"Inclusive Practices in Engagement"

By Dr. Neal Malik

Presentation Transcript

1
00:01:15.660 --> 00:01:16.830
Paulchris Okpala: Do you think I should.

2
00:01:38.040 --> 00:01:38.430
Paulchris Okpala: Okay.

3
00:01:43.830 --> 00:01:45.630
Paulchris Okpala: All right, everyone good afternoon.

4
00:01:46.740 --> 00:01:50.970
Paulchris Okpala: and welcome to the first faculty video showcase the recent this academic year.

5
00:01:51.960 --> 00:01:54.270
Paulchris Okpala: So this event is a joint initiative.

6
00:01:54.300 --> 00:01:57.450
Paulchris Okpala: hosted by the Faculty development and library.

7
00:01:58.230 --> 00:02:08.340
Paulchris Okpala: The purpose of the joint initiative is to highlight our faculties research by expanding on social justice, inclusive practices and engagement.

8
00:02:09.510 --> 00:02:12.510
Paulchris Okpala: Innovation through this workshop we hope it expands.

9
00:02:12.750 --> 00:02:22.320
Paulchris Okpala: Student learning as our faculty integrate this video showcase into the curriculum to create inclusive pedagogical initiatives.

10
00:02:23.490 --> 00:02:28.260
Paulchris Okpala: without further delay is my pleasure now to introduce the College of natural science.

11
00:02:29.400 --> 00:02:36.660
Paulchris Okpala: The Dr Sasha peninsula, who will then introduce our presenter Dr Neil Malik then peninsula.

12
00:02:38.070 --> 00:02:44.790
Sastry Pantula: Thank you, Paul is much appreciated this is a topic that is very close to my heart, and I really appreciate.

13
00:02:46.350 --> 00:02:55.290
Sastry Pantula: Neil talking about this today, in fact, I was just at a conference here where we're talking about the equity gaps and.

14
00:02:56.550 --> 00:03:06.900
Sastry Pantula: Culturally responsive teaching etc so i'm very glad to see that Neil is doing this, so Dr Neil Malik is an assistant professor at CSU sb.

15
00:03:07.560 --> 00:03:30.300
Sastry Pantula: and has taught courses in higher education for over 14 years he has been featured as a health expert on local and national radio, as well as multiple online and print publications, including the La times and men's fitness magazine.

16
00:03:31.470 --> 00:03:44.910
Sastry Pantula: Dr Malik has also published multiple peer reviewed my manuscripts he's an editor for academic journals and horse his own daily health podcast.

17
00:03:46.020 --> 00:03:50.190
Sastry Pantula: you're all in for a treat enjoy Thank you.

18
00:03:52.050 --> 00:03:57.720
Neal Malik: Thank you Dean pen tool Thank you so much for that warm welcome and it's a pleasure to have been asked.

19

00:03:57.810 --> 00:04:00.300
Neal Malik: To do this presentation so.

20
00:04:01.560 --> 00:04:07.920
Neal Malik: Thank you FTC Thank you library, thank you, Dr Paula for allowing me to present.

21
00:04:09.030 --> 00:04:19.530
Neal Malik: I have been in higher education for over 14 years but i'll be honest that culturally inclusive practices within the classroom wasn't something that.

22
00:04:19.980 --> 00:04:29.430
Neal Malik: I really thought much about until somewhat recently and so i'll preface my presentation with that i'm still learning as well, along with you.

23
00:04:30.300 --> 00:04:41.070
Neal Malik: I will be presenting on what I have found to be very helpful in the classroom, but there are many other options out there, available and.

24
00:04:41.490 --> 00:04:51.270
Neal Malik: I look forward to even hearing from you and feedback from you about what works and what doesn't so without further ado i'll go ahead and begin my presentation.

25
00:04:55.200 --> 00:05:02.100
Neal Malik: Presenting as part of this faculty showcase video series the specific topic of inclusive practices and engagement.

26
00:05:02.730 --> 00:05:11.550
Neal Malik: i'm an assistant Professor within the Department of Health science and human ecology here at California State University San Bernardino Thank you so much for taking the time to view this presentation.

27
00:05:13.170 --> 00:05:13.650
To begin.

28
00:05:14.910 --> 00:05:24.750

I want to discuss what the aims are of this specific presentation, I always like to start with the why bother question, and in fact I often ask my students.

29
00:05:25.140 --> 00:05:31.680
Why do you think we're bothering covering this topic Why am I using precious class time to discuss this.

30
00:05:32.310 --> 00:05:43.140
And so I thought, why deviate from that let's make sure we're all on the same page before we really get into culture and culturally responsive or culture, responsive learning.

31
00:05:43.830 --> 00:05:51.930
And how might each help with students learning, I want to also discuss some actual inclusive pedagogy with examples.

32
00:05:52.740 --> 00:06:10.920
I want to give you an opportunity to identify at least one practice you hope to incorporate and I want to start off by saying i'm still learning to in no way what I consider myself a complete expert on this topic, but rather I am learning along the way, just like you.

33
00:06:12.810 --> 00:06:17.430
So, beginning with why bother what is our ultimate goal.

34
00:06:18.540 --> 00:06:25.470
Why would we even bother discussing this topic, well, I hope that you can share the same goal.

35
00:06:26.850 --> 00:06:31.530
We want to ensure that every student has an equal chance for success.

36
00:06:32.610 --> 00:06:33.900
every student.

37
00:06:35.040 --> 00:06:41.940
How can we possibly achieve that well, we can get closer by incorporating some of these concepts.

38
00:06:43.980 --> 00:06:49.230
Before we get into it, I want you to think for a moment think back to when you were in school.

39
00:06:50.850 --> 00:06:58.350
Was the authority of teachers and elders assumed or did they have to earn it.

40
00:07:00.030 --> 00:07:10.230
Think back when you first walked into a classroom did you automatically give your teachers, the respect or they have to earn your respect.

41
00:07:11.400 --> 00:07:23.580
same with elders well i'll tell you in my experience, it was already assumed automatically based on the culture, I was brought up in based on how my caregivers raised me.

42
00:07:24.780 --> 00:07:36.930
I had to assume teachers needed my respect and deserve my respect elders same thing, and in fact in my culture it's considered respectful.

