Engaging Diversity

Purpose, Goals, and Overview
Why strive to engage diversity in teaching and learning?
Reflections on Inclusion and Exclusion
Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity, or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

Paolo Freire (1970), *Pedagogy of the Oppressed*
Key Terms

• Diversity
• Inclusive Excellence
• Engagement
• Engaging diversity
• Intercultural competence theory
Intercultural Pedagogical Principles

• Maximizes and facilitates purposeful interactions

• Values the assets students bring to the classroom

• Balances support and dissonance
Inclusion

...is not a favor for a particular group of people. It is, rather a gift we give to ourselves, a way of seeing all people as interconnected and realizing that any solution must address every person.

What is inclusive pedagogy?

Attitudes and behaviors which communicate to students that you welcome them to the course and regard them as capable members of a learning community, with strong potential to succeed.
Factors of Inclusion for Faculty

- Your self awareness and reflexivity
- Classroom climate
- Your teaching behaviors and attitudes
- Your knowledge of your students
- Course content
Examples of Exclusive Teaching*

- Conveying disrespect, unfairness, or lack of confidence
- Disregarding students’
  - Backgrounds
  - Preparation
  - Life events that affect learning
- Interacting with only a subset of the students
- Teaching in ways that favor particular backgrounds or approaches to learning

*http://depts.washington.edu/cidrweb/inclusive/perspectives.html
Examples of Inclusive Teaching*

- Communicating:
  - respect
  - Equity
  - High expectations
- Considering students’ varying backgrounds
  - Level of preparation
  - Cultural
  - Social identities
- Diverse teaching/learning techniques, assignments, course content

*http://depts.washington.edu/cidrweb/inclusive/perspectives.html
Seven Principles for Good Practice in Undergraduate Education*

• encourages contact between students and faculty
• develops reciprocity and cooperation among students
• encourages active learning
• gives prompt feedback
• emphasizes time on task
• communicates high expectations
• respects diverse talents and ways of learning

Create climate for inclusive excellence

- Frame classroom as a learning community
- Establish guidelines for interacting
- Model learning as lead learner
- Support student success
- Show respect for all students
- Involve students in evaluating learning
- Solicit students’ feedback on climate
...instructors and students create and sustain an environment where everyone feels safe, supported, and encouraged to express her or his views and concerns.

http://www.crlt.umich.edu/crlttext/P3_1text.html
Teaching behaviors and attitudes
Being inclusive in your classroom

• Change communication styles to account for variations in identity:
  – Give more time for responses
  – Ask opinions, verbally and nonverbally
  – Vary participation
  – Allow students to determine format for homework
  – Use different forms of texts and media in the classroom
  – Take the spotlight off your ideas and talk less.

Inclusive Behaviors

• Alter and be conscientious of your curriculum:
  – Include texts, media, and supporting materials that
    • Represent varying demographics
    • Explore multiple histories
    • Encourage students to consider their own and others’ identities
    • Allow for in- and out-of-class investigation of critical thoughts

Next Steps

- Identify, create, accrue, share RESOURCES
- Work within your sphere of influence
- Collaborate to revise curriculum and pedagogy
- Develop inclusion standards in your department
- Be patient and persistent
- Others?
• Difference Matters Website [www.differencematters.info](http://www.differencematters.info)
• Creating Inclusive College Classrooms
  University of Michigan [http://www.crlt.umich.edu/gsis/P3_1.php](http://www.crlt.umich.edu/gsis/P3_1.php)
• Multicultural Pavilion [http://www.edchange.org/multicultural/](http://www.edchange.org/multicultural/)
• Teaching in Racially Diverse College Classrooms
• Teaching for Inclusion UNC Chapel Hill [http://cfe.unc.edu/pdfs/TeachforInclusion.pdf](http://cfe.unc.edu/pdfs/TeachforInclusion.pdf)
• Teaching with Student Diversity in Mind
• Diversity and Complexity in the Classroom
  UC Berkeley [http://teaching.berkeley.edu/bgd/diversity.html](http://teaching.berkeley.edu/bgd/diversity.html)
  [http://cfe.unc.edu/pdfs/TeachforInclusion.pdf](http://cfe.unc.edu/pdfs/TeachforInclusion.pdf) [Teaching for Inclusion – UNC-CH]
  [http://www.vanderbilt.edu/cft/resources/teaching_resources/interactions/diversity.html#strategies](http://www.vanderbilt.edu/cft/resources/teaching_resources/interactions/diversity.html#strategies) [Diversity & Inclusive Teaching – Vanderbilt U.]
  [http://depts.washington.edu/cidrweb/inclusive/convey.html#Orient](http://depts.washington.edu/cidrweb/inclusive/convey.html#Orient) [Inclusive Teaching – University of Washington]