



in Your Classroom: Responding to the Changing Student Body

Adapted from: The World in Your Classroom, Author **Kathryn Brillinger**, Teaching & Learning Consultant Conestoga College

Adapted from: Planning for differences-Engaging all learners, Author **Tania Fera-VanGent**, Faculty Consultant in the Centre of Academic Excellence Niagara College

Image http://upload.wikimedia.org/wikipedia/commons/thumb/4/45/Terra_globe_icon.png/512px-Terra_globe_icon.png

Who Are Your Facilitators?

Chris McCrory, Mohawk College

- Professor, 2008
- School of Engineering
- Department of Bio, Environmental and Chemical Engineering
- Applied Research
- Director of Product Development in a former life



Sandra Neubauer, Fanshawe College

- Professor, 1997
- School of Human Services
- School of Information Technology
- Taught in variety of Human Service & Information Technology programs
- Previously Coordinator, Law Clerk



Video: Animal School

Click here to watch "Animal School"
video

<https://www.youtube.com/watch?v=o8limRtHZPs>

Click here to watch "Sometimes You're
a Caterpillar" video

https://youtu.be/hRiWgx4sHGg?list=PLrMqXQ2J_13tBCDSP0NwUfzy-9RtM0HAU

Introduce Yourself

Holla!

INSTRUCTIONS

1. Introduce yourself to those at your table:

- Your name?
- What college?
- What program(s)?
- What drew you to this session?

你好

Nǐ hǎo



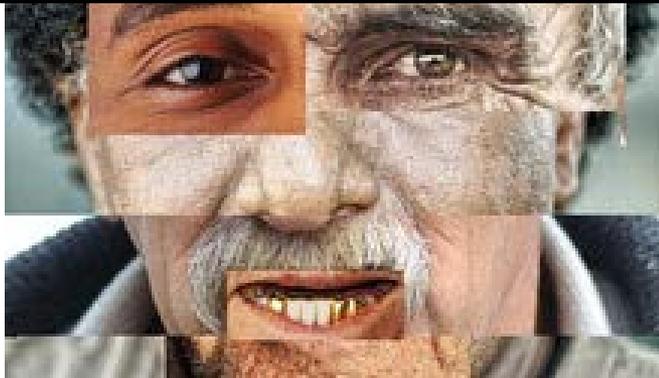
Namasté



Pre-assessment Cultural Competence?

Cultural competence as described by Terry Cross (1988):

“a set of congruent behaviours, attitudes & policies that come together in a system, agency, and among professionals to work effectively in cross-cultural situations”.



Review cultural
competence
handout

Cultural Competence?

Reflection: Where are you on this continuum?





