

## LAMS design for diversity leadership, followership and awareness

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Key concepts in diversity management are leadership and followership. Both are necessary for inclusivity, through diversity management, to be achieved in a community of practice. Educators are potential leaders because of the followership they can offer to their learners and other staff in that they can model relations in society and can increase the diversity of people in leadership by showing how leadership in a diverse society is enacted. This paper will consider some key areas of difference within a learning community and examine how LAMS can be used to promote sustainable diversity – aspire to inclusivity, challenge social constructs, facilitate difficult conversations, sequester sensitive reflections and cater for different learning styles. The principles of diversity management will be explored in terms of individual and collaborative action. Templates of activities and reflexive actions will be developed from the literature. Some of the cognitive processes of diversity management and patterns will be analysed and a set of mappings to LAMS sequences and elements proposed to bring together the principles of e-reification of diversity leadership, followership and awareness.

Keywords: Diversity Management, LAMS, difficult conversations,

### Introduction

LAMS offers an educator or educational institute a platform for realising diversity management strategy. This can be implemented at a micro level in class or group activities and at a meta-level in sequence design patterns and approaches helping to create an educational environment that facilitates sustainable diversity management and awareness.

This paper seeks to evaluate LAMS suitability as a platform for diversity change management. – how do the tools or entities of LAMS support micro level diversity? - likewise, evaluate its sequence and environment design as fit for addressing meta level diversity?

Diversity represents an inclusive lens for viewing a complex society. Key aspects of real world differences will be considered and LAMS evaluated as an environment for support and reification of diversity management.

### Defining and Framing Diversity

'Diversity' in common language is means a range of differences. There are many definitions for diversity ranging from the general to the narrow political to the broad educational. Educational definitions encompass the societal view of diversity, which includes criteria like age, ethnicity, disability and adds characteristics such as educational background, length of educational service and leadership style (Lumby 2006). In the research texts commentators responding to the many understandings of diversity and have generally tried to categorise dimensions of difference (Milliken and Martins 1996).

Diversity and equality are sometimes treated as synonymous with each other so it is worth distinguishing between them. Gagnon and Cornelius (2000) argue that diversity management ‘... [is theorised] as a second major approach in addition to equal opportunities.’

### Leadership and Followership

Key concepts in diversity management are leadership and followership. Both are necessary for inclusivity, through diversity management, to be achieved in class (Lumby 2006:152). It has also been argued that ‘those working in education have a potential role as leaders, in that their relations with staff, with learners and with the wider community model a vision of relations within society. Educators also create leaders by their followership, through including or excluding newcomers. The leadership and Followership of all educators is therefore relevant to the understanding how leadership *for* diversity, that is to increase diversity of people in leadership roles, and *with* diversity, that is leading within a diverse group or team, is enacted’ (ibid.).

Leo and Barton (2006:169) argue that ‘Leadership can be (and has been) understood as a process of exercising influence, a way of inducing compliance, a measure of personality, a form of persuasion, an effect of interaction, an instrument of goal achievement, a means of initiating structure, a negotiation of power relationships or a way of behaving.’

Lumby (2006) defines followership in the context of diversity as the including or excluding of ‘the other’, the other being groups that are designated as other than the norm. He argues that educators are potential leaders because of the followership they can offer to their learners and other staff in that they can model relations in society and can increase the diversity of people in leadership by showing how leadership in a diverse society is accomplished.

Because ‘the other’ are ‘outside’ the norm, typically ‘an insider’ will offer the followership but a fundamental goal of diversity leadership (Lumby 2006) is to increase the diversity of people in leadership.

### ‘The Norm’ and ‘The Other’

If diversity is about difference this will lead to grouping of individuals. Lumby (2006) speaks of a binary division, an unconscious creation of the ‘other’, an out group different from the norm.

This differential may be born of a reflexive process within the educator and learners. DiTomasco and Hoojberg (1996:167) suggest, ‘Individuals develop “a social identity” with reference to group membership. People then differentiate (or categorize) and give favour to their own group (an ingroup) while evaluating negatively those groups identified as (outgroups)’.

Lumby (2006) argues that this represents ‘an opportunity to engage with addressing the negative responses to difference, for example racism and sexism, but also to avoid such engagement and to focus instead on the aspects of difference which may provoke far less controversy, the need to integrate different functions, approaches and styles within leadership teams for example’.