43
00:07:37.680 --> 00:07:51.840
When a teacher or an elder or someone of authority is talking to you, you look down in a way you don't make eye contact with them when they're speaking to you, you actually look down in a way that's considered respectful.

44
00:07:52.950 --> 00:08:01.050
And that was something I wasn't used to, and my teachers weren't used to when they were talking to me, and I would be looking down they thought I wasn't paying attention.

45
00:08:01.650 --> 00:08:14.040
But in fact that was very much paying attention, and so this was something that I had to adapt to I hadn't learned to make eye contact with elders with my teachers, especially.

46
00:08:15.570 --> 00:08:20.220
And so that's one area that some students might differ.

47
00:08:21.480 --> 00:08:26.850
You may have to earn their respect others may come in with automatic respect for you.

48
00:08:28.170 --> 00:08:33.000
So this leads us to the idea of culturally responsive teaching, how is it defined.

49
00:08:34.260 --> 00:08:44.790
Think of it this way, we know that students come to our classrooms they come to our university with pre existing knowledge things that they already know.

50
00:08:46.110 --> 00:08:49.350
We want to teach them new concepts.

51
00:08:50.580 --> 00:08:53.610
Well, culture is the scaffold.

52
00:08:54.630 --> 00:08:55.860
it's the in between.

53
00:08:57.060 --> 00:09:00.930
It allows students to connect their pre existing knowledge.

54
00:09:02.370 --> 00:09:05.460
To new concepts, the concepts we're trying to teach them.

55
00:09:06.690 --> 00:09:17.730
So it bridges, the gap that's why culturally responsive teaching is so important, it will help students bridge the gap between what they know and what we'd like them to know.

56
00:09:19.980 --> 00:09:28.560
What we find from the research is that on a neuronal level when we think, cognition when we think brain nerves.

57
00:09:29.790 --> 00:09:34.830

This leads to effective information processing one week corporate culturally responsive teaching.

58
00:09:35.910 --> 00:09:42.630
It incorporates effective information processing and as an added bonus a safer space for learning.

59
00:09:43.830 --> 00:09:51.690
In fact, culturally responsive education has been found to strengthen student connectedness with school and enhance their learning.

60
00:09:53.430 --> 00:10:00.090
tinto who sponsored one of the pioneers in this type of culturally responsive teaching and education.

61
00:10:00.570 --> 00:10:11.430
theorized that students of color may have a decreased sense of belonging, given that their social and cultural background may not align with college or university culture.

62
00:10:12.210 --> 00:10:23.700
Now that was pintos theory back in 1975 but since then, since his pioneering work research does seem to support this idea, and in fact this lack of alignment.

63
00:10:24.390 --> 00:10:36.210
may lead to a higher likelihood of attrition among the students so students cannot define with the university or college culture they're more likely to drop out.

64
00:10:38.190 --> 00:10:45.240
Now, how How is this possible, how is it possible that culture helps make the connection between old concepts and new concepts.

65
00:10:45.930 --> 00:10:58.860
Well it's because culture helps the brain makes sense of the world, the brain uses cultural information to turn everyday events into something meaningful we do this, all the time and our students are no different.

66
00:11:00.300 --> 00:11:10.290

Culturally responsive instruction then may promote higher order thinking and Problem Solving among our students, if we can relate the material to them.

67
00:11:13.800 --> 00:11:21.150
I want to deviate a little bit and use this example of marketing, I want to use a marketing principle to try and prove this point.

68
00:11:22.620 --> 00:11:35.250
We could actually learn a lot from marketers I believe that at times marketers those that are designing advertising for selling products, for example.

69
00:11:35.760 --> 00:11:44.790
They know, at times, it seems more about human psychology and human behavior then, many of us in the health field, and let me show you some examples.

70
00:11:47.250 --> 00:11:57.870
When it comes to marketing one key marketing principle is this idea of lookalike audiences Now it may not be as obvious as.

71
00:11:58.950 --> 00:12:07.140
These two celebrities that people say look very similar bryce Dallas Howard on the right and Jessica JESSICA chastain on the left.

72
00:12:08.070 --> 00:12:29.070
They are not twins they are not related by blood, as far as they know yet they look quite alike same with Javier bardem and Jeffrey Dean Morgan both actors not related they just happened to look alike and Gordon Ramsay in this random maybe some say they look alike.

73
00:12:30.360 --> 00:12:32.850
Now this idea of lookalike audiences.

74
00:12:34.020 --> 00:12:36.780
is a key concept for marketing in that.

75
00:12:37.830 --> 00:12:50.010

Those that look like someone else tend to like that person, even more so when we look like someone or we share common characteristics with someone.

76
00:12:51.030 --> 00:12:54.870
We tend to like them more we'd like the products they're using more.

77
00:12:56.730 --> 00:13:04.800
And in fact Facebook uses this idea of lookalike audiences all the time, and in fact i'm going to quote Facebook in a moment.

78
00:13:06.270 --> 00:13:11.640
The definition of a look alike audience is they share similar characteristics to your existing customers.

79
00:13:12.630 --> 00:13:20.370
Facebook says they have a patented algorithm that does just that, in fact, to create a look alike audience our Facebook.

80
00:13:20.880 --> 00:13:39.330
system leverages information such as demographics interests and behaviors from your source audience to find new people who share similar qualities, when you use a look alike audience your ad is delivered to that audience of people who are similar to or look like your existing customers.

81
00:13:40.680 --> 00:13:44.370
Okay So what does this have to do with culturally responsive teaching.

82
00:13:45.600 --> 00:13:58.050
Well, basically, can we use examples in our classroom where the examples we provide share similar characteristics or look like our students.

83
00:13:59.040 --> 00:14:12.540
And in fact studies have found that when faculty when staff at universities tend to come from similar backgrounds of students, they don't drop out as often it seems to make a difference.

84
00:14:13.560 --> 00:14:24.420

Going back to this advertising example i'll try and prove my point even further, think about ads directed at children, here is a happy meal at.

85
00:14:25.980 --> 00:14:34.770
We would not expect to see an adult enjoying a happy meal, with a big smile on their face that just wouldn't happen, why not.

