



LESSON PLAN

Using Diversity to Drive Innovation

<i>Title</i>	Using Diversity to Drive Innovation
<i>Course</i>	Courses in Computer Science and Engineering
<i>Author</i>	Karen Rambo, Associate Professor, Coordinator of Educational Psychology Department of Learning Sciences and Human Development, West Virginia University
<i>Time duration</i>	The assignment includes a 15-minute video and set of questions to be completed outside of class time, followed by a 10-15 minute in-class discussion.
<i>Overview</i>	This activity is designed to explore how diversity can help drive innovation. Without diversity, we make design decisions based on our own experiences and assumptions. The majority of new ideas are really combinations of existing ideas. This means the more people who come together from different backgrounds, with different experiences, the more likely it is that their ideas can result in a new idea.
<i>Objective</i>	<ul style="list-style-type: none">• Develop awareness about the benefits of diversity• Identify tangible examples of how diversity can benefit innovation and creativity
<i>Materials</i>	Student Handout (see last page/attachment) Online video and questions found in attachment. Using diversity to drive innovation: Kristian Ribberstrom at TEDxSpringfield: https://www.youtube.com/watch?v=7mhKfyRtFB0
<i>Procedures</i>	Students watch a video and complete a set of questions outside of class time, followed by a 10-15 minute in-class discussion.

Discussion Guide

Start the discussion by reviewing the premise of the assignment:

The majority of new ideas are really combinations of existing ideas. Meaning, the more people who come together from different backgrounds, with different experiences, the more likely it is that their ideas can result in a new idea!

The students watched a video about how a company uses the power of diversity to drive innovations. They were asked what they found most interesting and/or surprising about the information in the video.

1. Ask the students to discuss their answers to the above question with their peers (allow 1-2 minutes)
2. Ask the class for volunteers to share what they learned from the video and what they found surprising.

Students were also asked if what they learned from this assignment will impact how they interact with other engineering students and approach team-based engineering design projects.

1. Ask students to discuss their responses to the above question with peers (allow 1-2 minutes)
2. Ask the class for volunteers to share what they discussed.

Students were then asked if they had the opportunity to select their teams for an engineering design project would they select a team of peers very similar to them or different from them.

1. Ask students to discuss their responses to the above question with peers (allow 1-2 minutes)
2. Ask the class for volunteers to share their responses
3. Highlight the importance of diversity in teams and how working with people very different from you will likely bring new ideas to the team and result in a more innovative and better design.

Modifications

This activity can be modified and adapted to fit different curricular needs. For example, it may help to bring in your own personal examples of how diversity resulted in a better product or process, or you may follow up the in-class discussion with further reflection questions.



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This work was supported by grants from the National Science Foundation (NSF Award #: 1725880, 1432601). Any opinions, findings and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

Online Activity

Using Diversity to Drive Innovation

The majority of new ideas are really combinations of existing ideas. This means the more people who come together from different backgrounds, with different experiences, the more likely it is that their ideas can result in a new idea! The speaker in the video will discuss how his company uses power of diversity to drive innovation.

Watch the following video:

Using diversity to drive innovation: Kristian Ribberstrom at TEDxSpringfield

<https://www.youtube.com/watch?v=7mhKfyRtFB0>

Answer the following questions:

- What did you find most interesting about this video? Did you find anything surprising?
- Do you expect what you learned from this video will impact how you interact with other engineering students, and/or approach team-based engineering design projects? If so, how?
- If you had the opportunity to select your project team, would you select a team of peers very similar to you or a team of peers different from you? Please Explain.
- What did you like about this assignment?
- What would you change about this assignment?