



The **in Your Classroom:** ***Responding to the Changing Student*** ***Body***

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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

**Video - Animal School BRIDGE:
Open with one video & save
opposite for closing.**

[https://www.youtube.com/watch?v=
o8limRtHZPs](https://www.youtube.com/watch?v=o8limRtHZPs)



Let's Get to Know One Another

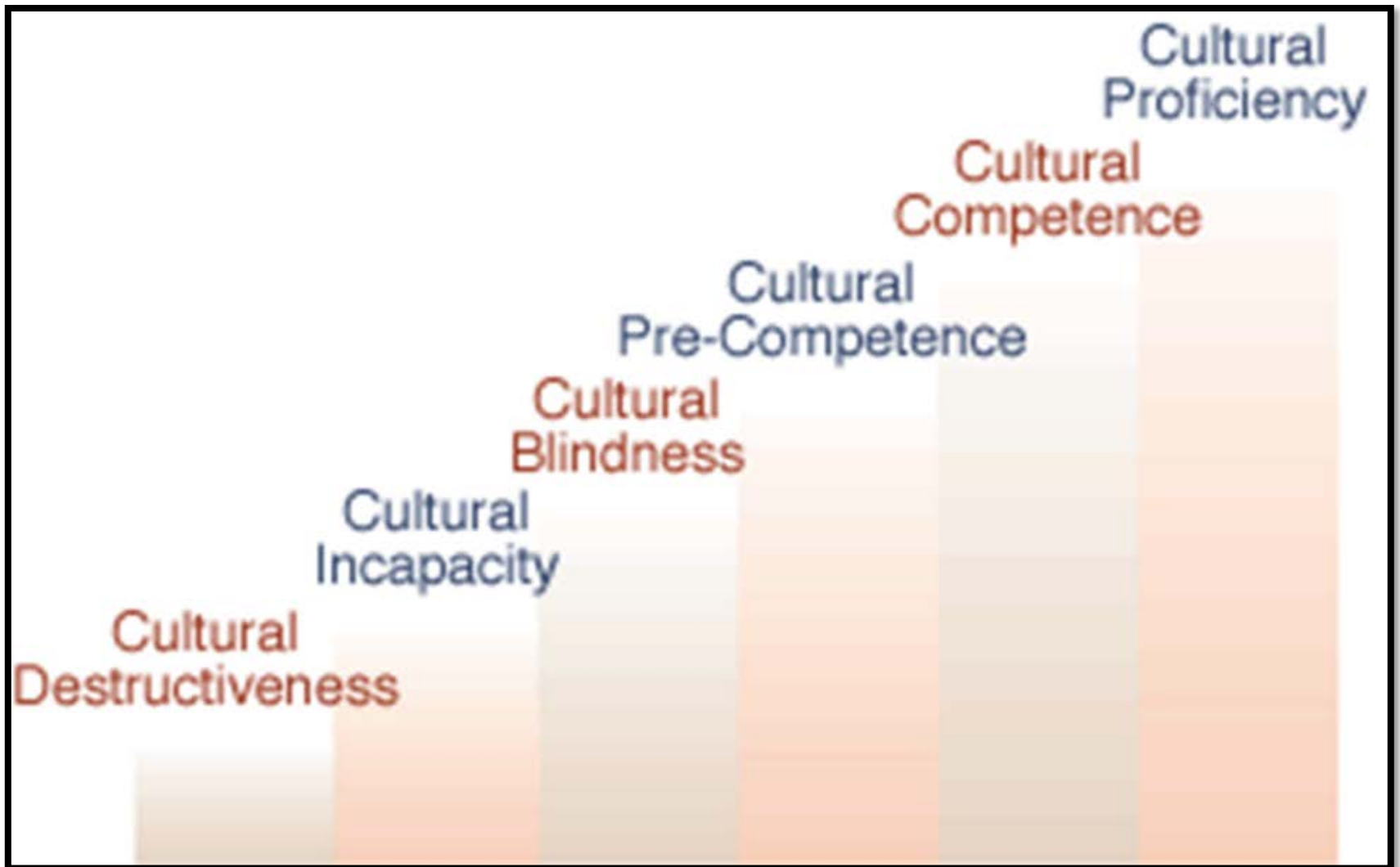
- Introduce yourself - Name, College, & Course
- If you could take a moment to identify “WHY” you signed up for this session – what drew you in, why did this title PEAK your interest?
- “Why” did you sign up for this session?
- Why did this title PEAK your interest?

