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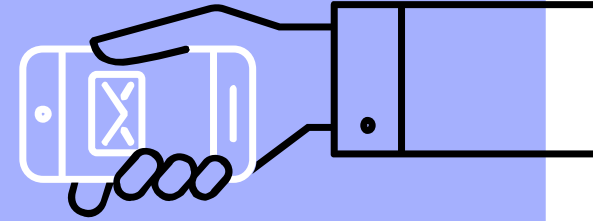
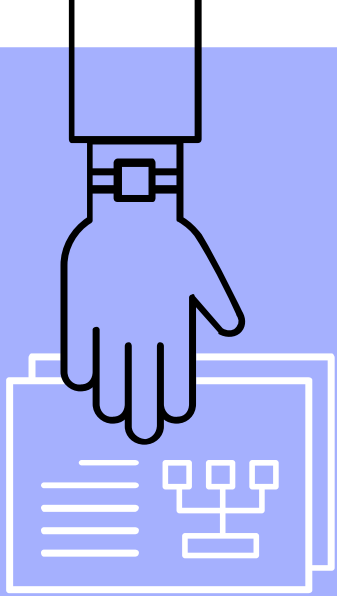
What is DEI?

Sophia Zheng

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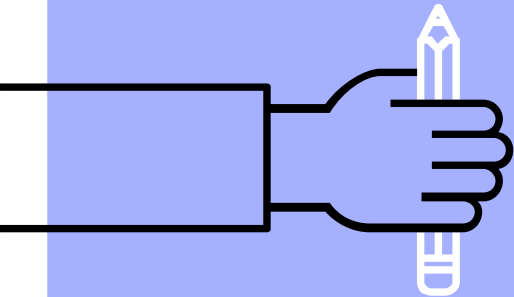
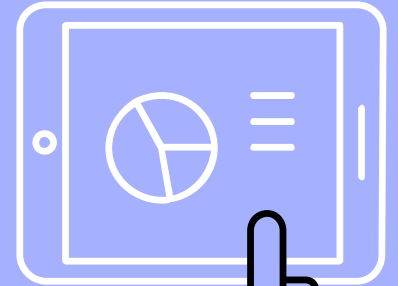


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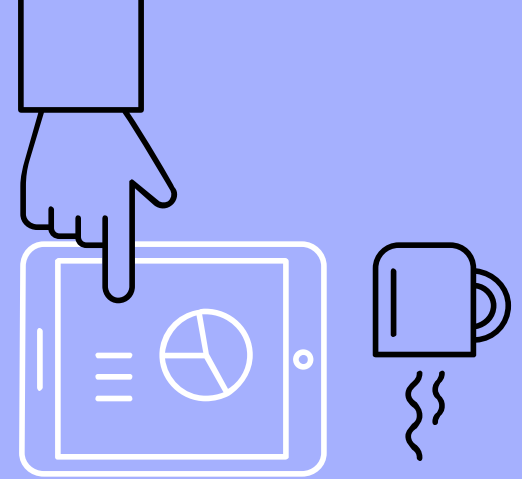
What is DEI?

By: Sophia Zheng
Instructor: Dr. Jessica Murray



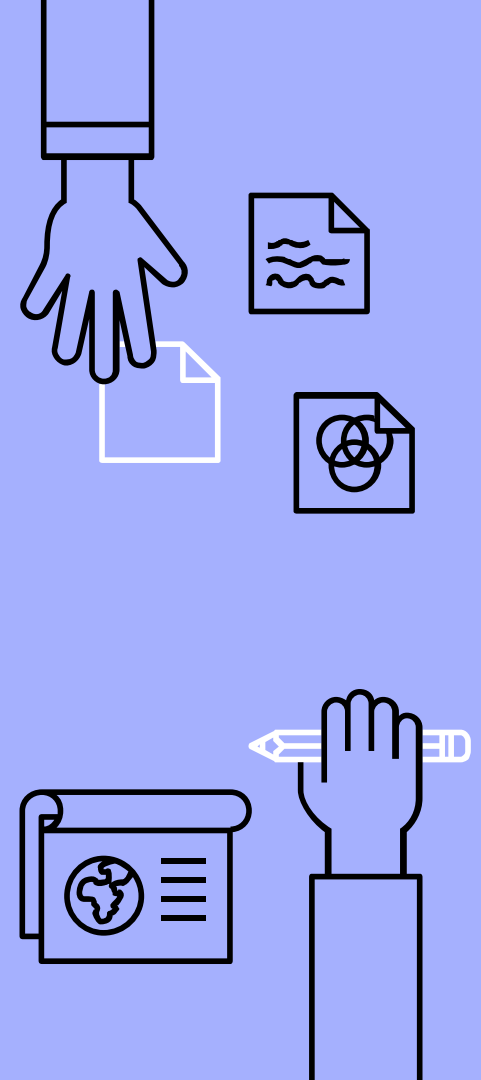
Learning Outcomes

1. Student will have a foundation of what is Diversity, Equity and Inclusion
2. Students will have the knowledge that maintaining a inclusive environment is a individual/group effort
3. Students will be more familiar with their own identities and have the ability to use diversity, equity and inclusion as a worldview.



