Your Name:
Donnalie Wilson

Lesson Title:
Virtually Bias Free: Implementation of a Diversity, Equity, and Inclusiveness Campaign in Upper Elementary Classrooms using a Virtual Reality Scenario-Based Gaming Software.

Introduction:
This lesson is divided into five 90-minute time blocks and meant to compose a weeklong campaign to promote healthy school culture in upper elementary school children. The future technology utilized in this lesson is a virtual reality program designed to help build empathy, anti-bias, and self-advocacy in children. Through successful utilization of the technology, students should be able to achieve outcomes and objectives aligned to the social justice standards from the Teaching Tolerance Anti-Bias Framework for Education. The lesson was designed using the Ethical Technology Integration in Education (ETIE) Framework and the NIPFE Framework for technology implementation in learning. All frameworks used in lesson design center students and prioritize their ownership of the learning process.

The VR platform being implemented in learning would be accessible to all students. Those that could comfortably do so would wear googles and gloves, those that could not would have facemasks, screens, and other options for creating the immersive environment. The technology would be licensed and approved for use with children being a modified version of a VR training tool that had become popular in the corporate world. All teachers facilitating this lesson will have a responsibility to train with the technology and personally complete several scenarios before implementation in a classroom. Teachers will also have a responsibility to obtain parent/guardian consent according to the ETIE framework guidelines, to have clear boundaries for implementation that prioritize safety and privacy, and to limit unnecessary exposure/overutilization of the technology.

Students using the software will create a persona aligned to their own identities and interests. It is hoped that students will feel free to incorporate identities they may not have disclosed to others in their physical classroom or home environment into their characters. After this stage, the software will run a baseline test of student empathy, potential biases, and self-advocacy with a "first day at a new school" scenario that allows students to interact and respond to characters like a school bully and a biased teacher. Teachers will receive coded student responses from the baseline test that they can use to help assign a developmentally appropriate scenario for formal integration of the technology and for a class group challenge, where students work together to solve a fictional school injustice in the virtual world. The group scenario is the only time students will interact with others in their class as opposed to computer-generated personas. Students will not be penalized for any choices they make in the game or any negative actions taken against other characters, but if there is concern with a students' levels of empathy, bias, or self-advocacy, there will be an intervention designed with a school counselor for ongoing development in those critical social-emotional skills.

If parents/guardians do not consent to the use of the VR equipment for their child's empathy, anti-bias, and self-advocacy training, the student can complete scenarios in another format with a non-emerging technology (computer, paper/pencil, etc). If a parent/guardian does not consent to the content of the exercise, there will be a meeting held to clarify the school expectations for safe space, anti-bias, and DEI and the no tolerance policy for harassment and hate speech. During the meeting, the parent will be asked to take full responsibility for any major breaches in school safe space expectations as a result of missing the training.

Grade or Age Level of Student(s):
This lesson is designed for upper elementary school children, specifically children in 4th and 5th grades. Students in these grade levels tend to be between the ages of 9 and 10. The lesson is aligned to the Teaching Tolerance Social Justice Standards for grades 3-5.

Objectives:
1. Students will be able to name their primary identities and use them to create a VR persona.
2. Students will be able to recognize and respect differing identities in others.
3. Students will be able to identify bias, prejudice, and other injustices in a realistic school scenario.
4. Students will be able to demonstrate empathy towards themselves and others.
5. Students will be able to advocate for themselves and others when faced with an injustice.
6. Students will be able to safely and effectively utilize a VR system for learning.
7. Students will be able to co-construct their learning experiences and desired outcomes.

Standards Addressed: Teaching Tolerance Social Justice Standards
- ID.3-5.4: Students will express pride, confidence and healthy self-esteem without denying the dignity of other people
- DI.3-5.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people
- JU.3-5.12: Students will recognize unfairness on the individual level (biased speech) and injustice at the institutional or systemic level (discrimination).
- AC.3-5.16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
- AC.3-5.18: Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.

Timeline:
This lesson is designed to take five 90-minute blocks, ideally one block a day from M-F. Each block of the lesson is aligned to a different stage in the NIPFE model for technology integration into the classroom.