I would argue that there is a danger of essentialism here - the taking of a position which reduces the complexity of social phenomena to a single dimension (an essence) [Abercrombie et al 2006]. If educators take to gratuitous optimism or ‘walking on egg shells’ when facing difficult conversations and situations and a safe representation of difference, they risk a missed

opportunity to add real world value to learning. LAMS offers flexibility to address the dilemma of balancing challenge with facilitation, in the context of essentialism, and this is expanded on later in this paper.

In an easy world there would be universally accepted didactic responses to all the controversies of difference, inclusion and exclusion. But given that the number of ways information is exchangeable in the brain is greater than the number of atoms in the Universe' (Lloyd and Mitchinson 2006) no such oracle directed world could ever come to pass. Dower (2002) position on the forces at work when dealing with rights and inclusion of different groups and sustaining a value system (here a value system for diversity) could help an educator remove some perceived glass ceilings when broaching learning within diversity contexts (ibid.):

“... the task is to minimise the conflicts by thinking creatively about how these ... goals can be so pursued as to be maximally harmonised. There is here a kind of higher-order principle operating: if you have a number of values (four, five etc., ...) which you think important to realise, then a further value is the preferability of ways of acting which maximise or fairly harmonise the simultaneous realisation of them than otherwise.”

In a similar vein on gender tensions, Adkins (2002, cited in Skelton 2005) argues that “rather than seeing gender differentiation as “an eternal opposition” it is more relevant to consider differentiated accounts that respect “multiple disjuncture, overlap and conflict”.

In the context of LAMS an educator through timely intervention and reflexivity using the forum and Q&A activities for example can promote this ‘respect’ by arguing for it and stimulating it in learners through discourse guidance and the inducement of ‘differentiated accounts’.

### Sensitivity To Difference

In considering diversity among learners, a critical distinction is between ‘observable difference, such as ethnicity and gender and non-observable, such as educational background’ (Lumby 2006).

This distinction can be acute in its effects on identity (Milkens and Martins 1996):

“... the emotional response is likely to be stronger, and prejudice more likely to follow, when difference is visible. The strength of reaction is in proportion to the degree of visibility of difference and in inverse proportion to the degree of ‘minoritiness’.”

LAMS offers a means of reducing visibility through the virtualisation and transparency of identity. Depending on the education facilitation outcomes and resultant utilisation for learning, LAMS can be characterised as having a number of dimensions for observable difference as shown in Table 1.

Dimension	Meaning
Anonymous accounts / Student Named Accounts	This dimension concerns how an educator implements learner access to LAMS. The learner will have individual perceptions of identity transparency based on their evaluation of LAMS for personal visibility. If anonymous accounts are issued real-world visible differences are

	virtually hidden. With named accounts totalities of identity can be speculated <sup>1</sup> on based on surname and if full name is visible, detection of personal details may be possible through googling or other means depending on the uniqueness of the name.
Constructivist/ Didactic	On the didactic extreme of this dimension, a LAMS sequence of minimal engagement, for example, 'Noticeboard – Resources – Submit Files' the lower the profile of a student within the session class. The greater the learners involvement in the building of knowledge and skills (active tools, for example, forum and resource sharing) the greater shift of user on user notions of identity. The user can negotiate their identity by deciding on levels and terms of engagement. However, there could be an irrational fear of discourse decoding.
Online/ Face to Face	This concerns the extent to which LAMS is used in delivering a course whether through a single sequence or multiple sequences, in-class delivery or a blended approach. At one extreme of this dimension, learners never see each other and as they move to a blended approach observable difference is likely to make a learner more conscious of identity.

**Table 1: Dimensions of observable difference**

These dimensions combined can determine a LAMS user's sense of difference-visibility and I would argue that an educator should consider them when making a decision on LAMS sequence meta-design – LAMS account schema, Course Delivery, Tool usage – where diversity is a core value. **Motivation**

Individual motivation is the drive from within a participant and depends on many factors. Ryan and Dec (2000) observe that “although motivation is often treated as a singular construct, even superficial reflection suggests that people are moved to act by very different types of factors, with highly varied experiences and consequences.”