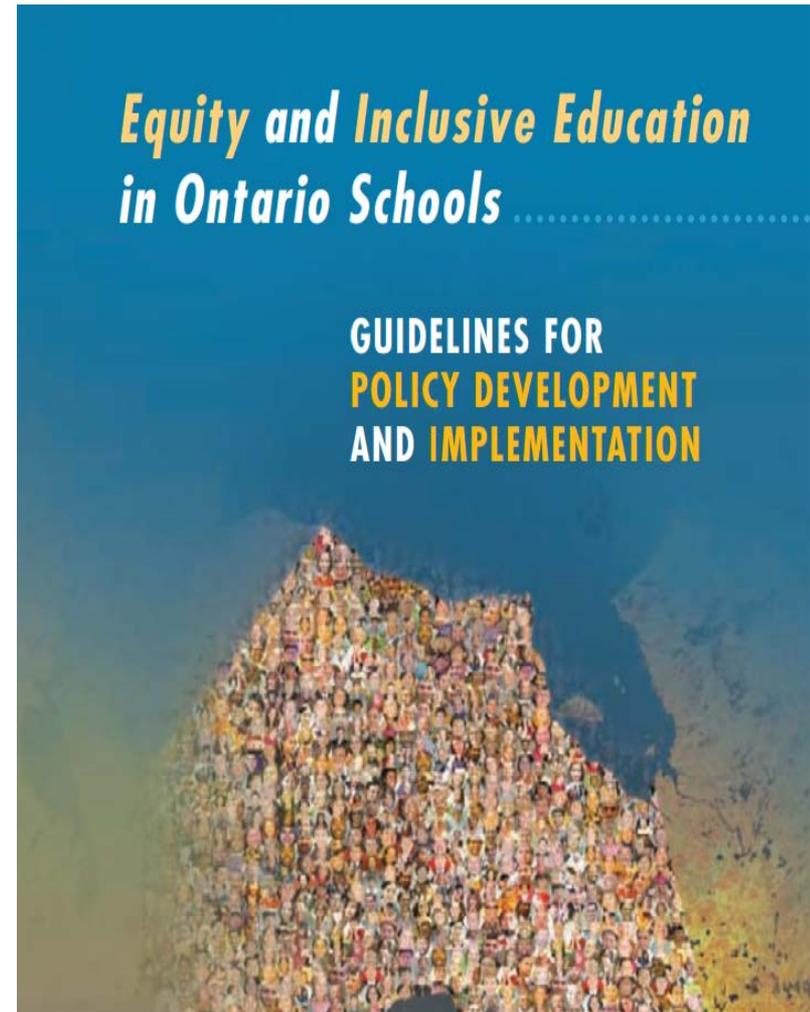
Learning Outcomes

At the end of this session, you should be able to:

1. Discuss the challenges and opportunities that arise due to the wide variety of learners in our classrooms.
2. Incorporate methods and strategies that accommodate diverse learners.
3. Incorporate methods and strategies that develop community in a diverse classroom.

Inclusive Education

Education that is based on the principles of **acceptance and inclusion of all students**. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and **all individuals are respected**.

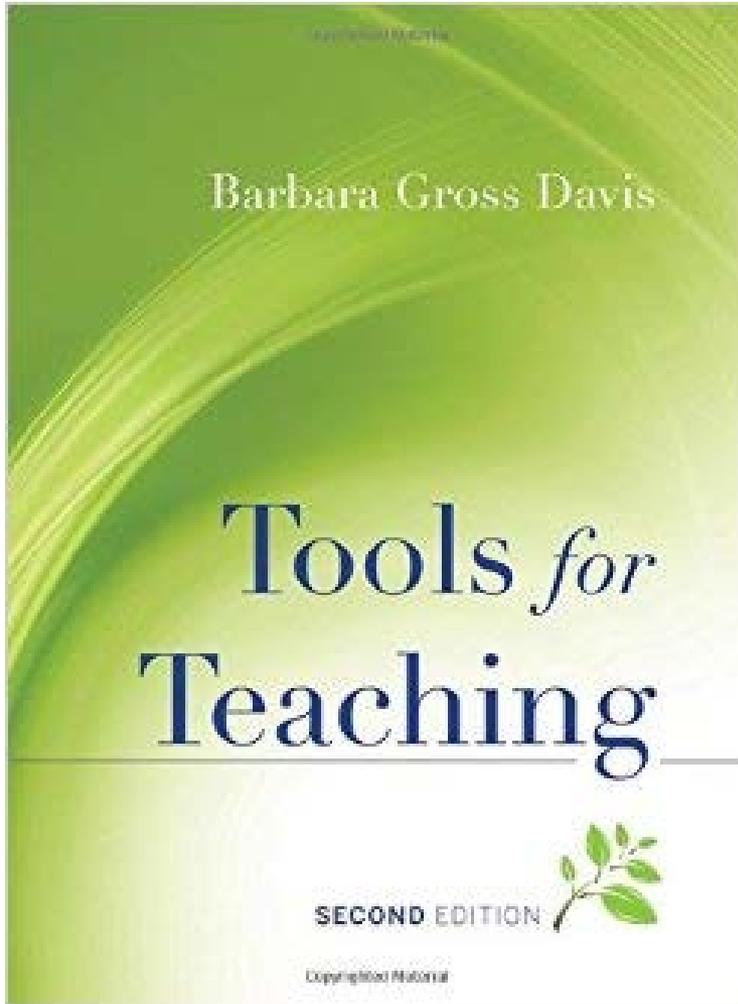


Inclusive Education

...“the use of the word ‘**inclusion**’ has generally referred to the inclusion of students with *special needs* in our classrooms. When we expand the term ‘inclusion’ to mean including a broader range of students that may be at a disadvantage socially or academically because of their socioeconomic, cultural, religious or political backgrounds, ***we begin to more effectively work towards creating a truly inclusive classroom community.***”



