Diverse Teaching Pedagogy Creating Cultural Safety in the Classrooms

Multicultural Teaching

and Learning Institute

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IUPUI Multicultural Teaching Community of Practice (MTCoP)

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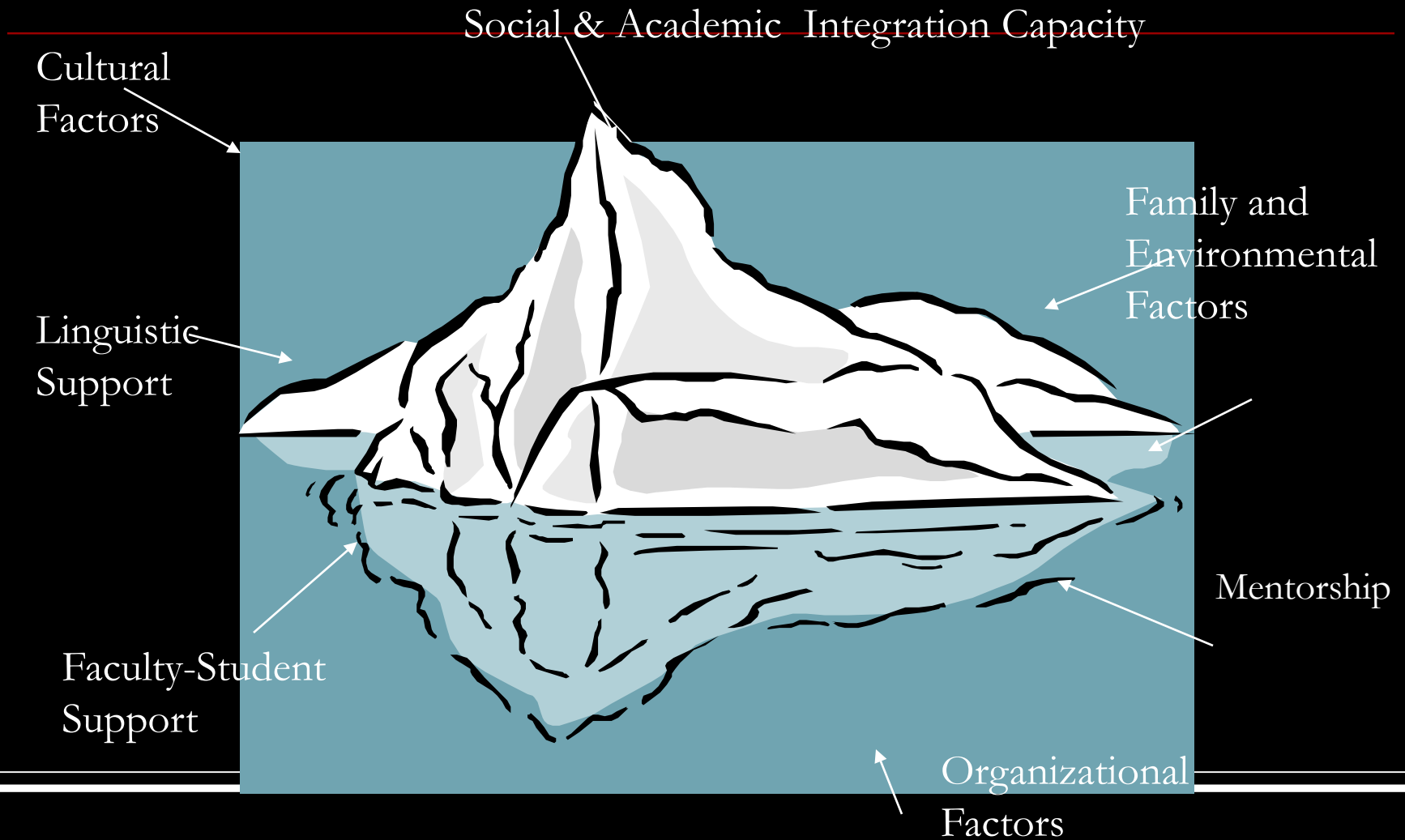
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Tinto's Social Integration Model

❑ Most used model to explain and guide studies on retention.

❑ Academic and social integration are important for college students to succeed and persist

❑ More than 50% of studies found a positive correlation between social integration and institutional commitment, retention, persistence, transfer, or graduation

❑ Tinto (1993) concluded that social integration is among the most influential of campus factors

TINTO'S MODEL TIPPED THE ICEBERG?

Social & Academic Integration Capacity

Cultural Factors

Family and Environmental Factors

Linguistic Support

Faculty-Student Support

Mentorship

Organizational Factors

What have we learnt From the Lit:

- ❑ **Lack of pre college preparedness of minority students impact college performances and retention level?**

- ❑ **Faculty interaction have been identified as important for minority retention**

- ❑ **Financial factors largely contributes to minority high college drop out rate?**

- ❑ **Cultural factors operates as a barrier for minority students**

Contributing Factors Literature

Important Points

- Attending to "safety" is critical to an enhanced learning environment

- An "inclusive" classroom is a safe one

- Awareness and understanding of the "invisible culture" (Sheets 2005) of the classroom enhances instructor-student interactions

Source: Sheets, R.H. (2005). Diversity Pedagogy: Examining the Role of Culture in the Teaching-Learning Process. Boston, MA: Pearson Education, Inc.