86
00:14:35.370 --> 00:14:45.870
Because we're selling to kids they're selling their product to kids not to adults, therefore, they would feature a child enjoying a happy meal and the Ad.

87
00:14:46.500 --> 00:14:57.000
So that kids children can relate to the add another example I don't know if you've ever really noticed at your grocery store if you just walk down the cereal aisle.

88
00:14:58.230 --> 00:15:04.710
Where do we find if you really think about it, where do we find the most nutritious cereals.

89
00:15:05.760 --> 00:15:06.750
Have you looked carefully.

90
00:15:07.800 --> 00:15:18.870
they're always up here where nobody looks they're hard to grab, to a lesser extent you'll find some of the decently nutritious cereals down at the very bottom.

91
00:15:20.280 --> 00:15:24.810
What do you find right around waist height, for most adults.

92
00:15:25.860 --> 00:15:43.830
The kids cereals those sugary probably those cereals, that we don't want kids to consume all that often because they're not as nutritious there right at waist height, for most adults, why well it's because, when the child comes bouncing down the aisle with their caregiver.

93
00:15:45.150 --> 00:15:45.660
This.

94
00:15:47.040 --> 00:15:50.190
shelf or these shelves are right at eye level.

95
00:15:51.330 --> 00:16:02.610
And what's featured on the boxes on the cereal boxes receipt toys, we see pictures of other children with big smiles on their faces enjoying the cereal.

96
00:16:03.630 --> 00:16:13.740
Look alike audiences, this is not done by accident, so why can't we take a cue from those that know seem to know human behavior and human psychology so well.

97
00:16:14.790 --> 00:16:21.120
couldn't we design our courses to incorporate this very same concept, yes, we just need to do it.

98
00:16:22.890 --> 00:16:38.370
In fact rendon theorized that validating students experiences may serve as an acknowledgement of their existence and does increase their involvement and reduce attrition validating students experiences through lookalike audiences, for example.

99
00:16:39.630 --> 00:16:42.300
Incorporating culturally relevant curricula.

100
00:16:43.560 --> 00:16:53.880
students have reported that the presence of faculty with an understanding of the importance of racial identity contributed to a positive experience within their respective institutions so just acknowledging.

101
00:16:54.780 --> 00:17:01.560
That the students are individuals that identify with their racial or ethnic group or their culture.

102
00:17:02.700 --> 00:17:03.690
can make all the difference.

103

00:17:05.220 --> 00:17:11.640
Institutions must provide learning environments that are culturally sensitive by including curricula that are culturally relevant.

104
00:17:13.020 --> 00:17:16.920
These aren't just my opinion these are backed by research.

105
00:17:17.940 --> 00:17:24.240
redesigning courses to include culturally relevant topics has been shown to be successful in in increasing student retention rates.

106
00:17:25.560 --> 00:17:35.010
If these topics include perspectives of those that are underrepresented, it may validate their life experiences and it may increase their engagement and retention.

107
00:17:36.210 --> 00:17:37.620
Multiple studies have shown that.

108
00:17:39.210 --> 00:17:49.320
Students that specifically identify as let next have reported the presence and visibility of others from a similar cultural background increase their feelings of belonging, this and related this.

109
00:17:50.010 --> 00:18:07.020
Here at cal State University San Bernardino over 60% of our students identify as latinx and therefore the presence and visibility of others from a similar background may reduce attrition but we as faculty can also incorporate.

110
00:18:08.070 --> 00:18:10.770
latinx culture into our coursework.

111
00:18:12.360 --> 00:18:16.080
Now, you may be thinking well at my university or my class.

112
00:18:17.550 --> 00:18:21.150
superficially they seem to come from all different backgrounds.

113
00:18:22.050 --> 00:18:36.420
there's no way I could know every single culture represented my classroom and I would agree with you there's no way to know that, but what we're thinking about right now, then, is very superficially, but if we dig deeper and we go beyond just what we think we see.

114
00:18:37.680 --> 00:18:51.330
We will find deeper patterns that unite cultures, for example, there tend to be individualistic for the collectivist cultures, there are cultures that emphasize oral traditions, as opposed to written and so on.

115
00:18:53.010 --> 00:18:53.790
How do you know.

116
00:18:55.440 --> 00:18:58.530
Have you ever experienced semester by semester or quarter by quarter.

117
00:18:59.910 --> 00:19:05.490
Each class, you may be teaching the same subject, but each class seems to have its own subculture.

118
00:19:07.200 --> 00:19:22.440
that's one way to unite your class is by looking at well are they talkative are they quiet do they prefer group work do they prefer working on their own, that alone can help foster a learning environment.

119
00:19:24.840 --> 00:19:35.490
To be more specific, I promised I would provide actual examples, and these are from my experience, based on the research that has been done before me.

120
00:19:36.630 --> 00:19:46.710
In fact, based on their research morrison finigan recommend that the administration of pre assessments in order to identify students at high risk for attrition attrition excuse me, may be helpful.

121
00:19:48.150 --> 00:19:55.620

So what I often do is at the beginning of the Semester, I have students complete an anonymous survey online.

122
00:19:56.760 --> 00:20:06.480
Their names are not attached to their actual responses, but I know when a student has completed it because the learning management system will say check the student.

123
00:20:06.840 --> 00:20:18.930
answered all the questions, but it never connect their name to the actual responses, so I tell students in the beginning, this is anonymous so you're welcome to be open with your responses to a certain extent.

124
00:20:20.280 --> 00:20:25.560
And I basically asked them, in fact, the title of my surveys, how can I, as your instructor help.

125
00:20:26.790 --> 00:20:27.540
I don't title it.

126
00:20:29.010 --> 00:20:44.700
semester survey, for example, I asked them in the title, how can I help so i'm setting up a tone, right from the beginning and then phrasing, the question is important, I asked them what can I do as your instructor to help you succeed in the course.

127
00:20:46.770 --> 00:20:57.120
Then, in order to promote their viewing of the syllabus and actually pouring to the syllabus I often ask them hey after looking at the course schedule what topics sounds interesting to you.

128
00:20:58.080 --> 00:21:12.360
Is there a topic that we're not covering the Semester that's not listed that you would like to learn more about I don't make any promises I don't say we can definitely cover every single suggestion, but it makes them feel empowered that I do care about their learning.