What is your “Cultural Competence?”

Cultural competence as described by Terry Cross (1988) is “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
Go to **Polleverywhere**

Reflection: Where do you believe you are on this continuum with respect to your teaching?



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.**

Wrap Up & Questions

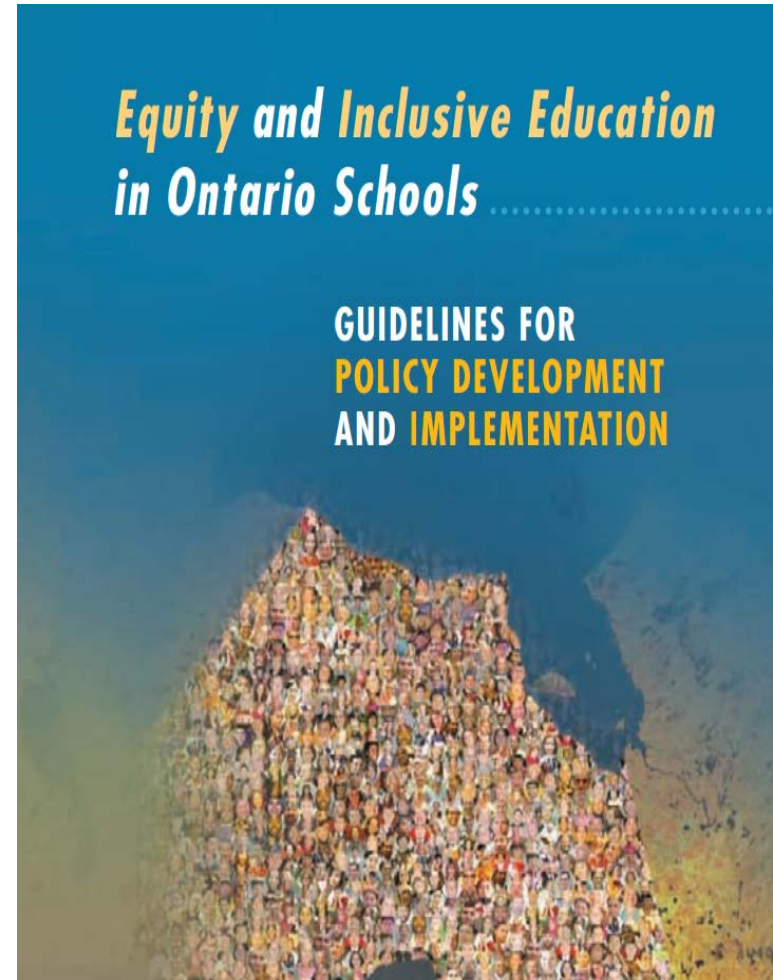
Pre-Assessment

Poll Everywhere (High Tech)
or
Survey (Low Tech)

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**.*



“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.***”

Jennifer Katz

<http://www.udlresource.ca/?p=2677>



Unpack Diversity

“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”

(Gross Davis, p. 57)

***INCLUSIVITY* in the Classroom**
WARM & ACCEPTING

Case Study - 30 Minutes Total

Time Lines:

10 minutes to work through,

5-10 minutes for presentation & discuss

Directions:

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



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.

The Changing 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.

