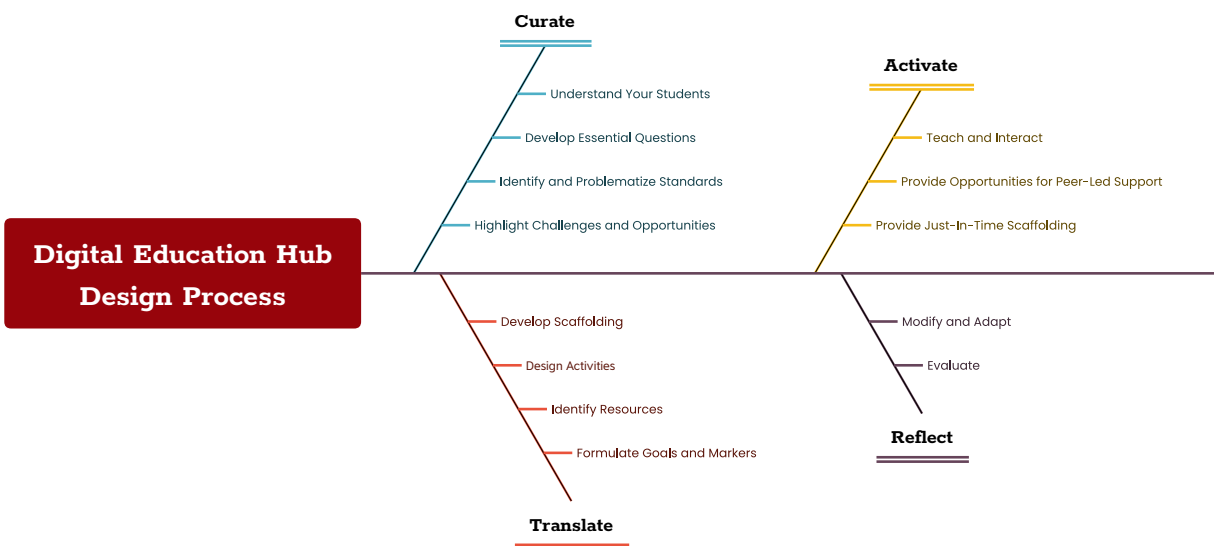# Digital Education Hub Design Process

The **Digital Education Hub Design Process** is a component of the DEH Instructional Design Model. The Process is designed to give teachers, educators, and curriculum designers a pathway for developing, enacting, and evaluating lesson plans, units and modules, and learning experiences in a range of settings. Presented here as linear, it is designed to be spiral, that is, *Reflect* will take one back to *Curate*. While it is recommended that the process proceed in order according to the Stages or top-level activities (*Curate*, *Translate*, *Activate*, *Reflect*, and back again), it is not necessary to complete the second-level activities or steps in each top-level activity.

Curate
- Understand Your Students
- Develop Essential Questions
- Identify and Problematize Standards
- Highlight Challenges and Opportunities

Activate
- Teach and Interact
- Provide Opportunities for Peer-Led Support
- Provide Just-In-Time Scaffolding

Digital Education Hub Design Process

Translate
- Develop Scaffolding
- Design Activities
- Identify Resources
- Formulate Goals and Markers

Reflect
- Modify and Adapt
- Evaluate

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Curate

The first stage of the process is *Curate*, during which the educator identifies and collects information about the setting and sets the stage for the rest of the process.

- **Understand Your Students.** Understand who your learners are in both concrete and abstract ways, understanding individual student strengths, needs, experiences, as well as the communities with which they identify.
- **Develop Essential Questions.** The concept of essential questions allow the educator to determine the broad areas of focus in the unit, lesson, or experience by determining what

REFERENCE AS: Price, J. F., Waechter-Versaw, A., Hall, T., Magee, P., Santamaría Graff, C., Willey, C., & Moreland, B. (2022). *The Digital Education Hub Design Process*. Digital Education Hub of the IU School of Education-Indianapolis at IUPUI.

will be **uncovered** during the learning process and what is **important** to understand and be able to do.

- **Identify and Problematize Standards.** State and national standards provide important guidance for understanding how content relates and is connected with practices and skills. Looking over the appropriate standards documents is an important step. It is also important to interrogate and problematize the standards to understand what is being favored, what is being left out, and what is being sustained.

- **Highlight Challenges and Opportunities.** Thinking ahead and mapping out the potential challenges and opportunities of engaging with students on this topic will provide the educator with an understanding of where scaffolding may need to be provided or what might need to be adapted to facilitate deep learning and transformative activity.

Translate

Translate is the stage at which the questions and ideas from *Curate* become more concrete and can be made understandable by the learners. While the starting and end points are identified in *Curate*, possible pathways are mapped out in *Translate*.

- **Formulate Goals and Markers.** Along the pathway of deep and transformational learning, it is important to set guideposts so that you and your students are on a good path. Developing a set of intermediate and long-term goals facilitates this process.

- **Identify Resources.** Resources and materials are important for students' learning as they expose learners to new ideas and information as well as opportunities to see themselves in the learning. Resources may be any type of *media* (books, websites, videos, podcasts, etc.) as well as *people* such as content experts, community members, etc.

- **Design Activities.** Activities are where learners make sense and meaning by comparing against their own knowledge and experiences and prepare plans for future engagement. Following the *Essential Questions* and the *Goals and Markers* as guides, activities provide concrete pathways to deeper understandings and transformative practices.

- **Develop Scaffolding.** Learners are diverse and require varying levels of scaffolding to ensure equitable engagement with the learning environment. As *Resources* are identified and *Activities* are designed, intentional structures of scaffolding are developed to ensure this equity and growth.

Activate

The *Activate* stage is what most people think of as "teaching," engaging with learners, materials, and activities. This stage also requires some real-time adjustment and judgment as supports and scaffolding that may not have been predicted are put into play.

- **Teach and Interact.** Enact the lessons, engage learners in activities, and provide feedback. Whether face-to-face, online, or hybrid, learners have the opportunity to engage in deep

and transformational learning.

- **Provide Opportunities for Peer-Led Support.** One instructional asset that is often overlooked is *peer support*. When engaged with intention and guidance, peers can help each other learn, grow, and succeed in ways that educators may not be able to.

- **Provide Just-In-Time Scaffolding.** As additional scaffolding and guidance may be necessary to fully engage in deep and transformational learning, educators bring in additional *Resources* and *Activities* to support learning.

Reflect

The *Reflect* stage allows the educator to look back and plan for the next time the lesson, unit, or experience is enacted, or to look forward to the next lesson, unit, or experience.

- **Evaluate.** In evaluating the process, the educator asks, What deep and transformational learning have my students developed? What met my students' needs and what did not? What just-in-time scaffolding did I add, and should that scaffolding be integrated from the beginning next time? What could I have done differently?

- **Modify and Adapt.** Based on the ideas surfaced during *Evaluate*, the educator can make adjustments and modifications for new experiences moving forward, as well as modify and adapt the experience for future enactments.