

# NISTS 2021

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*Sponsored Session*

### **Bloom's Taxonomy as a DEI Learning Journey**

Diversity and Inclusion, Matriculation Trends and Issues

Since its introduction in 1956, Bloom's Taxonomy has helped learning professionals match the training they create to the outcomes they seek. But could Bloom's Taxonomy also be used as framework to help us build a culture of diversity, access and inclusion for transfer students at your institution? This presentation will look at the how organizations can use Bloom's learning approach to drive cultural change by starting simply and building to the complex. We will also discuss how to structure your DEI strategy to support everyone's learning journey and drive effective change management.

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# Bloom's Taxonomy as a DEI Learning Journey

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# DEI is a learning journey

- To execute a successful DEI strategy, your staff must have some foundational skills
- Bloom's Taxonomy demonstrates how expertise builds knowledge
- Can serve as a helpful framework for developing an effective transfer student recruitment strategy



# What is Bloom's Taxonomy?

Classification system used to define and distinguish different levels of human cognition from simple to complex



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# Remember

- Recall facts and basic concepts
- Knowledge is the precondition for action
- Largely passive
- What training looks like:
  - Define terms
  - Highlight relevant facts
- Activities that promote Remember
  - For example, flashcards, memory activities, reading materials, presentations and videos
- Impact? Low



# DEI in Remember

- Understanding DEI\*
  - Diversity = Collective of characteristics
  - Equity = Fairness with full potential
  - Inclusion = Authentic investment in others
- Knowing the demographics of your institution
  - Race/ethnicity
  - Geographical breakdown
  - Traditional vs. Nontraditional
  - Socioeconomic Status

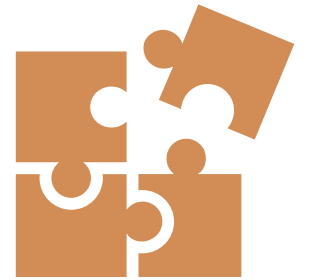
\*Adapted from the Center for Creative Leadership

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The logo for the National Association for College Admission Counseling (NACAC) is located in the bottom right corner. It features the acronym "NACAC" in a white, sans-serif font, set against a background of a colorful, abstract pattern of overlapping paper-like textures in shades of blue, orange, and purple.

# Understand

- Translate and interpret knowledge
- Explain ideas or concepts
- What training looks like:
  - Explore the why
  - Connect the dots
- Activities that promote Understand
  - Case studies, mind maps, discussions, summarizing, think-pair-share
- Impact? Higher, but still have not translated into the real world
  - But often where most training programs stop!