(Source: MTCU 2013)

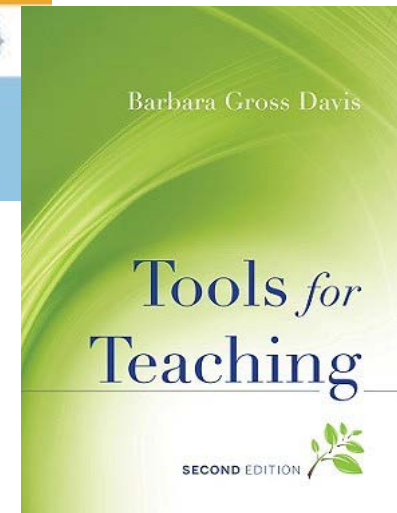
(Sources: 2006 Census of Canada; Statistics Canada, March 2005, p. 63)



"International education is becoming an increasingly competitive sector within the field of postsecondary education. *Tomorrows leaders will be expected to speak multiple languages, work in foreign countries, and bridge cultural differences to achieve social, economic and political objectives*"

Responding to 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 - 30 Minutes Total

Time Lines:

10 minutes to work through,

5-10 minutes for presentation & discuss

Directions:

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

Establish a group **recorder & presenter**

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

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



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

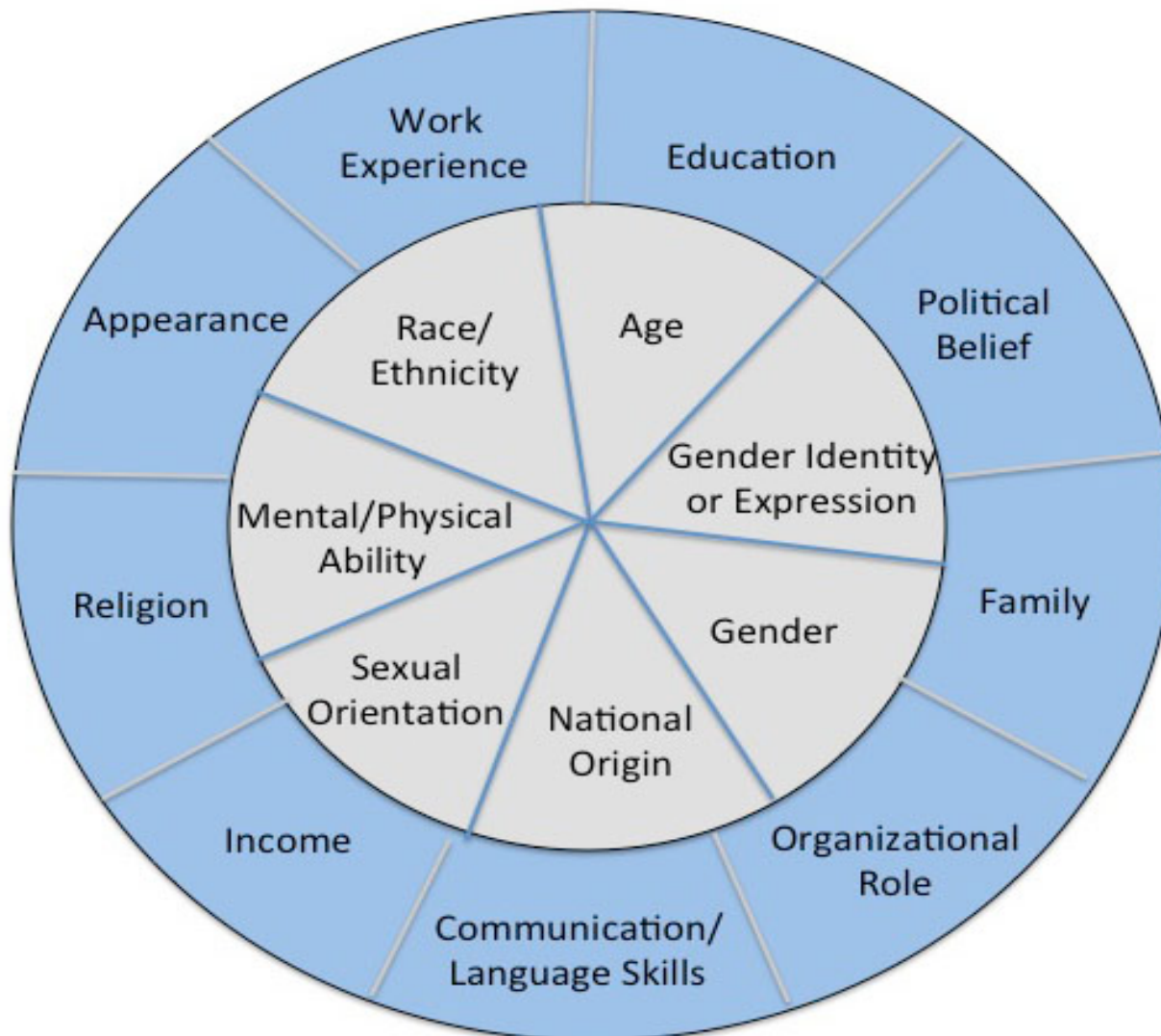
***Commit to sharing values of diversity
and inclusion in order to maximize
excellence***