What Is <u>Your</u> Definition of "Safety"

in the Classroom?

What Is Your Definition of "Safety" in the Classroom?

- When have you shut down and not felt safe to discuss anything?

- What helps or hinders classroom safety?

- What do you do to create a safe classroom?

What helps classroom safety?

- Clarity of Purpose
- Clarity of Expectations
- Engage students in developing ground rules
- Model how to have constructive dialogue and inquiry
- Be prepared, not surprised.

What Hinders Classroom Safety?

- Lack of appropriate boundaries or structure

- Disjunctions in teaching and learning styles

- Your response to student resistance – active or passive

- "Contrapower" harassment (harassment of those with more organizational power by those with less)

Engaging Resistance in the Classroom

- Affirm right to resist

- Slow pace of discussion

- Used to illustrate course content and promote insight

- Use "time-outs"

- Alter the mood of the classroom

Generating Constructive Dialogue

- NO:
- Blaming
- Name-calling
- Sarcasm
- Aggression
- Scapegoats
- Jokes at another's expense
- Preaching

- YES:
- Asking (inquiry)
- Stay on topic
- "I" messages
- Check it out
- Agree to disagree
- Direct challenges to entire class or to instructor

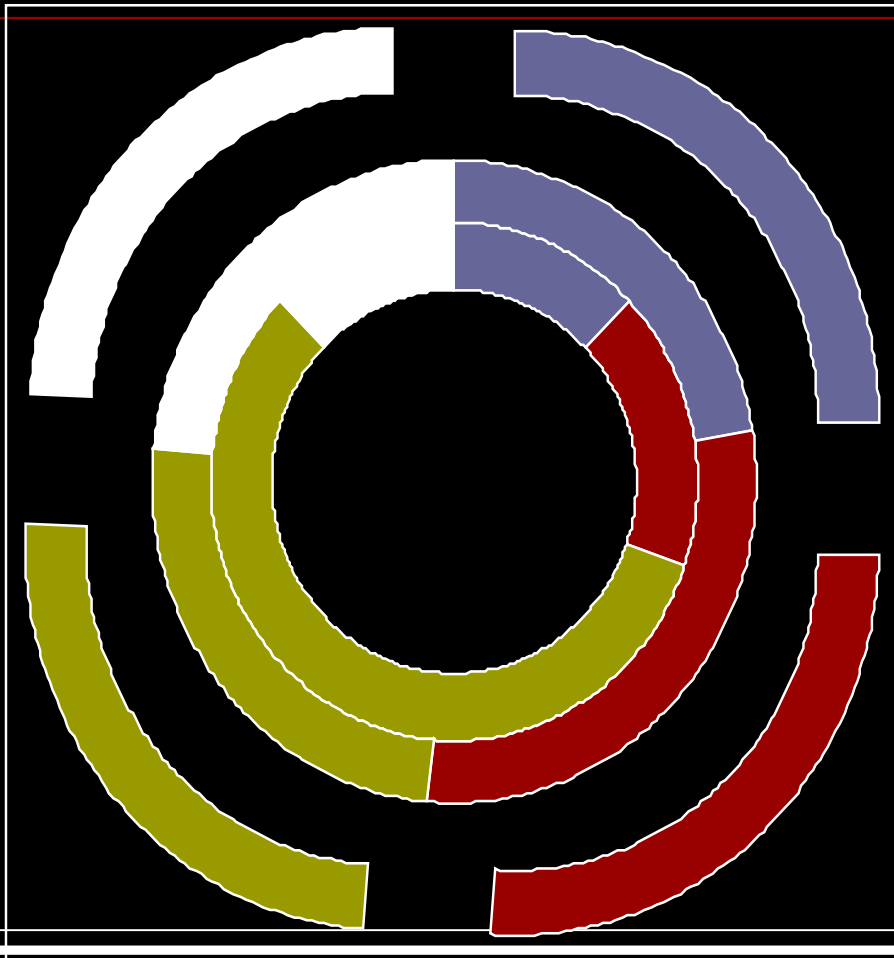# Defining and Constructing Culturally Safe Classrooms

Some Examples?
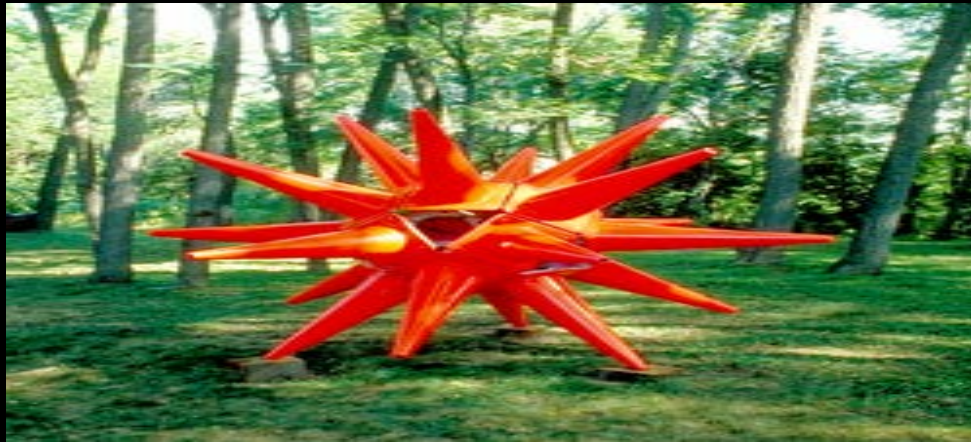
Understanding "Safety" From Multiple Disciplines