Inclusive Education



“As campuses continue to become more diverse, faculty members need to be attentive to prejudice, bias, and discriminatory behavior—their own and that of their students ”

~Barbara Gross Davis

Source: Tools for Teaching, Barbara Gross Davis, 57

Image: <https://www.amazon.com/Tools-Teaching-Barbara-Gross-Davis/dp/0787965677>



Case Study Activity

30 Minutes Total

Time Line:

10 minutes to work through

5-10 minutes for presentation & discuss

Directions:

- Locate & Open **Folders**, review instructions.
- Establish a group **recorder & presenter**
- Provide specific examples of how you might manage this situation in the future and present ideas



International Education

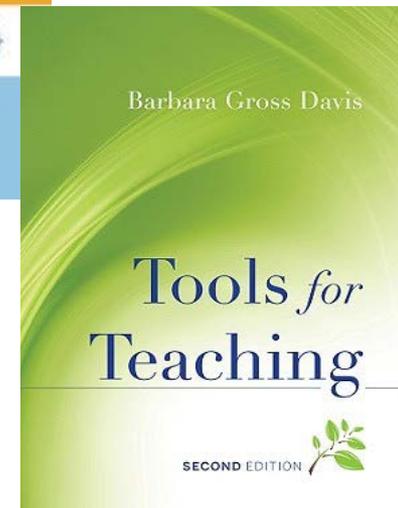
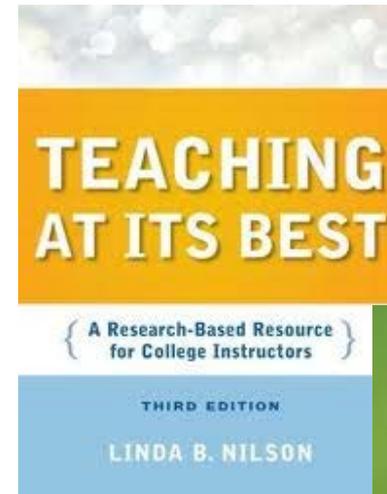


"International education is becoming an increasingly competitive sector within the field of postsecondary education.

Tomorrow's leaders will be expected to speak multiple languages, work in foreign countries, and bridge cultural differences to achieve social, economic and political objectives"

A Changing Student Body

1. Diversity & Inclusion in the Classroom
2. Students with Disabilities
3. Re-entry & Transfer Students
4. Teaching Academically Diverse Students
5. Students with Mental Health Challenges



Are you ready for...

Cultural

Jeopardy!!!



Cultural Jeopardy Activity

30 Minutes Total

Time Lines:

10 minutes to work through

5-10 minutes for presentation & discuss

Directions:

Locate & Open **Folders**, review instructions and Complete Chart.

Establish a group **recorder & presenter**

1. Identify the item name or practice
2. Identify culture item belongs to/or practice/and significance
3. How could you be more **inclusive** in your teaching methods?



The Changing Face of Ontario

Language: Ontarians reported more than ??#?? languages, as “**mother tongue**”.

Families: Between 2001 and 2006, the number of lone-parent families increased by 11.2% & same-sex couples increased by _____ % ??

Right now over _____ **international students** from *around the world* are studying in Ontario.



Dealing With Discrimination

Horizontal Violence in the Classroom

- ✓ **Speak up if a student makes a distasteful remark— even jokingly.**
- ✓ **Defuse heated remarks.**
- ✓ **Do NOT treat students as spokespersons for their demographic group.**
- ✓ **Meet with students informally.**
- ✓ **Direct students to relevant campus resources.**