Motivators include (ibid.):

Internal -

- Valuing an activity
- An abiding interest
- A sense of personal commitment to excel

External

- Strong external coercion
- A bribe
- Fear of being surveilled

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<sup>1</sup> Surname analysis without geocoding does not constitute a rigorous approach for differentiating along ethnic or cultural lines (Fiscella and Fremont 2006). However, I would argue that a learner's verisimilitude virtual and real-world will determine their perception and risk assessment of identity prejudice.

On a personal note when doing my first fully online course I used the activity levels of others as means of motivating myself to engage, as a metric for self-assessment of engagement with the course and last but not least for making a judgement on the a value the course added to my professional development. Using the same trinity of course qualifiers, my second online course was of limited value. The facilitator of the main action learning activity was effectively offline with their sleeping partner approach.

These experiences would be consistent with research [ibid. p69]:

“The issue of whether people stand behind a behaviour out of their interests and values, or do it for reasons external to the self, is a matter of significance in every culture (e.g., Johnson, 1993, [as cited in ibid. p69]) and represents a basic dimension by which people make sense of their own and others' behaviour (deCharms, 1968; Heider, 1958; Ryan & Connell, 1989, [as cited in ibid. p69]).”

The author would argue that the systematic nature of motivation across cultural boundaries means that any LAMS activity that is valued through ‘this matter of significance’ and motivates to produce is an inclusivity that should be celebrated in the context of diversity management. LAMS cannot as a technology on its own deliver an ego-elixir for e-learning from the off but through provision of inclusive activities, delivered by inclusive means, the LAMS author can aspire to producing valued activities that foster abiding interest and personal motivation to excel in their teacher and learner community.

The external motivator of ‘fear of being surveilled’ is in the context of diversity a sensitive driver which, based on experience (fieldnotes) the author would avoid full transparency of LAMS monitoring, for example announcements (in class or online) of the relative progress of participants. Rather, he would utilise the surveillance of LAMS as a means of triggering drilling down to the student, for example inspecting their journal and contributions in detail or providing tailored extra content and or support.

A flexible LAMS sequence which has timely ‘placeholders’ – forums, web resources, Q&A – can facilitate extending a sequence instance to this end. Figure 1 shows an example use of Q&A to gain feedback from the staff (educator) perspective and the learner perspective. If there is a likelihood of participant confidentiality being an issue an alternative communication medium can be offered, for example email.

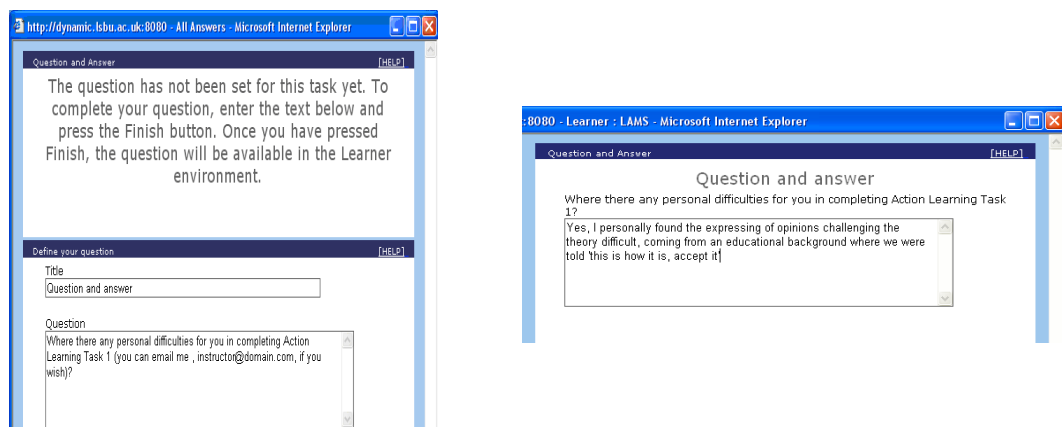


Figure 1: Q&A tool as a timely feedback mechanism

Even if no difficulties are teased out from participants who may be demonstrating a lack of engagement such an action can also double-up as a timely feedback mechanism for the educator as opposed to some future anterior discourse at the end of the sequence particularly as end-of-course feedback to the educator from participants is of no value to improving an instance of a particular course once it has finished.

If the learner chooses to share their views publicly, the discourse can add diversity awareness to the sequence proceedings by making transparent an aspect of diversity such as learning styles. This can also be useful for staff in proceeding with the rest of the sequence and is also true should the learner privately through their journal express these views.

