Faculty Development Day

Center for Teaching, Learning, and Assessment

May 16, 2013

Relevance, Respect, and Relationships for Academic Excellence:

Diversity Sensitive Learning Environments

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Diversity Fellows:

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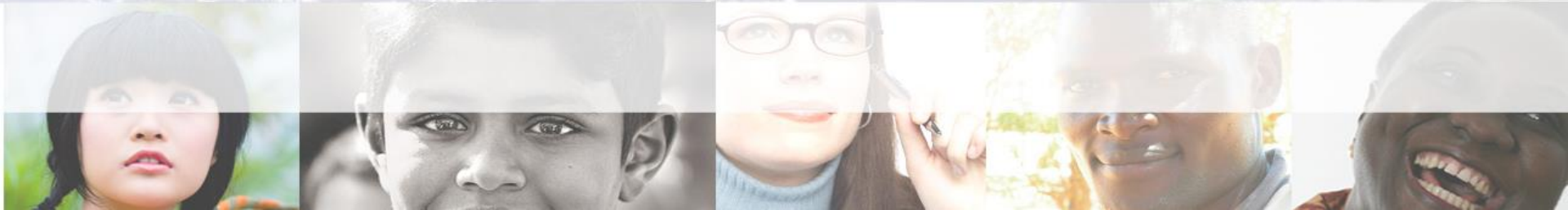


Workshop Description

- This session will model interactive activities that nurture diversity sensitive learning environments (DSLE). Participants will explore how a DSLE is a catalyst for excellence when educators integrate the elements of relevance and respect through diversity sensitive relationships. Examples of a DSLE will illustrate vitality and relevance in course content. A Multicultural Teaching Model will focus on personal capacity building in instructional methods that nurture a vibrant DSLE. Participants will develop diversity sensitive engagement techniques in a learning lab format.

Agenda

- Dynamics of Social Diversity
- HERI Study- 2010-2011 – Faculty Survey Data
- Profile of a Diversity Sensitive Learning Environment (DSLE)
- Multicultural Teaching Model
- The Indicators of a DSLE
- Content/Article/Readings
- Closing Prayer/Evaluations

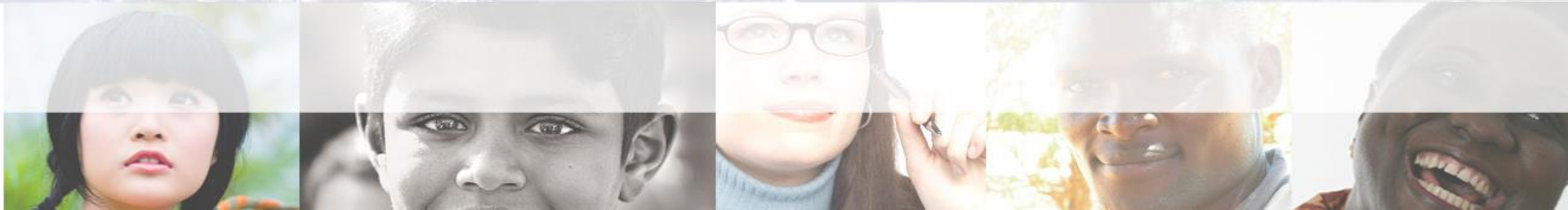
Four Components of Social Diversity in College Classrooms

Adams and Love (2006)

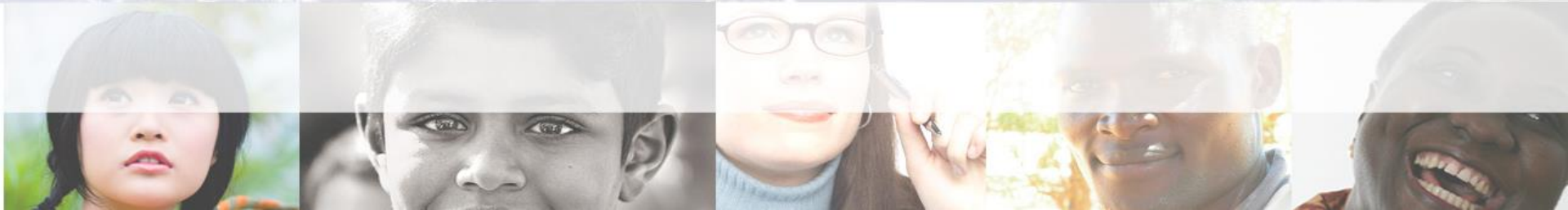
Components of Social Diversity in the Classroom

- Explore our own social identities and social positions as faculty in diverse classrooms
- Seek to understand our students
- Acknowledge the challenges and opportunities we face when we create more inclusive curriculum in our disciplines
- Integrate pedagogical strategies that foster active learning and effective interpersonal interaction

1. …an exploration of our own social identities and social positions as faculty in diverse classrooms, in relation to the systemic patterns of privilege or disadvantage, and also in relation to our students.

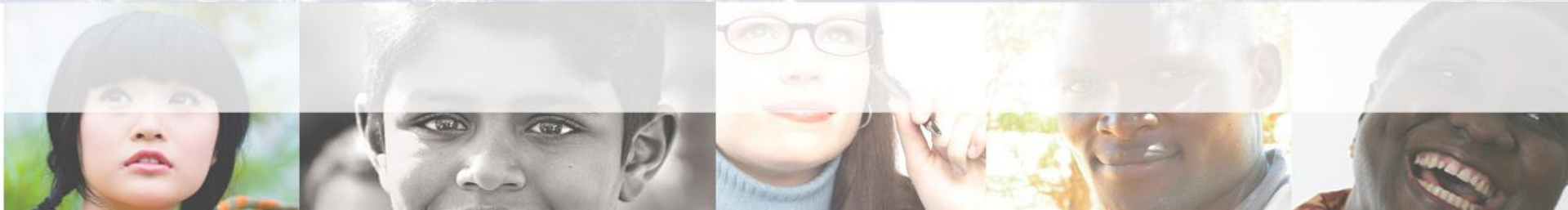


(2) …our understanding of who our students are, and how their social identities shape their social positions and their interactions in diverse classrooms.



