**DIVERSITY IN THE CLASSROOM – Kim Cechetto**

**Workshop Description:**

Understanding and supporting the diverse learners in your classroom is an increasingly complex task as the numbers of international students and domestic newcomers to Canada continue to grow. We will look briefly at the demographic trends, and then discuss their implications for college teaching practice. Sharing experiences and observations, participants will identify both the opportunities and challenges of diversity in the college classroom. We will also discuss a variety of easy-to-implement strategies that help students from other language and cultural groups to feel valued and accepted.

**Learning Outcomes:**

Through the presentation and discussion, participants will:

* identify opportunities and challenges presented by an increasingly diverse student population from a variety of language and cultural backgrounds
* develop teaching strategies that will support the success of students from other language and cultural groups
* reflect on which approaches may be most applicable to their particular disciplines and students

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**Resources:**

Casado, M. A., & Dereshiwsky, M. I. (2007). CULTURAL DIVERSITY IN HIGHER EDUCATION: IMPLICATIONS FOR HOSPITALITY PROGRAMS. *Education, 128*(2), 294-306. Retrieved from http://search.proquest.com/docview/196419281?accountid=39340

Hebblethwaite, D. (2010). Effective teaching strategies in the culturally diverse classroom. *Interdisciplinary Journal of Contemporary Research in Business, 2*(8), 23-28. Retrieved from http://search.proquest.com/docview/848430588?accountid=39340

Kühnen, U., van Egmond, M.,C., Haber, F., Kuschel, S., Özelsel, A., Rossi, A. L., & Spivak, Y. (2012). Challenge me! communicating in multicultural classrooms. *Social Psychology of Education : An International Journal, 15*(1), 59-76. doi:http://dx.doi.org/10.1007/s11218-011-9169-8

Northedge, A. (2003). Rethinking teaching in the context of diversity. *Teaching in Higher Education, 8*(1).

Trees, K. (2013). Effectively teaching diverse student groups: a reflection on teaching and learning strategies. *Australian Journal of Adult Learning, 53*(2), 234.