### Enabling for Disability

Gravestock (2006) states that "In contrast to (and in reaction to) .. disempowering approaches to disability, a number of disability activists and disabled academics have developed a social model of disability." and it is articulated by (BRAINHE 2006 as):

"... a progressive political concept that opposes the medical model commonly used in the health professions ... impairment exists in the real physical world and disability is a social construct that exists in a realm beyond language within a complex organisation of shared meanings, discourses and limitations imposed by the environment at a particular time and place."

At a met-level LAMS leverages the accessibility of browser technology and of course native desktop support. An example of micro-level enabling is the use of the Noticeboard tool for dyslexic students with short-term and working memory problems. To expand, "Short-term memory is used for responding to 'Repeat this number 15678932'. Working memory is used for responding to 'Say 15678932 backwards' Hardie (2007). Dyslexics can also have trouble sequencing (in the general sense). Chatrooms will be problematic for dyslexics (Woodfine, et al 2005) and alternatives should be provided.

Sherman (2002) states that 'while dyslexia is brain-based and life-long, it is amenable to educational intervention ... The educational environment can translate a distinct learning difference into a profound learning disability or it can offset neural weaknesses and encourage latent strengths to blossom into competencies and talents'.

The Noticeboard tool can be used to support working memory deficits by persisting information to be worked upon and provide the dyslexic learner with a holistic view of the session plan and outcomes, the LAMS side panel persists the sequence outline and facilitates navigation to noticeboards, etc. for refreshing memory.

Of course students other than dyslexics across the neurodiversity spectrum may have low engagement thresholds which benefit from this LAMS knowledge retention support and the general learning pace management it offers. An MSc Student provided some valuable feedback (fieldnotes).

"LAMS I found was ultimately more user friendly than Bb. I felt as I was working and achieving more in the unit than Bb [Blackboard]. I enjoyed working through each task and progressing further in each stage. It gave me a sense of clarity and surety that the work I completed was important to my understanding. I was able to return to past sessions and review topics easily. LAMS was easy to navigate through. I especially found LAMS very useful when revising for my

exam. It built my confidence in revision and I found the sessions easy to use, and I appreciated that I could work at my own pace, leave the program and return to the stage I was at when I left. Having MS, fatigue is a major constraint for me.

Utilising LAMS I was able to achieve at my own pace, I enjoy working with computers and I was able to interact with this software. Some days my MS did not allow me to travel to uni but using LAMS I felt I was in my own classroom with my tutor (providing sessions and tasks) and classmates (being able to read views and comments of discussions) this software gave me assurance that no being physically at uni (sic), virtually I was present.

As opposed to Bb, this program was not as welcoming, I felt alone and somewhat boring. Using Bb is really all I ever used for downloading documents, no sense of interaction. Every time I logged in, it was just the same, links to word documents, some documents were as the topic and not in relation to the week of the semester so time would have to be spent finding the tutorial / lecture note I required. My attention and stress levels are raised when I use Bb as more attention has to be used, again this adds to my fatigue and I don't feel I am as productive as when I use LAMS. To upload my views and comment I find is long and tedious and not as simple as LAMS. Out of all the years I have used Bb, I have only used the discussion tool once.

I'm sure there is more to Bb and lecturers are not using all of the features. But I will honestly state that I would utilise LAMS over Bb any time. As a student I find using LAMS promotes that learning is easy and the experience is enjoyable. I hope to see LAMS being used more as this is a software that I thoroughly enjoy working with to help achieve my aspirations of success."

### **Hierarchies**

Perceived hierarchies and positions within are highly influential on a person's identity. Feelings of inclusivity or exclusivity can be a key driver for

De Ruyter (2003) argues that "ideals can inspire people to try to achieve beyond their perceived capacities, unachievable excellences can also lead to lack of interest, rejection or apathy". If inclusion is an ideal then a learning community which stunts this aspiration in members will increase the risk of the latter outcome's disengagement from learning.

Skelton (2005) speaks of inter-gender, intra-gender and age related tensions among women:

"The masculinised cultural and social nature of the university workplace is very evident to them ... In the race for jobs, sadly, feminist elbows perform the same function as any other kind (Smyth 1992, p.234, cited in Skelton) ... There were also instances of senior female managers inhibiting career development"

LAMS through account anonymity may help 'flatten' hierarchies by removing identities and making transparent any attempts to reintroduce them.