LAW

LIBERAL ARTS

WOMEN'S STUDIES

SOCIAL WORK

Opportunities for Growth

- Awareness of one's identity and power

- Confronting our own biases

- Responding to biased comments

- Confronting our own doubts and anxiety

- Awareness of our need for student approval

When Was I Effective?

- Praising and recognizing students

- Instructor sharing their own mistakes

- Personal stories of instructor and students

- Student contribution

- Inventory of our triggers

- See next slide

Cultural Safety: A classroom creation

Defining the Classroom

- 4 walls that transcend
- Experts Vs Me interaction
- Vulnerability Vs Need to belong

GOAL

- Social construction of reality with a shared vantage point.
- No one person knows enough to stand alone

Identifying Roles thru Clarifying Expectations

- **Instructors** – Describe role and that of the student in knowledge and safety creation

- **Students** – Not expected to be experts but knowledgeable about their own cultural experiences and willing to share

- **Together** search for *Equifinality* – the premise that the same result may be researched from different beginning points

Cautionary points

- Ethnocentrism is always present
  - Belief that one's own culture or ethnic group is superior to others
- Exceptions to every rule
- Modeling by instructor is key
  - Must be available to diffuse, explain, and create links to various view points
  - Share thinking processes to help students value the experience

Remember difference should be celebrated

Teaching "Women and Law" across several generations of women– baby boomers, generation X, and Millennials in same class (Kathy Grove)

- Life experience and context different
- Different experience of gender roles and gender relations
- Knowledge of history different
- Learning styles and preferences different

Generational Life Experiences

Generation	Life Experiences
Baby Boomers	Pill approved in 1960 by FDA, Kennedy Assassination, Civil Rights Movement, Man on the Moon, Women's Movement, Vietnam War, Roe v. Wade, Title IX, Watergate, VCR's
Gen X	Reaganomics, Iran Contra, Challenger Accident, AIDS, Cable television, MTV, Personal computers, World Wide Web, Fall of USSR, Gulf War
Millennials	Clinton, Cell phones, Digital technology, September 11th, War on Terrorism, "GW", Reality TV, Global warming, Enron, Iraq War, American Idol, Human Genome, Mars Rover

Generational Rights of Adult Woman (age 18)

Rights	Baby Boomer (1964)	Generation X (1982)	Millennial (1998)
Contraception	1965	Yes	Yes
Abortion	1973	Yes	Yes
Equal Pay	1963	Yes	Yes
Equal Opportunity	1964	Yes	Yes
Equal Education	1972	Yes	Yes
Sexual Harassment	No	1986	Yes
FMLA	No	1993	Yes
Military	1978	Yes	Yes

Techniques (Mix it up)

- Baby boomers: share experience and lived history in class, reflection in writing
- Gen X: Grade rubrics, well-defined schedule and reward system, visuals
- Millennials: Co-create curriculum, group work, presentations

Practice Model
Cultural Climate Approach

Middlesex Community College in Massachusetts developed programs with an emphasis on supporting cultural diversity and global awareness

Seven key initiatives included:

- Changing the focus of the orientation program to emphasize the importance of valuing diversity
- Developing an easy-access program for English-as-a-Second-Language students
- Revising a portion of the student activities budget to focus on programs that address issues of diversity
- Creating international student fellowships
- Creating an international club on campus
- Integrating the appreciation of cultural differences into the freshman seminar curriculum
- Developing a student improvisational theater troupe.
- Results--- the programs have reduced the gap existing between minority and white students.

BEST PRACTICE MODEL Components

- Linguistic support—language lab, accessible ESL
- Language barrier tend to affect minority students.
- Specifically Hispanics' students reading and comprehension skills
- socioeconomic support
- Organizational initiative to provide minority students with grants and text books loans.

BEST PRACTICE MODEL
Components
Cultural Factor

- Research indicates that students' cultural background correlates with their preferred learning styles.

- Students' individual learning preferences are typically accompanied by culturally determined tools.

- Students' cultural background influences the way they process information

- The fit between teaching and learning styles, facilitate or hinder minorities educational achievement

BEST PRACTICE MODEL
Components
Faculty-Student Interaction

- The research support the importance of faculty interaction with minority students
- Study infer that minority students benefit from faculty – student relation
- Minority students require reinforcement from faculty especially during the first year of college
- Faculty members included in monitoring and assessment

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THANK YOU

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