

# Teaching for Inclusion & Equity Intermediate Badge Artifact

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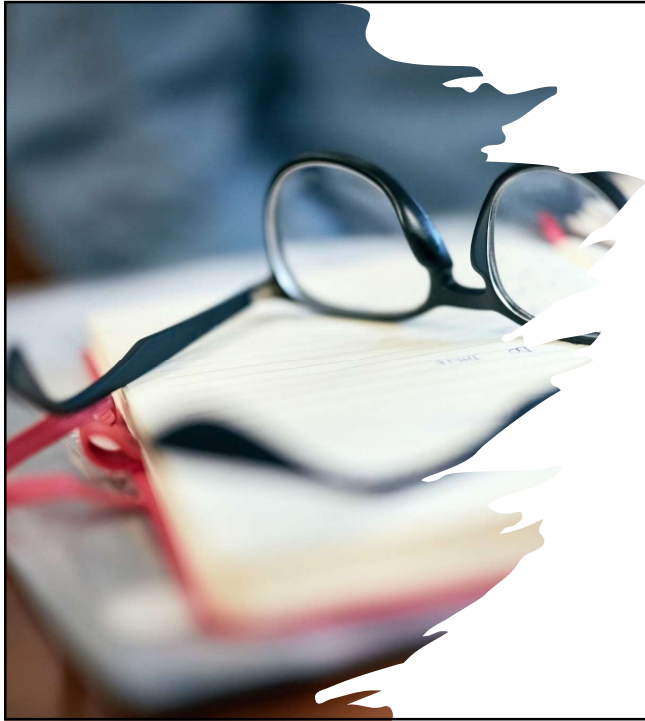
1

## International humanitarian crisis simulation

- Founded at DU in 2012
- Annual immersive one-day event
- Grown into a exercise involving over 70 people (planning, acting, participating)
- Since 2022 - formal partnership with with CO School of Public Health (COSPH)
  - With participation from Red Cross and CU emergency medicine dept.



2



## Simulation preparation course

- Co created with academic partner at COSPH
  - Same content at DU and COSPH
  - Same assignments
  - Different modes of delivery
    - DU: online asynchronous
    - COSPH: in-person/flipped


3

## Intermediate TIE project

- Aim:
  - To address problematic aspects of international humanitarian aid work, especially those that arise from power imbalances and inequities.
- How:
  - Include readings, discussions, reflections, and exercises in the course that elevate marginalized perspectives and facilitate student reflection on their own positionality.
  - Include elements in the simulation exercise that test student ability to apply these concepts



4



## Learning objectives

learning objectives for the simulation course

- Be able to describe and apply practical approaches for ‘decolonizing’ aid
- Be able to advocate for the importance of partnering with local actors and communities in humanitarian contexts

learning objective for the simulation exercise


- Put the needs of local stakeholders first, including advocating for community members in decision-making roles, consistent with localization and decolonizing aid frameworks.

5

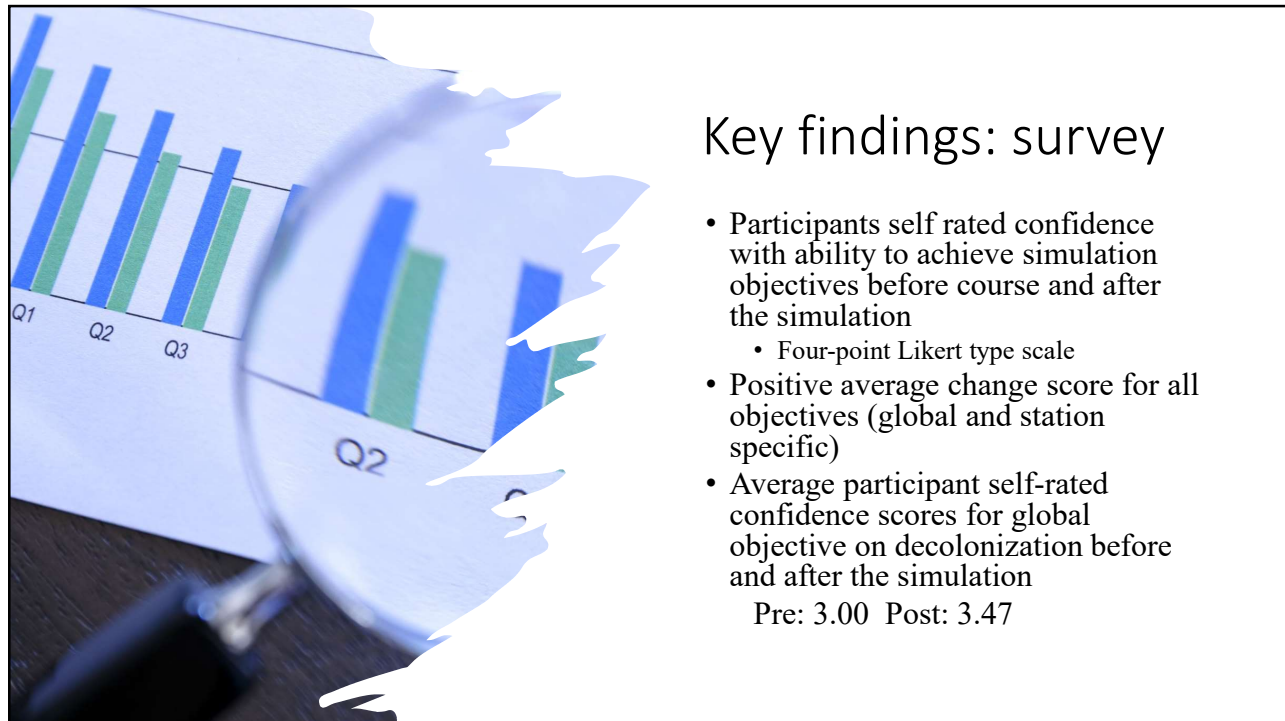
## Assessment approach

We have 3 evaluation components

- a) Anonymous Pre/post simulation survey
- b) Expert evaluator observations during the simulation
- c) participant post-simulation reflection paper (includes a specific prompt )
  - a) Please comment on aspects of ‘decolonizing aid’ within the sim. Were ‘decolonizing aid’ components clear? Did these components resonate for you? How could this affect your future work? Do you have specific suggestions about how we might enhance these components in future sims?



6



7



8

## Key findings: Reflection paper

- Most students came into the simulation with limited prior engagement with the issues
  - Most of those indicated satisfaction with the course content and simulation components
  - They reflected on their increased awareness
- A few participants indicated that they had more prior experience with these issues and that they were looking to go beyond awareness and strategies to practical solutions.
- 2/3 of participants felt that the simulation exercise successfully showcased the importance of decolonizing aid. Others felt this was more highlighted in the course content.

"I think the simulation did an amazing job of continuing the push for the conversation of decolonizing aid and the tools used this year should remain the same for the upcoming years." – course participant

9

## Future directions

- Utilize the findings of the assessment of the 2023 course and simulation to inform the 2024 course and simulation including through:
  - Clearer communication of what students can expect in the course and the simulation
  - More explicit inclusion and reinforcement of these issues during the simulation exercise
  - Adjustments to course content and actor roles in the simulation.



10