

# Reaching Every Student

*Authentic Activities to Embrace Diversity,  
Globalize Instruction and Increase Learning  
in the Community College Classroom*



**VCCS New Faculty Seminar**  
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## OVERVIEW

- *The faces in community college classrooms are becoming more diverse by race, ethnicity, culture, religion, abilities, socio-economic strata and students from countries abroad. Our goal is to reach every student. By differentiating our instructional methods, we can accomplish this.*
- *This session will highlight research and practice on authentic strategies and models for use with diverse student populations to interest, engage, reach every student and increase learning. Participants will develop one new strategy to incorporate into their teaching.*



## *In this session, we will explore.....*

- *Highlights from research on diversity, international and global teaching strategies and perspectives.*
- *Review examples of teaching and learning strategies and models.*
- *Explore ways to differentiate instructional content.*
- *Discover how these strategies can be used in the college environment in general, including for a variety of purposes and a variety of student populations.*

***WHAT IS DIVERSITY AND WHY IS IT  
IMPORTANT TO USE IT AS AN  
EDUCATIONAL RESOURCE?***

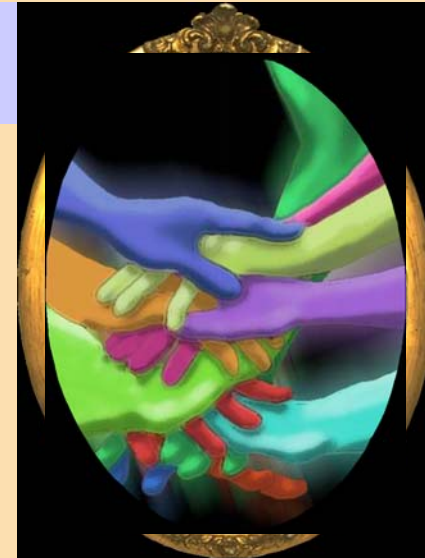


***Some Reflective Perspectives***



# What is Diversity?

- Difference & Sameness
- Inclusive of difference
- Inclusive context
- Unifying
- To enter into respectful and productive partnerships across lines of difference.  
(Edgar F. Beckham, AACU, 2002)
- Includes race, ethnicity, religion, gender, class, religion, national/international identity, abilities, and more.



# What is Globalization & Global Learning?

- **Globalization** is the process of increasing the interconnectedness between societies such that events in one part of the world have an effect on people and societies in another part of the world.  
(Kelleher & Klein, 2006)
- **Global Learning** teaches students to take individual responsibility for the state of the globe today and encouraging the interaction with other realities to embrace the differences that exist today for the value they add. (Gibson, 2007)