### **International Students**

International students can place different demands on lecturers. Ainslie et al (2006) argue 'it would seem then, that a significant barrier for the international students in understanding the lexis operating in the academic background ... Therefore, we should be ensuring there is a shared

foundation of understanding of concepts and lexical items on which to build the introduction of new information’.

A focus group research exercise (ibid.) produced a list of lecture preparation suggestions:

- Lecture handouts available before lecture
- Simple Supplementary materials explaining key concepts
- Give vocabulary for students to check themselves/define for themselves
- Run special induction courses for international students to check the understanding of key concepts

Figure 2 shows a possible LAMS implementation of an ‘introduction to new information’:

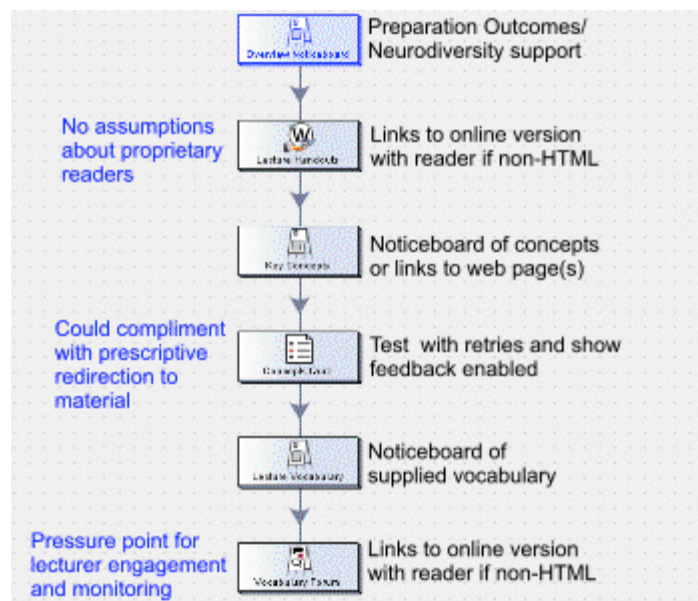


Figure 2: New Information for International Students (A template sequence)

## Discourse

When issues of diversity arise whether among students or among staff or between staff and students discourse can be tense and generate emotive reactions but can also be enlightening and informative. Offering Followership through leadership in diversity may not be a smooth pursuit. An issue for many educators is how to cope with difficult conversations.

There is more than one way for an educator to address an issue raised in class and one method that is both dishonourable and wasteful is to impose the power of the lecturer-student hierarchy (Gunter 2000: 186).

Channelling ire spawned from experiencing personal effrontery<sup>2</sup> into the browbeating of the doctrinaire of a prejudice is a lost opportunity for moving “beyond ... conventionally accepted prejudices” (ibid. 189).

<sup>2</sup> Effrontery to views expressed in class-related discourse



To deconstruct a prejudice for change toward a liberatory education and social revolution it is necessary to facilitate dialogues (Freire 1993, cited in Gunter 2000:189):

“Dialogue with the people is radically necessary to every authentic revolution ... Sooner or later, a true revolution must initiate a courageous dialogue ... Its very legitimacy lies on that dialogue. It cannot fear the people, their expression, their effective participation in power.”

I would synthesise Gunter and Freire together. If a revolution in diversity management is to occur and be sustained, there should be no fear of the difficult conversations, either for the institute or for its stakeholders wherever they are in the hierarchy. The institute should not fear its people or vice-versa as this is proof of ‘the revolution’ otherwise it can only be said that there has been a coup (ibid.) - discourse deceit for legitimacy or management force to repress dialogue. Academics should feel comfortable about deconstructing the dissention and prejudice without being defensive about it.

LAMS through its discourse tools allows the facilitation of difficult conversations and the Journal can be used to sequester sensitive reflections. A noticeboard activity can be used to state some ground rules such as the session class being a private arena for reflection, discussion and overlap of views. A Q&A activity with monitor question enabled can be included in a sequence and used to generate dialogue and reflection in response to a session’s development.

Reflection is a common activity in educational practice across subject areas including in continuous professional development (CPD) for educators. Clegg et al (2002) propose a typology, to help CPD planners, which differentiates between immediate and deferred reflection and similarly immediate and deferred action (associated with said reflection).