129
00:21:13.650 --> 00:21:22.410
Additionally, morrison finnegan site, the importance of clarity and repetition, and especially for teaching an asynchronous online course.

130
00:21:22.860 --> 00:21:30.060
being very, very clear with our expectations and repeating especially repeating when due dates are coming up.

131
00:21:30.480 --> 00:21:35.520
reminding students being a little bit more intrusive, which is something i'm going to talk about in a moment, but.

132
00:21:36.240 --> 00:21:49.650
Being really intrusive when it comes to reminding students about what's coming don't forget it does take a little bit more from us as faculty to sort of remind those students who may be struggling.

133
00:21:51.030 --> 00:22:03.930
Another example after the pre assessment incorporate culturally relevant curriculum as part of the course objectives didactic coursework should incorporate material to which students of color can relate.

134
00:22:04.950 --> 00:22:13.350
Also, I must mention that, if you do a survey, you must must must report back on the results of that survey.

135
00:22:14.160 --> 00:22:22.080
The students results can't just go into the ether, and you never address it again what I often do is I will present.

136
00:22:22.530 --> 00:22:34.230
Some of the feedback to the class so they know that I actually read it, and actually thought about their responses, it makes them feel validated and makes them feel empowered it makes it feel like you do care and you do listen.

137
00:22:34.950 --> 00:22:42.990
So if you do a survey it's important to at least give the students some feedback, let them know you hear them.

138
00:22:44.490 --> 00:23:00.510

Next, encourage students to provide examples as to how the course material never late to those that come from similar cultural backgrounds, by doing this, it may increase the students sense of belonging, which again more belonging means less likelihood of attrition.

139
00:23:02.400 --> 00:23:19.350
What i've done before, is depending on the pre assessment i'll modify assignments, so that they may include maybe more written or oral presentation components it kind of depends, or maybe i'll incorporate both if I don't get a good sense of the culture of the class.

140
00:23:20.790 --> 00:23:34.110
What I have done before, is again given that about 66% of cal State University San Bernardino students identify latinx what i've done in my nutrition classes, where I teach in the nutrition program here.

141
00:23:35.010 --> 00:23:39.570
I would ask them about things like let's say fast food meals at taco bell and del taco.

142
00:23:40.650 --> 00:23:43.920
Would those be considered authentic Mexican cuisine why or why not.

143
00:23:45.360 --> 00:23:47.040
Often, in my experience.

144
00:23:48.390 --> 00:23:57.300
Others from different cultures, feel that South American Food and Central American Food is exactly the same as Mexican food, but that's not true at all.

145
00:23:57.810 --> 00:24:09.690
And so, an example would be pick one South American country and compare and contrast how traditional Mexican ingredients and preparations differ from that South American countries ingredients and preparations.

146
00:24:12.780 --> 00:24:17.670
Other examples, it can be as simple as when presenting case studies.

147

00:24:18.930 --> 00:24:34.920
If that's something you do in your class you're usually provide patient names for your cases right well why not include a name that comes from a different culture, a culture that your students may identify with that alone can be beneficial.

148
00:24:36.030 --> 00:24:40.740
When you use images like images that i'm using in this PowerPoint you can see that.

149
00:24:41.790 --> 00:24:52.290
The one on the right features, mostly what appeared to be white students and a white instructor, whereas the one on the bottom left you can see, there are other cultures that have been featured.

150
00:24:54.180 --> 00:25:10.140
And one more thing, whenever possible, refer to students by name I know in large classes, this may be really challenging I get that but let's say you're grading assignments online paper assignments before writing your feedback.

151
00:25:11.790 --> 00:25:23.790
write down their name say address them by name say so, and so I appreciate this assignment, I really like how you address that that data always address them by name, whenever possible.

152
00:25:25.440 --> 00:25:28.650
Three like I mentioned before, be intrusive.

153
00:25:30.630 --> 00:25:36.930
When students struggle, they may be embarrassed or they may be hesitant to reach out to you for help.

154
00:25:38.010 --> 00:25:46.890
If you notice students are struggling a student is struggling they're not logging on to the LM s as often reach out to them.

155
00:25:47.580 --> 00:25:59.670
Because they probably are going to be bashful about reaching out to you first you can incorporate planned or unplanned interactions with students, so you can schedule regular check ins via email or via phone or zoom.

156
00:26:00.810 --> 00:26:13.320
Again, if students, if you notice that there are some students who haven't logged on to the course LM s in a while or appear to be struggling with the material reach out to them, you may have to be the first to reach out, they may not be the first reach out to you.

157
00:26:14.400 --> 00:26:26.430
i've done this before an example, I would say hi so, and so, but I would actually include their name of course i've noticed that you haven't logged on to our course in a while I wanted to check in and make sure all as well.

158
00:26:27.900 --> 00:26:34.890
I have never encountered a student this isn't to say that it could never happen, but I have yet to encounter a student that has said, you know what.

159
00:26:35.430 --> 00:26:45.360
buzz off don't bother me, in fact, more often than not, are in it basically every time students have responded with wow I didn't even think you noticed.

160
00:26:47.010 --> 00:26:55.260
So it can go a long way to simply just reach out and say hey I want to check and make sure everything's Okay, what can I do to help.

161
00:26:58.920 --> 00:27:04.440
I want to mention since i'm sort of discussing it as i'm talking this idea of tone.

162
00:27:05.910 --> 00:27:13.050
tone can be very, very important and it's important when it comes to just giving first impressions of your course.

163
00:27:14.220 --> 00:27:21.960
I want to show you an example of where I went really, really wrong with tone for 12 years i'm going to show you page one paragraph.

164
00:27:22.680 --> 00:27:33.390

Paragraph one through three have an undergraduate lower division course that I used to teach and here was the first page and paragraphs of my syllabus take a look.

165
00:27:34.530 --> 00:27:40.770
I provide the course description which is required, nothing new there right so that's fine I give them that.

166
00:27:42.060 --> 00:27:52.020
But there's no greeting there was no greeting above it, I had the title of the course up here, but that was it there was no welcome to the class, it was just here's the course description.