Helpful Strategy

Week-by-Week Syllabus



Negotiable and Non-Negotiable



Know Each Person's Preferred Name



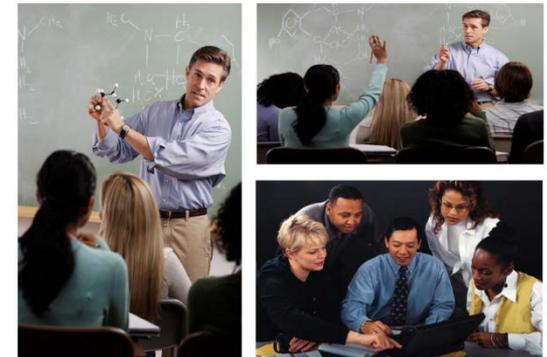
Early Demonstration Test



Volunteer Note-Takers and Recorders



Practice Interactions (Q and A)
And Group Work Episode





Helpful Strategy

**Commit to the principle & practice of
nondiscrimination and equal
opportunity in all areas**

**Commit to sharing values of diversity
and inclusion in order to maximize
excellence**

Source: Derek Bok Center for Teaching and Learning Harvard University, President and Fellows of Harvard College. Cambridge, MA (2002-2010). Teaching in Racially Diverse College Classrooms (n.d.).

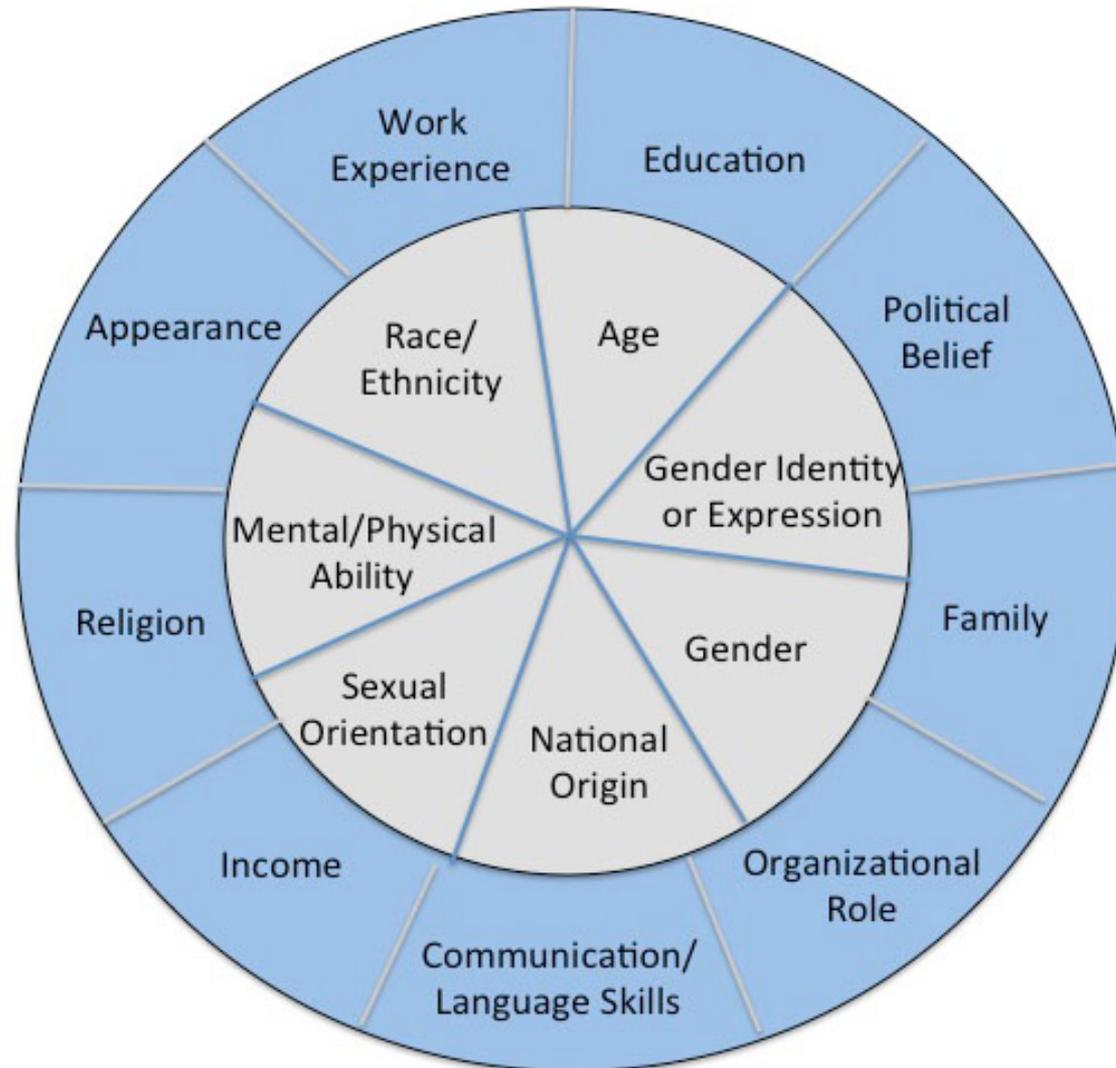
Retrieved from <http://isites.harvard.edu/fs/html/icb.topic58474/TFTTrace.html>