Through the journal tool and notebook facility LAMS offers educators an e-reification of immediate reflection through the former and deferred reflection through the latter. A sequence can facilitate immediate action by implementing an activity that must be completed before progressing further and deferred action can be anticipated through an activity toward the end of a sequence, for example a survey at the end of a sequence asking learners what changes in approach they have adopted since the start of the session.

## Essentialism

Essentialism is worth examining in relation to culture. If the diversity of a group, be it the learner group or sub-groups of society are reduced to a flawed representation through a lack of definition – the difference is in the detail – or if culture is understood as being immutable, essentialism will be imposed on the learning community.

The belief that a group be they an ingroup or an outgroup cannot change the totality of their identity could in some instances encourage prejudice and inter-group discrimination (Vedder et al 2006). Research has shown ‘that nationals who hold an essentialist view of immigrant culture tend to favour multiculturalism less. On the other hand, ingroup cultural essentialism among minorities is positively related to their endorsement of multiculturalism. It is important to stress that a strong cultural identity does not necessarily imply holding essentialist views about the own and other cultural groups. A person may have strong multiple or hybrid identities, which are not combined with an essentialist notion of cultures.’

This essentialist eventuality may be manifest in:

- False or inaccurate grammars – if discourse is directed, controlled or moved too far from controversy the articulation will be an approximation to real meaning.
- Knowing what's best culture – I would argue that educators who find themselves making unilateral judgements are prone to imposing their essence of difference onto the learner group.
- Dampened shifting notions of identity (Skelton 2005) - in order for both those looking for inclusive learning (the other) and those who have already believe they have access to it (the norm) to embrace diversity as a community of learners, there should be elasticity in the framing of diversity.

Vygotsky developed the zone of proximal development model (Jenna 2000). The zone is the difference between the knowledge and skills a student might acquire alone and that acquired as a member of a collaborative and supportive learning community.

If it is accepted that diversity awareness in appropriate learning outcomes is desirable and that as a community social when constructs are addressed, challenged and deconstructed difference is embraced, then a control such as essentialist approach can only lower the zone of proximal development toward a less positive learning experience. There will be difference across a learner community but there can also be negotiation, compromise and respect.

I would argue that LAMS random grouping tool can alleviate essentialism by virtue of the resultant learner organisation reflecting a more accurate view of the communities of interest in the outside world of commerce, education and everyday life.

If it is assumed that essentialism will arise from fear of controversy, Figure 3 offers a LAMS sequence template for avoiding weak diversity<sup>3</sup> and essentialism whilst facilitating controlled engagement with difference. The general intent is shown on the right and an example of usage shown on the left.

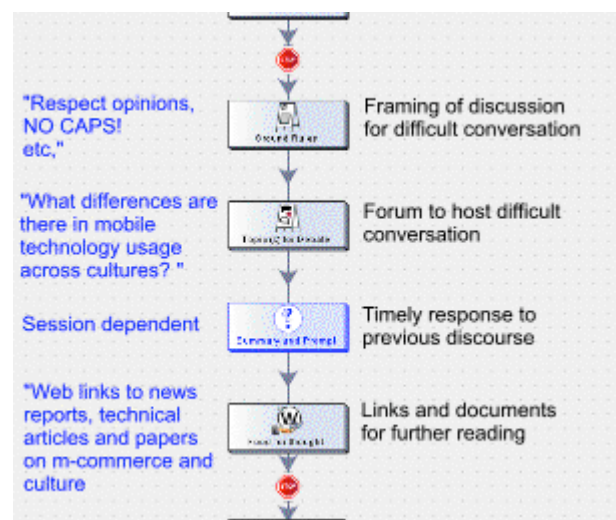


Figure 3: A reactive sequence for difficult conversations

<sup>3</sup> Weak meaning blurred difference or avoidance of aspects of difference.

Ground rules via a noticeboard activity may be useful in highlighting boundaries, probity and negotiation issues. If there is a perceived risk of negative learning activity through addressing difference, such as in a forum activity, an educator needs to be regularly checking the 'pressure points' of a sequence (in the above sequence this is the forum activity).

Once a potentially emotive or controversial discussion has been completed, a Q&A tool can be used to address any issues or conflicts. Finally, external contexts can be brought into to further challenge the learners or reinforce a salient point.

The above sequence segment has been used twice. In the first post-graduate instance there was a mature but stunted debate about the issue and the question was posed, 'The prohibiting of mobile phones in some countries is a regulation too far. Do you agree?' This stimulated a well subscribed response and some interesting points arose on cultural diversity (fieldnotes).