167
00:27:52.890 --> 00:28:02.700
And then I gave a little summary where I say, using a disease prevention approach i'm going to emphasize behavioral change to help you reduce your risk.

168
00:28:03.030 --> 00:28:10.680
For many of the major chronic diseases decrease your levels of distress help you choose which foods to eat and decide how much exercise, you should be doing.

169
00:28:11.790 --> 00:28:27.060
that's i'm assuming students need to reduce their risk for disease decrease their stress, I need to help them choose which foods do if they don't know already and decide how much exercise, they need to be doing that's a lot of assumptions that may be incorrect.

170
00:28:31.710 --> 00:28:46.230
peers here's my plagiarism and cheating verbiage Look how strict I am neither are tolerated plagiarism is the defined act of stealing or passing off someone else's words ideas as your own.

171
00:28:46.800 --> 00:28:58.410
plagiarism is defined as the act of stealing or passing off someone else's words ideas is your own, for example when completing a research paper you copy and paste material from another person's work without giving them credit, this would be plagiarism.

172
00:28:59.430 --> 00:29:12.210

Engaging and inactive plagiarism is a violation of academic integrity will not be tolerated and will result in an automatic F Look how strict diet cheating is not tolerated cheating would would include forms of plagiarism as outlined above.

173
00:29:13.980 --> 00:29:19.230
and any of the following during a quiz or exam looking at other students quiz talking using notes, etc.

174
00:29:19.470 --> 00:29:27.150
cheating will result in an automatic score of zero points for that excite for that assignment or quiz and exam as well as a required visit to the academic D.

175
00:29:27.690 --> 00:29:35.700
So so very strict look at the late work and make up your policy all assignments papers and projects are due by the date and time listed.

176
00:29:36.060 --> 00:29:42.270
There are no exceptions students who turned in work late will lose points for each day the assignment is late.

177
00:29:42.540 --> 00:29:51.390
It is your responsibility to have assignments uploaded on time, you cannot give me any excuses it's always a good idea to have a backup plan so it's not.

178
00:29:51.780 --> 00:29:55.950
on anyone else's fault but yours doesn't say that, but you get the idea.

179
00:29:56.460 --> 00:30:05.550
You may turn your work in earlier but no work will be accepted via email makeup work will only be accepted in case of special emergency and so on, so very strict.

180
00:30:06.540 --> 00:30:15.480
But since then I have learned a lot I have learned about motivational silla by that's what you're seeing here notice how much more inviting it is.

181
00:30:16.050 --> 00:30:24.060

I use a different tone notice how the title of the course as an exclamation point because i'm excited to have them as a student.

182
00:30:24.600 --> 00:30:41.340
i'm welcoming them with an exclamation point my tone is a lot softer i'm talking about how excited I am to have them in this class how i'm grateful that they're one of my students it's called a motivational syllabus because you'll see these little motivational quotes throughout.

183
00:30:42.420 --> 00:30:59.430
I cannot take credit for this design meeting this motivational syllabus idea I learned about it through a California state university system wide training and there were faculty who showed us this concept and I took to it and I thought it was fantastic.

184
00:31:00.810 --> 00:31:03.330
In it's an inviting tone.

185
00:31:04.890 --> 00:31:05.790
notice also.

186
00:31:06.900 --> 00:31:16.920
We would have to make sure that this is a da compliant so the use of certain colors and fonts we want to make sure that everything is a da compliant.

187
00:31:17.610 --> 00:31:30.480
But I have found informally that students really appreciate this redesign and they find that it does seem to set a specific tone for the class and that could be the first impression that students get.

188
00:31:31.830 --> 00:31:43.860
Now something else that I do incorporate is in order to engage students in the syllabus because i've went through all this work, I want them to look at it is like I said before in the pre assessment, I asked them.

189
00:31:44.490 --> 00:31:53.010
Little things about the syllabus like hey take a look at the core schedule, what do you want to learn more about what's missing, what do you like what topics interest you.

190
00:31:54.060 --> 00:32:07.710
Now these motivational syllabi do end up being quite lengthy but studies have found that longer silla by actually encourage students to look through it to take the time to look through it shorter syllable I don't encourage that as much.

191
00:32:09.330 --> 00:32:17.100
So, in summary, the following may improve retention rates among students of color, especially in an online environment these could be using online environment as well.

192
00:32:17.730 --> 00:32:27.090
First pre assessment know your students ask about potential barriers to success and indicate how an instructor you have their instructor may support their success.

193
00:32:27.780 --> 00:32:43.080
whenever you can refer to them by name, even if it's just assignment feedback after this pre assessment incorporate culturally relevant curricula as part of the course objectives didactic coursework should incorporate material to which students of color can relate.

194
00:32:44.100 --> 00:32:57.780
Think imagery case study names, there are many ways to incorporate just a little bit of color culturally relevant curricula encourage students to provide examples as to how the course material may relate to those that come from similar backgrounds.

195
00:32:58.800 --> 00:33:11.040
This, in turn, may increase the students sense of belonging, which may decrease the likelihood of attrition and again be intrusive ask them if they need anything, what can you do to help.

196
00:33:12.690 --> 00:33:30.000
Now, this may feel overwhelming, there are a lot of tips that I provided, and I hope you don't feel too overwhelmed remember i'm still learning and I redesigned my syllabus because my tone was terrible, so I hope you don't feel overwhelmed if you do.

197
00:33:31.050 --> 00:33:42.600
I hope you can identify just one inclusive practice that jumped out at you, as I was talking about some of these tips, maybe one jumped out at you were like oh yeah I could do that or that doesn't seem so bad.

198
00:33:43.590 --> 00:33:57.360
that's where you can start just start, you may find that you've already begun doing this, you may have already incorporated one or more of these already If so, how to go, could you improve upon it, could you add to it.

199
00:33:58.620 --> 00:34:04.800
Those are the little steps that we can take to start incorporating culture culturally relevant curricula.

200
00:34:06.150 --> 00:34:24.090
Before I close, I wanted to acknowledge cal State University San Bernardino issues X culturally responsive teaching community and the facilitators who have really helped me find some of these resources and acknowledge the areas where I could improve as an instructor.

201
00:34:25.380 --> 00:34:27.210
Again, thank you for your attention.