Diversity Wheel

The center of the wheel represents internal dimensions that are usually most permanent or visible. The outside of the wheel represents dimensions that are acquired and change over the course of a lifetime. The combinations of all of these dimensions influence our values, beliefs, behaviors, experiences and expectations and make us all unique as individuals.

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Universal Declaration of Human Rights

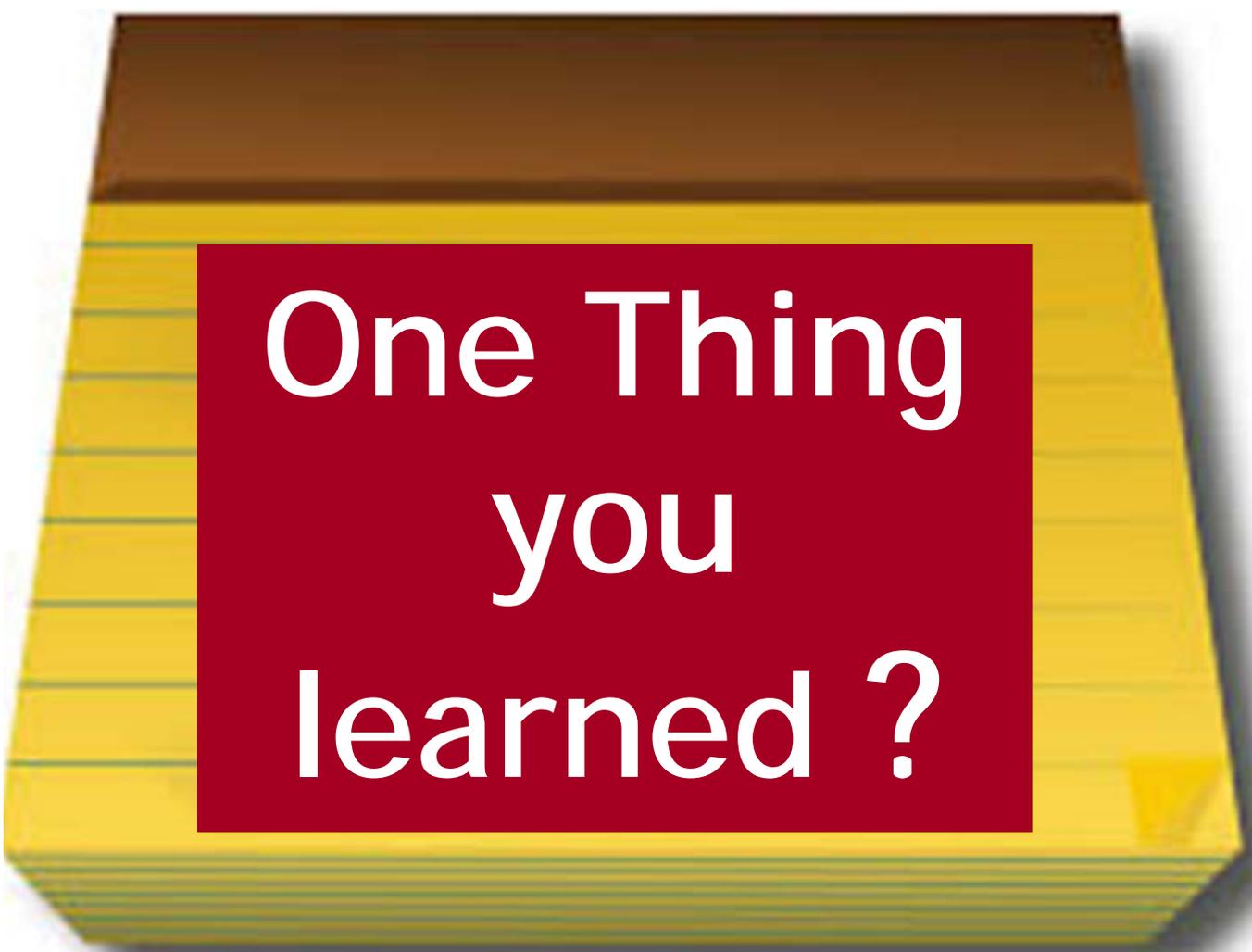
Article 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.