In the second instance an undergraduate class were more emotive and some issues were trivialised. The Q&A was used to direct the students to a tragedy caused by a clash of cultures and ask them to rethink their positions on the issue. One of the students who had been passive thus far contributed valuable comment and it emerged was from one of the countries where the ban was in place.

For large groups the appointment of moderators via LAMS staff role management could both distribute the burden of extra moderation of discourse and collaboration and strengthen the feeling for a community of interest among learners through the reflexive role of student moderators.

### Cost of Access

LAMS is open source, and apart from the hosting costs is free to deploy. Trial accounts are available for demonstration and the LAMS organisation facilitates free technical support through forums. It can be integrated with Moodle to offer a low cost educational solution deployment relative to proprietary VLEs.

If an organisation providing online learning incurs infrastructural costs that need recouping these are highly likely to be passed onto their learners. LAMS reduces this risk and therefore the learner is less likely to have an associated cost of accessing content. This is important for equality of access.

Differences in disposable assets means 'those who have' get more than 'those who have not' highlighted by (WRC 2007):

'Only 46% of BME women are in paid employment compared to 61% of BME men and 68% of white women. In London BME women are 44% of all unemployed women yet represent 30% of the female population ... Half of all teenage mothers are in the bottom fifth of income distributions'

But education can help attenuate inequalities (Clark and Drinkwater 2007):

"Employment rates increased most for Black African, Pakistani and Bangladeshi men, largely due to improvements in their educational attainment ... In paid work, there was

an improvement in the occupational attainment (or social class) of most ethnic groups. This is predominantly explained by higher levels of education.'

Therefore, I would argue LAMS and other freeware technologies like Moodle offer the excluded individual (by means) greater inclusivity as they can leverage educational offerings that are subsidised by virtue of their licensing cost footprints. The following experience (fieldnotes) of a fellow doctorate student sums up the exclusion potential of subscription based learning or professional development:

“ .. all they were offering me for my time and contribution was my travel expenses (no contribution to my loss of earnings for the day). When I enquired from the other disabled attendees, they were all paid members of their organisations ... [it] is very much the case for BME participation in courses put on by mainstream organisations for infrastructure and capacity building that the fees are very high and therefore out of reach to BME disability organisations who are all voluntary with little if any money to pay for these quality courses.”

### Future Work

The next research conducted in this area will be to utilise LAMS for a diversity awareness CPD course and evaluate the effectiveness of LAMS in supporting diversity in a staff development environment across an institute. Of particular focus here will be hierarchies, engagement levels, group dynamics and the production of a community of interest for diversity (which will be alien to a lot of staff relative to a student on a university course).

The online sequence will be split into two sections that sandwich a face-to-face session. The latter involves participants visiting tables to undertake activities in groups, including:

- Choosing food for thought from a menu of difficult conversations using the Oxford Muse Foundation Method (Zeldin 2007).
- Choosing photographs from a book of world images as metaphors for diversity
- Examining the social model of disability and reflecting on how personal practice can enable and disable others
- Suggest solutions to reproducing the arena of the classroom in the workplace – an educator can challenge social constructs in class but how can one staff member or group challenge another sensitively without grievance for either party.

The second part of the sequence will be consist of the offline session findings and discourse being fed back to the participants, a follow on discussion and a facilitation of requests for support and dissemination of highlighted resources. All three segments of participation will be complemented by 'twittering' or microblogging – in which participants can submit and view reflections on diversity via texting or the Internet on their mobile phones (immediate reflection, community of interest).

### Conclusions

The best approach to encapsulating of diversity within a learning sequence will depend on many factors including learning outcomes, learner community, delivery context (whole or part of other learning). An educator may have to take some risks. LAMS facilitates diversity management

through flexible tool activities (engaging diversity), timely and customisable monitoring (nurturing diversity) and sensitive controls (framing diversity).

The LAMS environment offers design for encapsulation of a diversity value system. By sequencing activities that allow learners to challenge, create, modify and deconstruct social constructs as a community of interest; through the customisation of content and its delivery for accessibility and using meta-level controls of identity, timing and intervention; sequence designers can help an learning community or institute work toward sustainable diversity through the implicit change management that sequencing of engaging and reflexive learning delivers.

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