202
00:34:32.430 --> 00:34:34.170
Paulchris Okpala: Thank you, Dr Malik that was.

203
00:34:36.570 --> 00:34:37.680
Paulchris Okpala: That was great.

204
00:34:38.370 --> 00:34:38.850
Neal Malik: Thank you.

205
00:34:39.090 --> 00:34:51.120
Paulchris Okpala: hey I truly truly truly enjoyed this presentation, with all the relevant information you shared I especially like the examples particular the marketing concepts.

206
00:34:52.230 --> 00:35:06.330
Paulchris Okpala: In know targeting the audience, I think that was the main in her for all purpose of being faculty in, especially if we're solving our students from different you know backgrounds, so I think is.

207

00:35:07.740 --> 00:35:18.210
Paulchris Okpala: The message is sent absolutely made very good connection, so I really appreciate that so while you were present, I was making notes, I have.

208
00:35:19.740 --> 00:35:33.090
Paulchris Okpala: No, not up to not more than three questions I think so, so if you don't mind addressing those posters and i'm going to turn it over to the audience, I think there might have no questions to ask.

209
00:35:33.570 --> 00:35:40.230
Paulchris Okpala: Sure, so you did provide really bad recommendations, there were so many.

210
00:35:41.310 --> 00:35:45.840
Paulchris Okpala: I know from one slide to the next slide is a couple and Catherine Catherine.

211
00:35:45.840 --> 00:35:47.550
Paulchris Okpala: copy oh.

212
00:35:48.720 --> 00:35:55.350
Paulchris Okpala: My God this recommendations that you share which one have you found most helpful with your students.

213
00:35:56.790 --> 00:35:57.960
Neal Malik: yeah it's.

214
00:35:58.290 --> 00:36:03.270
Neal Malik: I was overwhelmed when I first got into this and sort of did a deep dive and culturally relevant.

215
00:36:03.270 --> 00:36:13.950
Neal Malik: curricula and everything and I actually started feeling really bad for myself, because I was like i'm doing none of these things right now, and it was very overwhelming for me.

216
00:36:14.970 --> 00:36:26.520

Neal Malik: And so what i've found to be most helpful from for me and my students work is is something actually I didn't specifically address in the presentation, but I sort of alluded to it, is that.

217
00:36:27.420 --> 00:36:32.850
Neal Malik: setting the tone just right, but even just starting class with like a casual conversation sometimes.

218
00:36:33.570 --> 00:36:40.290
Neal Malik: i'll notice you get sort of an energy sort of a vibe from students right before class starts sometimes they're really talkative and you can.

219
00:36:40.890 --> 00:36:49.980
Neal Malik: hear them talking about their plans for the weekend and there's the room is buzzing with energy, there are other days but they're quiet and nobody's talking to each other and their heads are down.

220
00:36:50.730 --> 00:36:59.670
Neal Malik: and on those days I just come in, and I say hey before we get to today's topic before I even start, how are you feeling how you doing what's going on.

221
00:37:00.600 --> 00:37:10.560
Neal Malik: And i'll say you you aren't all aren't talkative this morning what's going on, how are you nervous about finals midterms and then they sort of start to open up and.

222
00:37:11.520 --> 00:37:19.920
Neal Malik: You could see the energy shift you could feel it shift I should say, and that alone i've found really, really helpful they know that.

223
00:37:20.700 --> 00:37:27.120
Neal Malik: i'm their mentor i'm not their teacher, so to speak, but i'm sort of their guide and.

224
00:37:27.990 --> 00:37:40.410
Neal Malik: i'm not their friend, but i'm there to just to support them to be successful, and so, starting with that kind of casual discussion, I found makes a huge difference and kind of sort of can set up the rest of that class period in a positive way.

225
00:37:46.200 --> 00:37:47.910
Neal Malik: Oh you're muted Dr Paula.

226
00:37:50.070 --> 00:37:51.000
Paulchris Okpala: Alright sorry about that.

227
00:37:51.210 --> 00:37:58.710
Paulchris Okpala: So thank you for that comprehensive, as I appreciate that and then based on your answer to that question to go.

228
00:38:00.270 --> 00:38:03.930
Paulchris Okpala: to the first question I asked was the unapproved I didn't go.

229
00:38:05.190 --> 00:38:06.660
Paulchris Okpala: In a well as you're hooked.

230
00:38:08.280 --> 00:38:17.070
Neal Malik: yeah I would say, when I gave surveys, especially at the start of the pandemic when sort of everything went online.

231
00:38:17.580 --> 00:38:32.040
Neal Malik: I surveyed my students and I asked them hey, what can I do to help and all that, but then I never shared the results with them it's sort of went into the Internet it went into nowhere and.

232
00:38:33.450 --> 00:38:41.550
Neal Malik: Some of the student feedback was hey did you ever read the results of the survey like did what happened there what what was going on, and so they were.

233
00:38:41.940 --> 00:38:49.770
Neal Malik: feeling like it was a waste of time and they didn't get a chance to have me validate I didn't get I didn't get to validate why.

234
00:38:50.280 --> 00:39:02.550

Neal Malik: Their responses are so valuable why it was important, so always share the feedback with them, even if it's a quick summary via email or something you have to kind of make them feel like they've been heard so that was an early mistake, I made.

235
00:39:05.220 --> 00:39:06.240
Paulchris Okpala: Great Thank you.

236
00:39:06.720 --> 00:39:17.490
Paulchris Okpala: And then follow another list if someone say faculty wanted to begin, creating a more inclusive classroom where should they start.

237
00:39:19.200 --> 00:39:20.670
Neal Malik: I would say the one.

238
00:39:20.910 --> 00:39:22.860
Neal Malik: thing that sounded most.

239
00:39:23.160 --> 00:39:26.730
Neal Malik: Interesting at the one idea that was maybe shared that.

240
00:39:28.380 --> 00:39:36.180
Neal Malik: sort of jumped out and and where the person thought Oh, I like that idea that's probably where you'd want to start wherever.

241
00:39:36.840 --> 00:39:47.550
Neal Malik: most interesting to you, whatever is most interesting to you that might be the place where you begin and again if we even just make one small change it can sort of shift the entire.