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/TFTrace.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.



http://web.jhu.edu/dlc/resources/diversity_wheel/

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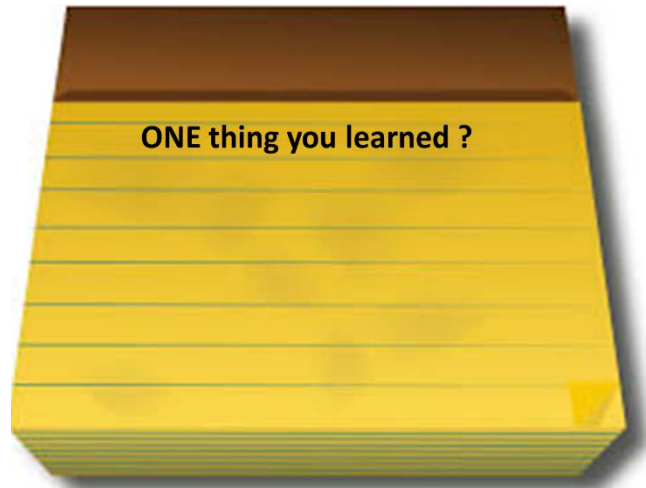
UNIVERSAL DECLARATION OF HUMAN RIGHTS

Article 26.

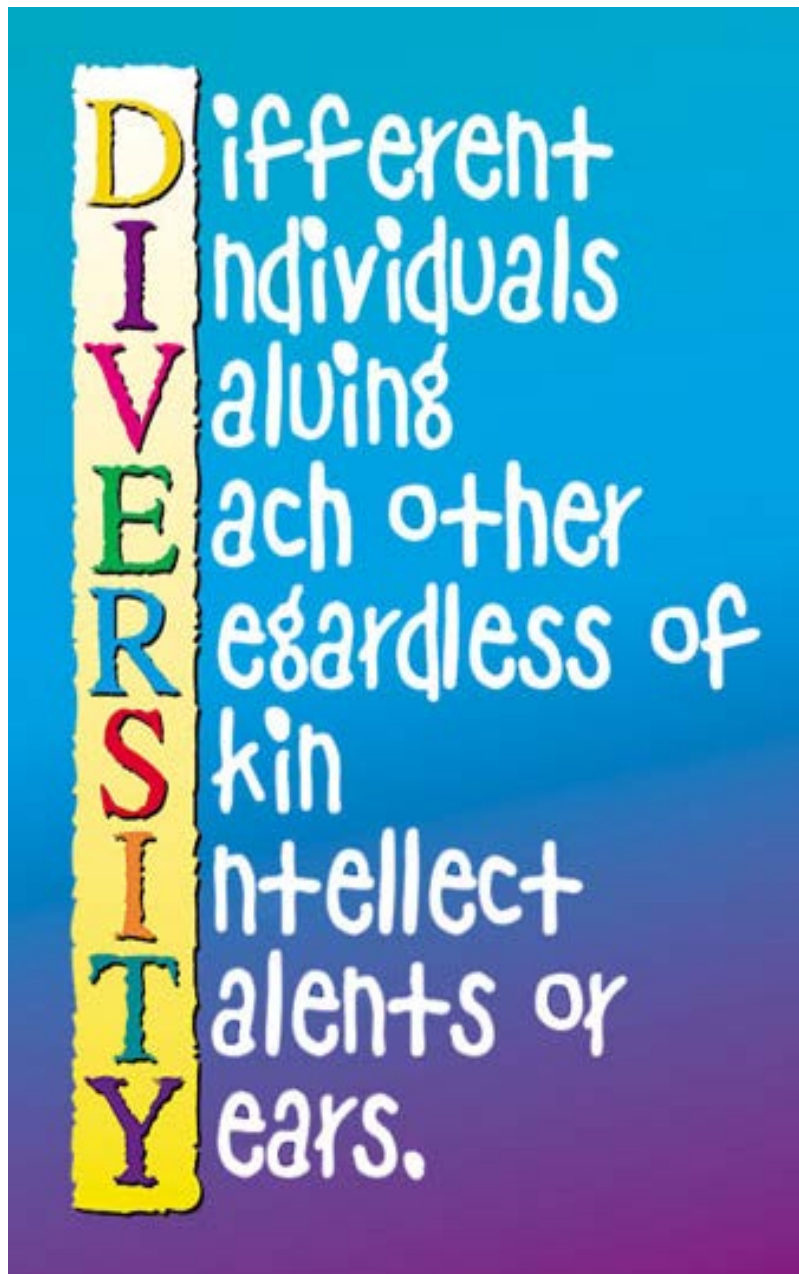
(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of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

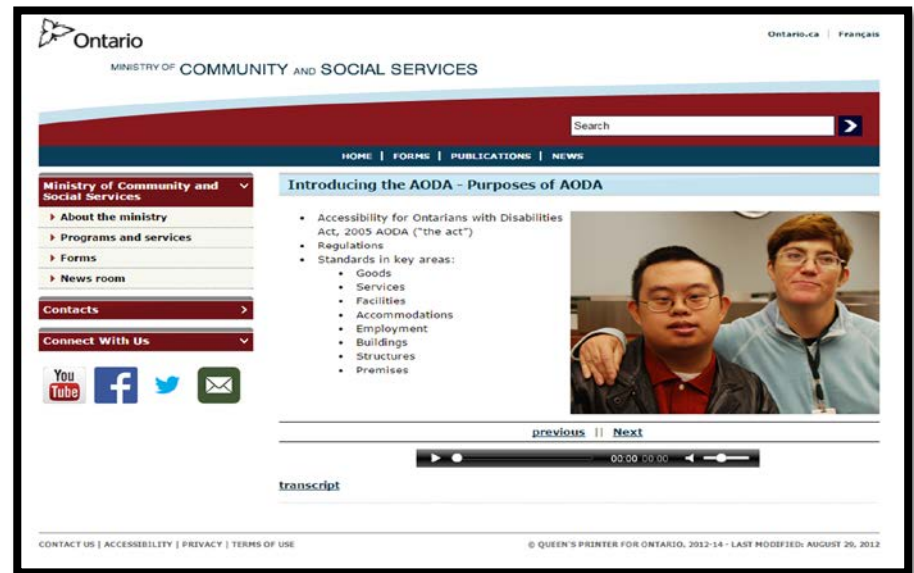


Poll Everywhere (High Tech)
or
Survey (Low Tech)



https://diverseburst.files.wordpress.com/2012/04/argus-diversity-poster-n4576_xl.jpg

Scavenger Hunt: Find out WHO to contact on your Campus – Who are the Point People or Resources for professional concerns related to cultural or diversity.



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>

Images

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Welcome Mat Slide 2 https://farm9.staticflickr.com/8522/8495510753_ae93026ac2_o.jpg

Suitcase Slide 4 http://pixabay.com/p-159590/?no_redirect

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