Materials:
- Student journals
- Colored Pencils
- Instructional Slides
- VR equipment for students and teacher
- Computers
- Student Feedback Surveys
- Student data

Grouping Strategies:
Each student will have their own set of VR equipment differentiated to their needs. They will complete two of the three VR scenarios independently and will complete the group challenge together as a whole class. Because the lesson objectives are focused on individual student social-emotional development, the majority of the activities are independent learning as opposed to group work. Students that need assistance with their technology, will have a teacher or classroom aide to assist them.

Learning Activities:
- Block 1: Needs Analysis Stage
  - 10 min: Students use journals and colored pencils to create personal identity wheels
  - 10 min: Transition (Teacher explains the goals and objective for the week and the outline of the lesson)
  - 15 min: Class discussion (students ask questions/share concerns about the technology and/or the plan for the week)
  - 25 min: Modeling (students watch as the teacher models using the VR gear and playing through a scenario- they can see teacher actions and choices on a screen)
  - 15 min: Class debrief (students debrief the teacher scenario and ask any new questions about the process)
  - 15 min: Equipment distribution (teachers and/or aides help to assign and fit equipment to students according to their needs in preparation for block 2)
- Block 2: Informal Integration Stage
  - 10 min: Students read a definition of the word empathy and reflect in their journals about a social situation in which they were shown empathy by someone else and/or showed empathy to others.
  - 5 min: Students share their reflection with a partner.

- o 5 min: Transition (teacher repeats expectations for tech use and objectives for the day)
- o 40 min: Students enter VR environment, create their persona, and play through the baseline scenario.
- o 20 min: Class discussion (students discuss initial experience in the VR environment and what they liked/disliked about the program)
- o 10 min: Students use a computer to complete a survey with specific feedback for teacher about the initial VR experience.
- Block 3: Planning and Development Stage
  - o 10 min: Students read a definition for the word bias and reflect in their journals about a previous school experience in which they experienced bias and/or were biased towards another person.
  - o 5 min: Students have the option to share examples with the class if they wish.
  - o 5 min: Transition (teacher explains expectations and objectives for the day)
  - o 40 min: Small Group Work (students work together to create a list of ways they think their classroom/school can be more empathetic and less biased- the teacher will use their reflections in selecting the group challenge for formal integration)
  - o 20 min: Independent reflection (students reflect in writing about which of the group priorities feels most essential and important to them – this will be the topic of the scenario they explore during formal integration)
  - o 10 min: Equipment modifications/Formal Integration plan (students have the opportunity to work with teacher and make any adjustments needed to the equipment or VR environment for the next block.
- Block 4: Formal Integration Stage
  - o 10 min: Students read a definition for self-advocacy and reflect in their journals about a time when they advocated for themselves and/or saw another student self-advocate.
  - o 5 min: Students share reflections with a partner.
  - o 5 min: Transition (teacher explains the expectations for tech use and objectives for the day)
  - o 30 min: Students enter VR environment and play through a solo scenario
  - o 10 Min: Transition/attend to human needs
  - o 30 min: Students enter VR environment and play as a class through the group challenge
- Block 5: Evaluation & Critique Stage
  - o 10 min: Students are shown class averages on assessment points and reflect independently on class rates for empathy, anti-bias, and self-advocacy.
  - o 30 min: Class discussion about data and group challenge
  - o 10 min: Transition
  - o 20 min: Students are shown their individual averages on assessment points and reflect independently on their own scoring for empathy, anti-bias, and self-advocacy.
  - o 20 min: Students use a computer to complete a survey with specific feedback for the teacher about the initial VR experience

Diversity:
Instruction is adapted to meet student needs in a variety of ways. First, the VR system itself is accessible and accommodating to different student physical needs. Within the VR environment, there is equitable representation of student identities (i.e. a student who uses a wheelchair can choose that option for their persona). The scenarios are diverse and made to meet a variety of student needs, they are not created solely from the lens of educating the privileged as anti-bias training often is. The lesson offers ample opportunity for student feedback, input, and modification of activities to meet any unexpected needs that develop. There will be interventions put in place for students who uncover new social-emotional learning needs through the completion of learning activites.

Assessment:
Students will be assessed through the way their interact with the virtual environment and the choices they make during immersive game-play. Specifically, the software will record and code:
- The percentage of inequities the student correctly identifies
- The effectiveness of the actions the student chooses to take in response to a prompting event
- The number of attempts at unprompted or proactive empathy and culture building
- The student contribution to the overall success of the whole class group challenge.

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