242
00:39:48.450 --> 00:39:57.750
Neal Malik: Cultural the classroom the entire mood of the classroom and then it sort of slowly builds on itself and, over time, we can make small little adjustments and before we know it.

243
00:39:58.620 --> 00:40:10.560

Neal Malik: Where we have a very inclusive environment and again my disclaimer is i'm still working on it, there are areas that I am now realizing as I look back that I need to improve on.

244
00:40:13.500 --> 00:40:19.800
Paulchris Okpala: Thank you, thank you, thank you once again, I appreciate that, and then the audience i'm sure they might have.

245
00:40:20.970 --> 00:40:23.340
Paulchris Okpala: One or two questions to ask anybody.

246
00:40:25.470 --> 00:40:27.240
Paulchris Okpala: The floor is open for questions and.

247
00:40:28.800 --> 00:40:29.250
Paulchris Okpala: answer.

248
00:40:39.210 --> 00:40:42.360
Neal Malik: I was just so thorough, it was you know no questions.

249
00:40:43.680 --> 00:40:45.360
Neal Malik: Just so darn thorough Oh, my goodness.

250
00:40:45.420 --> 00:40:48.840
Paulchris Okpala: yeah I think we have one in the pharmacy.

251
00:40:50.850 --> 00:40:52.860
Paulchris Okpala: Okay, that wasn't it wasn't yes okay.

252
00:41:05.820 --> 00:41:10.020
Neal Malik: Thank you so much for the acknowledgments i'm seeing those as well and.

253
00:41:11.250 --> 00:41:18.120
Neal Malik: I appreciate you being here and, again, thank you to Dr Paula Thank you so much to the library for for putting this together.

254
00:41:18.990 --> 00:41:36.960
Neal Malik: couldn't have done it without everyone and again the culturally responsive teaching Community through issues X here at CES USB has been so helpful for helping me sort of take a deep dive into into this and really realize, where I could be improving, as a faculty.

255
00:41:47.730 --> 00:41:49.830
Paulchris Okpala: That was a question from Sally Neil.

256
00:41:50.850 --> 00:41:56.550
Paulchris Okpala: From the q&a so she asked was it hard to make your welcome in two levels, a da compliant.

257
00:41:57.690 --> 00:41:58.830
Neal Malik: yeah it's it's.

258
00:42:00.300 --> 00:42:09.930
Neal Malik: A little bit of a challenge only because I had this idea, this grand idea of what I want it to look like, but you know that's not that's not always inclusive it's.

259
00:42:10.590 --> 00:42:22.470
Neal Malik: So, making that making all of our materials really a da compliant it is so important, but I know that the library and are many resources on campus that have helped me with that.

260
00:42:22.920 --> 00:42:40.920
Neal Malik: And I know even built into some of our LM s systems they have Ada checkers so that's been really helpful as well, so I would say the execution part not so challenging it's more of like can I get my lofty ideas onto paper but in a way that's inclusive.

261
00:43:04.260 --> 00:43:09.540
Paulchris Okpala: And i'm Dr Malik you don't mind sharing these slides right.

262
00:43:10.260 --> 00:43:27.480
Neal Malik: Oh, not at all, and what I realized in fact was after I had stopped recording the video I didn't I never showed my references slide and I know that others have found

that very helpful So yes, I will be happy to share this and you'll have access to the references slide as well.

263
00:43:28.530 --> 00:43:28.860
Okay.

264
00:43:38.970 --> 00:43:40.260
Paulchris Okpala: where's the open for.

265
00:43:41.340 --> 00:43:43.920
Paulchris Okpala: q&a so feel free to ask.

266
00:44:06.360 --> 00:44:08.250
Neal Malik: Again, just so darn thorough I guess.

267
00:44:10.260 --> 00:44:14.790
Neal Malik: But I do appreciate the questions and again the acknowledgement, thank you.

268
00:44:17.250 --> 00:44:20.790
Paulchris Okpala: Alright, so I don't think we have a question or comment.

269
00:44:21.900 --> 00:44:23.910
Paulchris Okpala: Okay, other ones that something just giving.

270
00:44:32.130 --> 00:44:32.820
See.

271
00:44:39.450 --> 00:44:43.590
Paulchris Okpala: One thing I think you asked question, I can I want to see that.

272
00:44:51.420 --> 00:44:55.410
Neal Malik: Oh, I see his question, a couple of you want me to a.

273
00:44:57.510 --> 00:45:12.420

Neal Malik: Dr van word said he finds that needs to be careful to make sure that students know when a faculty serious about cheating policy it's preventive to be very clear about cheating policy and so just comments with regards to that.

274
00:45:13.890 --> 00:45:20.880
Neal Malik: yeah you know there, there is that sort of fine line where we need to be clear about potential consequences.

275
00:45:21.660 --> 00:45:31.320
Neal Malik: What happens with a student plagiarizes cheats etc and that's important to relay and a syllabus because that's our contract with the students right, we have to reflect those things.

276
00:45:31.740 --> 00:45:42.960
Neal Malik: But I think we could modify the tone of it, we can be clear, but we don't have to be necessarily threatening throughout that verbiage, we can be.

277
00:45:43.770 --> 00:45:56.580
Neal Malik: sort of softer but assertive that's that's what I would say it doesn't need to just be thread after thread after threat but rather clear assertive and yet a little bit maybe softer in that tone.

278
00:45:59.820 --> 00:46:00.150
Neal Malik: and

279
00:46:00.810 --> 00:46:02.070
Neal Malik: I see a doctor.

280
00:46:03.390 --> 00:46:17.970
Neal Malik: I tell them how embarrassing, it will be if they're caught cheating for both of us yeah I love that you could sort of make it a little bit of a joke, but at the same time relay that you are serious and that it would be embarrassing and that these would be the consequences yeah.

281
00:46:27.120 --> 00:46:28.920
Paulchris Okpala: Okay, ladies and gentlemen.

282

00:46:31.650 --> 00:46:33.360
Paulchris Okpala: Let me read it out Okay, but.

283
00:46:34.320 --> 00:46:45.600
Neal Malik: we're So what are some ways to implement cultural culturally responsive teaching into a homework assignment or research project yeah I gave sort of the example of where we can.