Post-Assessment

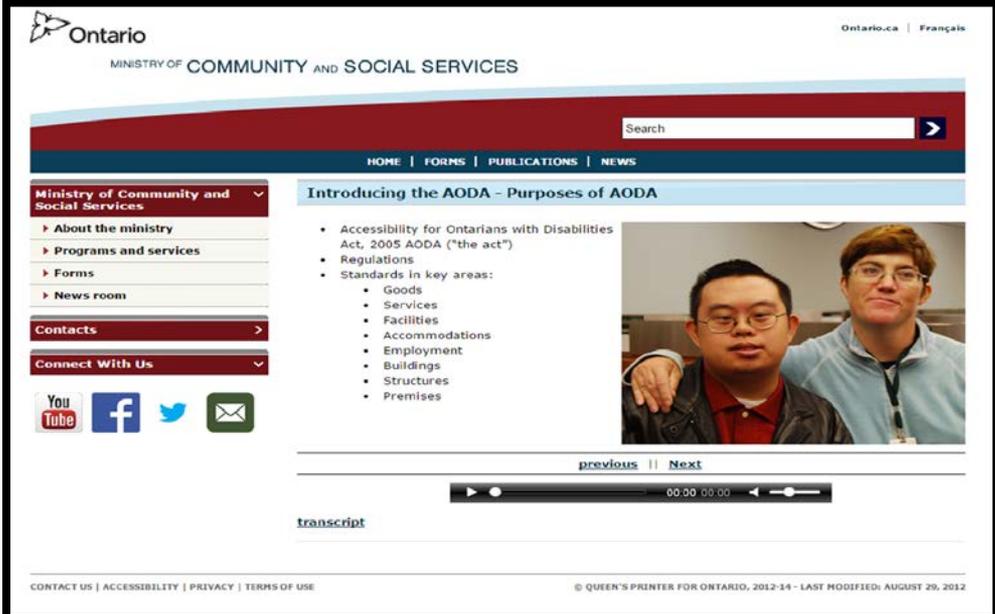


One Thing
you
learned ?

College Resources?

Different
Individuals
Valuing
Each other
Regardless of
Skin
Intellect
Talents or
Years.

Find out WHO to contact on your campus—who are the point people or resources at **your college** for professional concerns related to cultural or diversity?



The screenshot shows the Ontario Ministry of Community and Social Services website. The header includes the Ontario logo and the text 'MINISTRY OF COMMUNITY AND SOCIAL SERVICES'. A search bar is visible. The main content area features a video player titled 'Introducing the AODA - Purposes of AODA'. The video player includes a play button, a progress bar showing 00:00 / 00:00, and a 'transcript' link. To the right of the video player is a list of bullet points detailing the purposes of the AODA, including 'Accessibility for Ontarians with Disabilities Act, 2005 AODA ("the act")', 'Regulations', and 'Standards in key areas' such as Goods, Services, Facilities, Accommodations, Employment, Buildings, Structures, and Premises. A photo of two men is also visible next to the video player.

MTCU Links for AODA

<http://www.mcscs.gov.on.ca/en/serve-ability/03.aspx>

Resources & Links

Faculty Handbook Conestoga College

<http://www.conestogac.on.ca/facultystaff/profdevelopment/handbook.pdf>

Center for Research on Learning and Teaching

<http://www.crlt.umich.edu>

Council of Ontario Universities

<http://www.collegesontario.org>

The American Library Association

<http://www.ala.org/acrl/standards/diversity>

Society of Teaching and Learning in Higher Education

<http://www.stlhe.ca>

The Teachers Network – British Council

<http://www.theguardian.com/teacher-network/series/world-in-your-classroom>