Purpose/Importance

1. The purpose as to why I chose my second topic which was, “What is DEI?” is because as an incoming freshman, I quickly learned that many people are not very informed with the word choices that they use and how much power it carries that can cause a lot of harm. This presentation is to educate others in the power of words and why it is important to hold ourselves and others accountable.
2. Educating and informing others on diversity, equity and inclusion is important because it creates an environment where people are seen, heard and respected. People are able to appreciate what individual differences can bring to a classroom setting and workplace.



Goals

The goal of my presentation, “What is DEI?” is to help demonstrate to students that diversity, equity and inclusion is not only associated with race/ethnicity. It affects all forms of identities. According to research DEI is related but not limited to experience, discrimination, bias, social and sexual harrassment/assault (Dobsha, 2021). Everyone of every identity is exposed to this regardless of what they identify as, I wanted students to understand the definition and why it is such a important topic. To help first year students understand DEI, I decided to take a different approach by implementing the activity I used which were filled true and false with statements about different countries and the result of the activity ended up having students see that they don’t know everything and their assumptions about a specific place of origin is incorrect.(Foo, 2020) This helped students understand that they should not talk about topics that have no evidence that backs them up. Assumptions and biases about information they don’t know can cause damage that is not easily fixed.



Lesson Planning

Materials and Activities Used

- I used Google slides to present to the class
- The activities involved were Peardeck a anonymous add on feature on google that allows students to participate anonymously with their laptops/phones,
- Created a activity called “Fact or Cap?”, where students answer true or false statements through a add on feature called Peardeck on google slides about random facts around the world.

Student Engagement

- Throughout my presentation I provided examples to clarify any confusion
- There were questions on slides to ask students throughout the presentation to keep students focused.

Self- Reflection

After presenting this topic I felt that I have created a amazing relationship with the students. Everytime I presented or spoke during class I am always so happy and due to the nature of my relationship with the students, I felt extremely comfortable presenting a serious topic. As a student facilitator I truly felt that not only I was able to successfully accomplish the learning outcomes of this course but I was able to make a positive impact in how students view themselves and others.

Feedback from Students/ Instructor

Instructor: “This activity was a fun way to explore a serious topic I learned things I didn’t know about the world. Thank you for making this topic approachable + memorable”

Student’s

“After this activity I now know that there are a lot of cool things out there to learn about that I may not know about other countries”

“This presentation has changed my perspective on diversity because there is a diversity in people’s answers for the fact or cap activity. We were all taught different ways and how we make decisions”

“This presentation has changed my mindset because I had a lot of biases of things going into it that were proven wrong”

References

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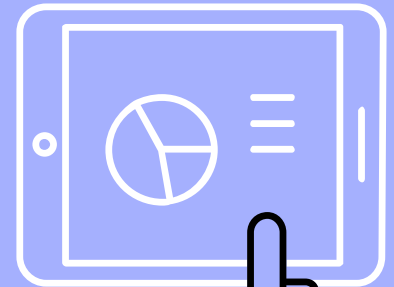
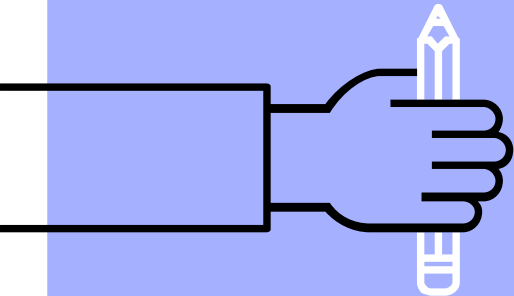
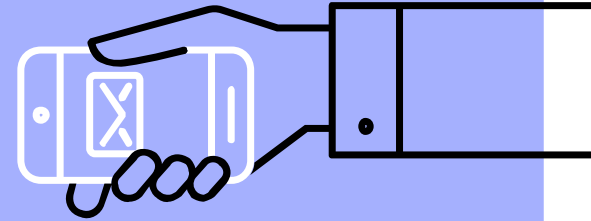
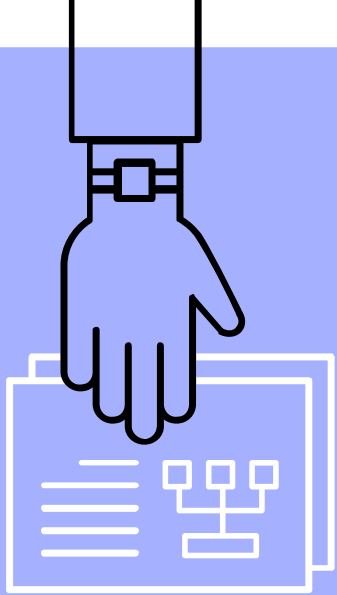
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THANK YOU!