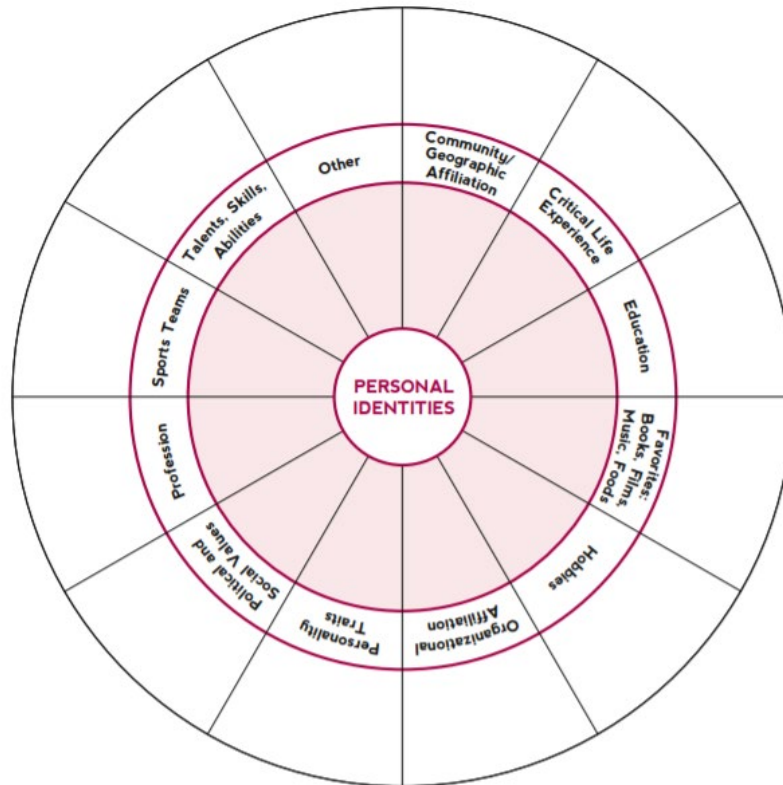


# DEI in Understand

## Identity Wheel Activity

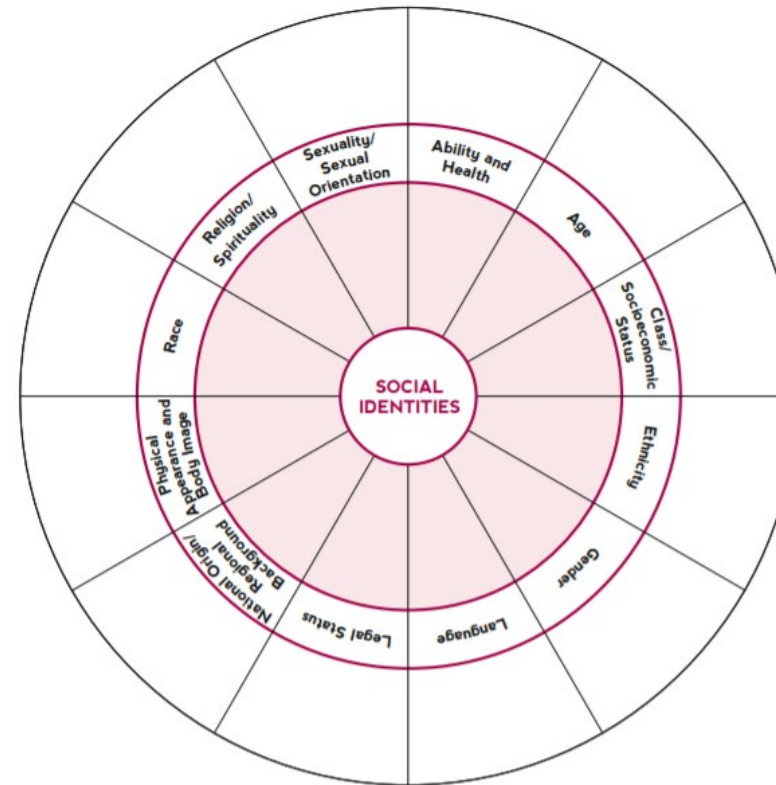
### PERSONAL IDENTITY WHEEL

Fill in your identity for each of the categories listed. In the inner circle, record the identities that are the most important or salient to you. In the outer circle, record the identities that are less important or salient to you.



### SOCIAL IDENTITY WHEEL

Fill in your identity for each of the categories listed. In the inner circle, record the identities that are the most important or salient to you. In the outer circle, record the identities that are less important or salient to you.

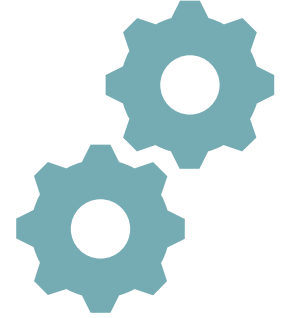


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# Apply

- Apply knowledge to different situations
- Where the ‘rubber meets the road’
- What training looks like
  - Includes on-the-job elements
  - Starts to get messy
- Activities that promote Apply
  - Action planning, own-case studies, flipped classroom, gallery walk, experiments
- Impact? Significant, especially when paired with goal setting and accountability measures



# DEI in Apply

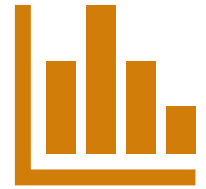
- Is your institution doing DEI work?

OR

- Is your institution an equitable and inclusive environment?

# Analyze

- Draw connections among ideas
- Break down information to look at relationships
- What training looks like:
  - Flips to participant-led learning
  - Structured time provides a framework investigation
- Activities that promote Analyze
  - Debate, research, flowcharts, muddiest point
- Impact? Strong! Much deeper level of cognition
  - *People believe what they say more than what they are told.*



# DEI in Analyze

- Conduct staff focus groups to assess the DEI landscape within your office.
- Summarize the results and share with staff.
- Center DEI in your office/institution.



# Evaluate



- Justify a stand or decision
- Make judgements based on evidence found
  - Adding evaluative judgement to the analysis
- What does this look like in practice
  - Use classification and data to support a hypothesis
  - Establish objective measures
- Activities that promote Evaluate
  - Success measures, dashboards, pros & cons, surveys\research
- Impact? High, but not something you create every day

# DEI in Evaluate

- What are your measurable outcomes?
- Recognizing your own biases.
- Giving and receiving feedback.
- Identifying antiracist practices and policies within your transfer admission process.
- Identifying antiracist practices and policies within your institution.

# Create

- Produce new and original work
- Compile information to generate new solutions
- What does this look like in practice
  - Breakthrough thinking
  - Unique creation
  - Never before seen
- Activities that promote Create
  - Undefined – each path is unique
- Impact? Rarely truly necessary,
  - Be cognizant of the ‘shiny penny’ effect



# DEI in Create

- Craft a DEI mission statement.
- Actively implement mission statement to facilitate change at your institution.



# Types of Cognition

- Bloom also defined types of cognition
- Metacognitive knowledge is worth highlighting
  - Awareness and understanding of one's own thought processes
  - Foundation of expertise
    - Often built over time through experience
  - Enables us to evaluate our actions in real time
- Best way to build metacognitive skills?
  - Reflection
- Can be included in all levels

# Wrap Up

- Not one-size-fits-all
- Continuous reflection
- DEI efforts are ongoing and evolving

# Questions?

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