284
00:46:46.920 --> 00:47:01.890
Neal Malik: skew the assignment slightly so that may be a question or the topic sort of relates to culture in some way or relates to something that the students experienced in their own lives.

285
00:47:03.600 --> 00:47:07.770
Neal Malik: I know that one of my colleagues actually had a wonderful example of where they were talking about.

286
00:47:08.790 --> 00:47:26.040
Neal Malik: Fishing up fishery bow fishing and fisheries and overfishing and its impact on the environment and they asked the students to think about a time when they were purchasing seafood and how that how did they make that decision, so allowing the students to kind of.

287
00:47:27.060 --> 00:47:34.830
Neal Malik: relay what's discussed in the classroom to what they experienced in their own lives and that sort of brings out that cultural component.

288
00:47:35.250 --> 00:47:44.700
Neal Malik: So what, in your experience have you noticed about this particular issue explain how does that relate to the concepts we've discussed in class explain something like that.

289
00:47:52.620 --> 00:47:53.820
Neal Malik: you're most welcome Jonathan.

290
00:48:03.900 --> 00:48:06.210
Paulchris Okpala: Okay let's take one more question, if not.

291
00:48:19.140 --> 00:48:21.090
Paulchris Okpala: All right, I don't think anyone is this.

292
00:48:23.580 --> 00:48:27.240
Paulchris Okpala: Okay, so once again thank you, Dr Malik for.

293
00:48:28.380 --> 00:48:29.610
Paulchris Okpala: for presenting this.

294
00:48:32.430 --> 00:48:40.350
Paulchris Okpala: topic is really very interesting I learned a lot, especially the examples you share the recommendations and.

295
00:48:41.250 --> 00:48:55.560
Paulchris Okpala: me they're all relevant, to be honest with you, I appreciate that those information from one slide to the next slide i'm sure that attendees are really a big line a lot from this presentation and I hope you're able to share like me like I said.

296
00:48:56.760 --> 00:49:00.150
Paulchris Okpala: These slides to anyone that would contact in the future.

297
00:49:00.630 --> 00:49:04.470
Neal Malik: are absolutely absolutely Thank you so much for inviting me to do this.

298
00:49:05.490 --> 00:49:17.820
Paulchris Okpala: and also thank you for addressing everyone's question and i'm not gonna forget that this was a joint initiative and I appreciate the Librarians appreciate robby.

299
00:49:19.020 --> 00:49:20.730
Paulchris Okpala: robby krieger.

300
00:49:23.160 --> 00:49:33.000
Paulchris Okpala: Thank you so much, I appreciate your contributions from the one pushing through and making sure everything works so perfectly well appreciate, you and your team also appreciate.

301
00:49:34.560 --> 00:49:53.940
Paulchris Okpala: Being being color appreciate him as well, I appreciate it, I know in Tennessee right appreciate our things effort to ensure that we don't have any technical issue, so thank you so much for your hard work to bring this thing into reality.

302
00:49:55.530 --> 00:49:59.130
Paulchris Okpala: And for everyone here appreciate this is the first.

303
00:50:01.890 --> 00:50:14.490
Paulchris Okpala: faculty video showcase for the academic year we have additional for faculty that will be presenting and that will be in the spring of 2022.

304
00:50:14.910 --> 00:50:29.040
Paulchris Okpala: So you will be hearing from us i'm sure the first will be in bigger on February, March and April, so we tend to do one each month, starting from February, the cell format, the same.

305
00:50:32.250 --> 00:50:42.120
Paulchris Okpala: You know our styles and everything, so you receive that information as soon as we have that ready with the time and everything and I appreciate that you're.

306
00:50:42.720 --> 00:50:50.580
Paulchris Okpala: Participating is important that every faculty participate in these our ongoing workshops that we have in the Faculty development.

307
00:50:51.060 --> 00:51:03.960
Paulchris Okpala: And we have more of them coming in spring of 2022 so thank you so much for your time and for contributing to this event, I wish everyone a very wonderful day, thank you.

308
00:51:43.860 --> 00:51:44.820
Sastry Pantula: It well Chris.

309
00:51:46.380 --> 00:51:46.980
Paulchris Okpala: yeah I mean.

310
00:51:47.850 --> 00:51:49.320
Paulchris Okpala: yeah okay.

311
00:51:49.380 --> 00:51:50.070
Sastry Pantula: Sorry, I.

312
00:51:51.450 --> 00:51:53.220
Sastry Pantula: i'm not SAS the doula.

313
00:51:56.550 --> 00:52:09.990
Sastry Pantula: Actually, he last night he's he sent a message, and there were links and I had to another thing you know doctors appointment, so I just came I said, let me try before.

314
00:52:11.310 --> 00:52:12.840
Paulchris Okpala: No, no it's okay yeah we.

315
00:52:13.110 --> 00:52:17.250
Sastry Pantula: And I think I think there's the tail end of you know, the presentation.

316
00:52:18.240 --> 00:52:18.750
yeah.

317
00:52:20.280 --> 00:52:21.510
Sastry Pantula: I missed it yeah.

318
00:52:23.910 --> 00:52:24.300
Paulchris Okpala: yeah.

319
00:52:26.490 --> 00:52:27.510
Sastry Pantula: I thought you were laughing.

320
00:52:31.320 --> 00:52:33.360
Sastry Pantula: Keep up the great work man yeah.

321
00:52:33.750 --> 00:52:35.370
Sastry Pantula: yeah we're proud.

322
00:52:35.730 --> 00:52:37.620
Sastry Pantula: we're proud of you Okay, what you are doing.

323
00:52:37.890 --> 00:52:39.030
Paulchris Okpala: Thank you, thank you so.

324
00:52:39.300 --> 00:52:40.710
Sastry Pantula: yeah and.

325
00:52:42.150 --> 00:52:44.910
Sastry Pantula: So I guess the, the talk is over right.

326
00:52:45.210 --> 00:52:45.930
Paulchris Okpala: Yes, over.

327
00:52:46.320 --> 00:52:48.990
Sastry Pantula: Okay alright, so I better leave you to do.

328
00:52:51.300 --> 00:52:52.620
Sastry Pantula: Things like.