What is DEI?

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DEI?

Diversity

Equity

Inclusion



How do you define diversity?



Students, write your response!



“

Diversity- The range of dimensions that individuals and groups bring to educational experiences.



How do you define equity?



Students, write your response!

“

Equity- Freedom
from biases or
favoritism



How do you define inclusion?



Students, write your response!

“

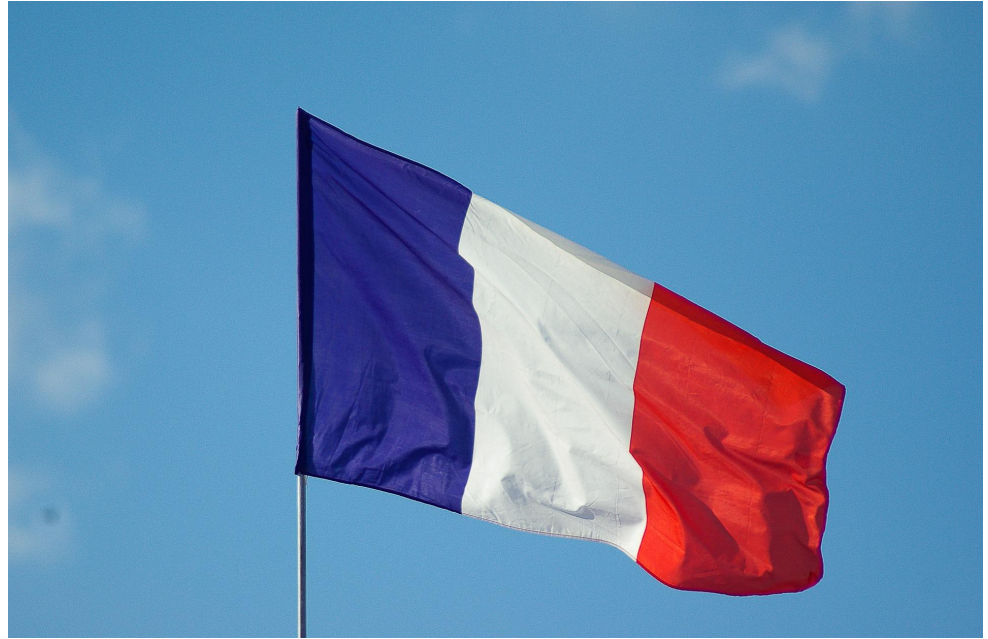
Inclusion- a sense of belonging, feeling respected and valued for who you are.



ACTIVITY

Fact or Cap?

French Fries were invented in
France



Students choose an option

People with accents are not
intelligent



Columbia's brightest
rainbow is a river



Students choose an option



United States is the
richest country

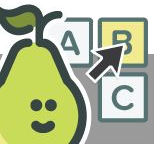


Macchu Pichu is an
earthquake-proof city



Students choose an option

Mount Everest is the tallest
mountain in the world



Students choose an option

Assumptions?

Believing in biases and stereotypes creates a harmful mindset that impacts how we interact with others.



Resources/Involvement on Campus

- Multicultural Life and Diversity Office
- President's Office On Inclusive Excellence
- Sexual Orientation, Gender Identity and Expression (SOGIE)
- Title IX Coordinator/Deputy Title IX Coordinator
- Interfaith Center
- Center for Gender and Intercultural Studies Committee (CGIS)
- Jewish Studies Committee
- Educational Opportunity Program (EOP)
- Cortland's Urban Recruitment of Educators (C.U.R.E.)
- SGA position-Director of Diversity , Equity and Inclusion
- Chief Diversity Officer (CDO)/ Institutional Equity and Inclusion Office

Reflection

(Write this on your Reflection sheet)

How are you all feeling after this activity?

Has this presentation changed your perspective of diversity, equity
and inclusion?

Thank You for
Listening!

