPR&src=typd

StrangeFruitPR @StrangeFruitPR · 6m
We thought the term "strange fruit" really could stand for someone who stood out in a crowd, a talent that was different and remarkable—
guest speaker
when you don’t consider diversity
what happens next?

use

share

spread the word
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