(3) …the challenges and opportunities we face as faculty when we try to create more inclusive curriculum in our (often traditional) disciplines whereby diversity becomes a core part of the subject matter.

(4) …our exposure and opportunities to practice pedagogical strategies that foster active learning and effective interpersonal interaction in classrooms that are socially and culturally diverse.



HERI Faculty Survey (UCLA)

- HERI Faculty Survey – 2010 – 2011
- What goes on in the Classroom?
- Men, Women and Teaching Methods in Courses
- Methods Used in All or Most Courses, 2010 – 2011 – STEM and Non-STEM Fields

Seminar Organization

- **Into** - Relevance, Respect and Relationships
- **Through** - “how do higher education educators address the needs of a diverse student body?”
- **Beyond –** participants will create in a personalized DSLE action plan that emphasizes relevance, respect and relationships

“Into” DSLE - Gallery Walk

- We will create a definition of a DSLE based on research-based information.
- Form 3 groups - Relevance, Respect, and Relationships
- Read your selection. Chart out key elements that relate to your assigned section.
- Add your chart to the “Gallery” and be prepared to share your findings.

“Into”

What are elements of a DSLE?

- Assign sections – Relevance, Respect, Relationships
- Read selection
- Chart out key points
- Place charts in DSLE Gallery
- Be prepared to share findings

DSLE – Journal Reflection

- What did you discover?
- What emerged as a definition of a Diversity Sensitive Learning Environment in the areas of Relevance, Respect and Relationships?
- Be prepared to share your discoveries.

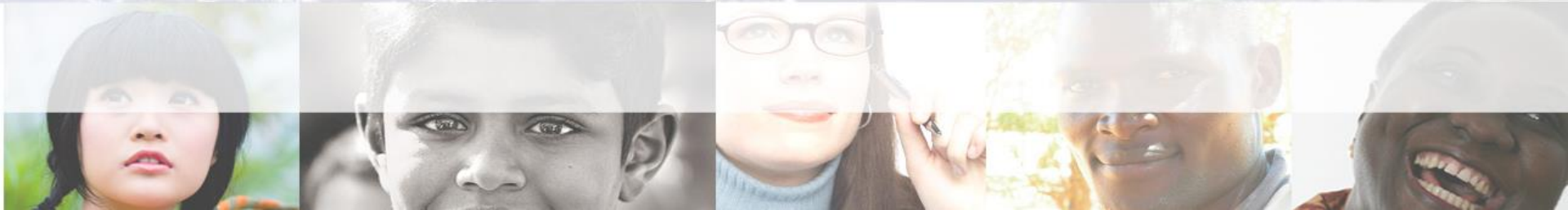
Reflective Exercise – Multicultural Teaching Model

- Review the Multicultural Teaching Model prompts.
- Record your reflections in regard to the prompts – Always, Often, Sometimes, Minimally, and Not at all
- Select at least one point to explore in each area – Faculty, Course Content, Teaching Methods, and Students

Journey Partners

- With your Journey Partner share your Reflective Exercise notes.
- Where do you see areas for exploration?
- What are some of your initial reflections on what you might do to enhance diversity sensitive learning environments in the areas of Faculty, Course Content, Teaching Methods, and Students?

What are implications of how we can use the Multicultural Teaching Model to nurture diversity sensitive learning environments at APU?



Learning Lab

- Review the assigned article in your group.
- Identify the Key Points of your selection.
- What are some interdisciplinary applications of the points made in your article? Chart out.
- How might these concepts be applied to nurture a diversity sensitive learning environment? Be prepared to share.

Learning Lab

- Article #1 – A Framework for Culturally Responsive Teaching – Raymond J. Wlodkowski and Margery B. Ginsberg
- Article #2 – Building Creativity and Collaboration in Diverse Classrooms by Jose Calderon – Pitzer College, Claremont from Diversity Web at the Assoc. of American Colleges and Universities

diversityweb@aacu.or

What next?

- Meet with your Journey Partner
- What is resonating with you at this time
- How does the content of this session connect with creating Diversity Sensitive Learning Environments that Model, Relevance, Respect and Relationships?
- Capture your ideas.
- What are some “do-able” next steps?

The Greatest Commandment

Matthew 22:37-40

Jesus replied: “ ‘Love the Lord your God with all your heart and with all your soul and with all your mind.’ This is the first and greatest commandment. And the second is like it: ‘Love your neighbor as yourself.’ All the Law and the Prophets hang on these two commandments.”

Although general knowledge of the cultures represented in any classroom is useful, authentic cultural knowledge is gained one student at a time.

Laraine Roberts

Creating a Diversity Sensitive Learning Environment

for Powerful Student Learning

California School Leadership Academy - 1996

Support and Resources

- Faculty Learning Communities – FLCs
- Intercultural Speaker Series
- Diversity Workshops
  - Opportunities for dialogue
  - Practical strategies for your classroom
- Christians on Diversity in the Academy (CDA) conference March 2014

Please join us!

Any Questions?

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