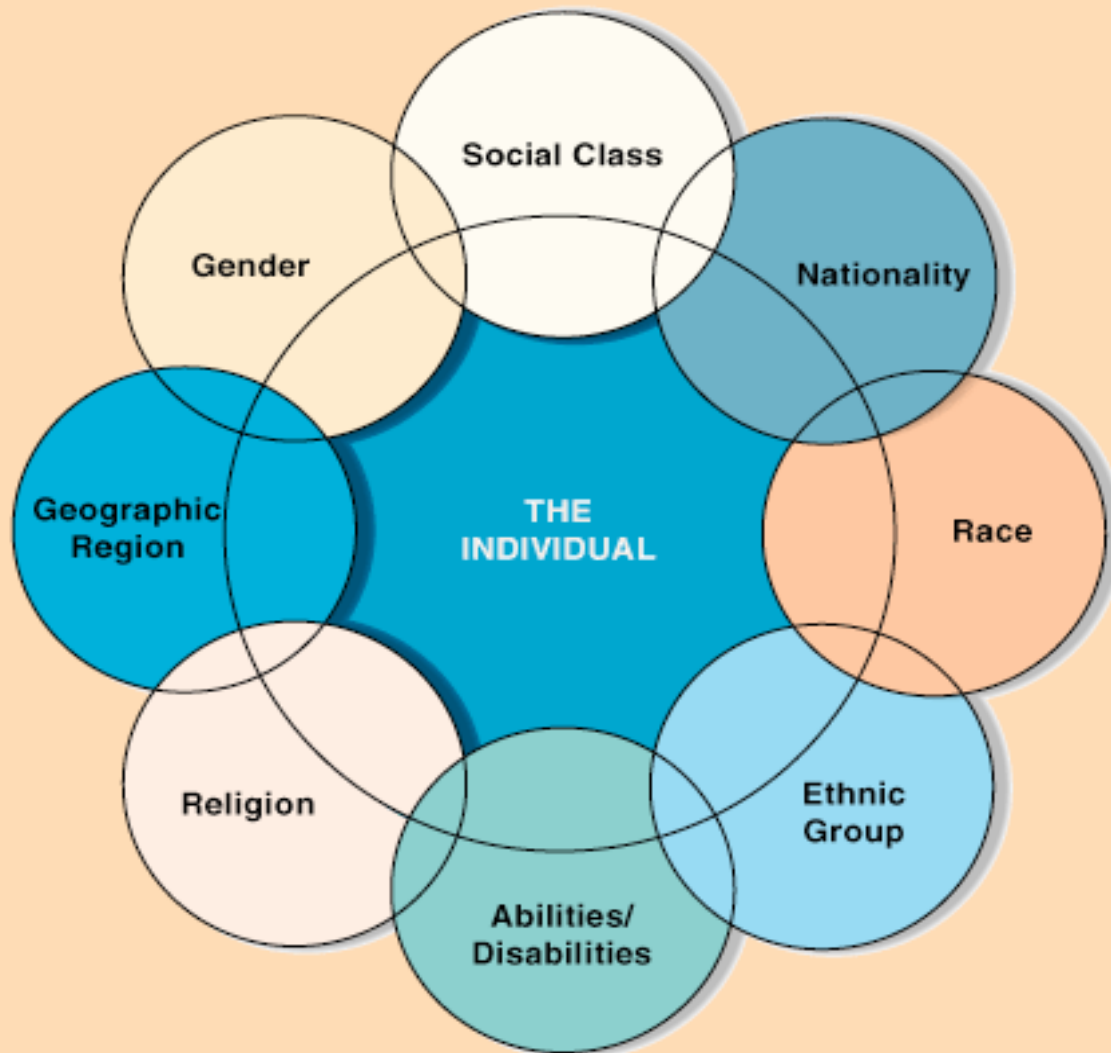




# Why is Diversity & Globalization Important?

- **Students learn to talk to, listen to, and respect others from the other side of the street, the other side of town and the other side of the globe.** (Gibson, 2007)
- **Students learn mutual respect and cooperation.**
- **Building a community of mutual respect is important to a sustainable future.**
- **Puts a global perspective into educational practice.**
- **Students learn how to communicate with each other and resolve conflicts through effective dialogue.**

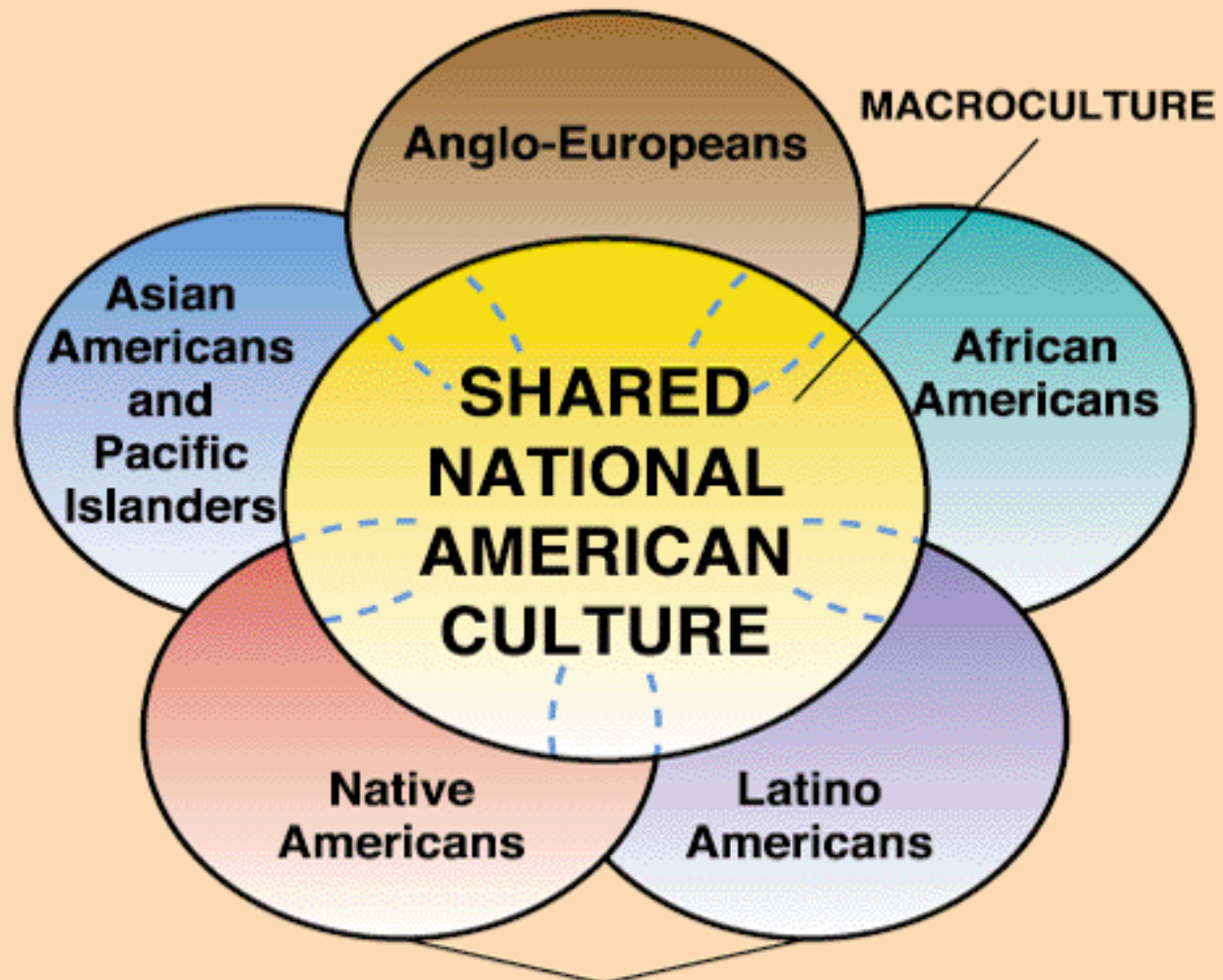
► **Individuals Belong to Many Different Groups**



Source: Adapted from Banks, J. A. (1994). *Multicultural Education: Theory and Practice* (3rd ed.). Boston: Allyn and Bacon.



► Cultural Diversity (Part I)



MACROCULTURES WITH SUBCULTURES



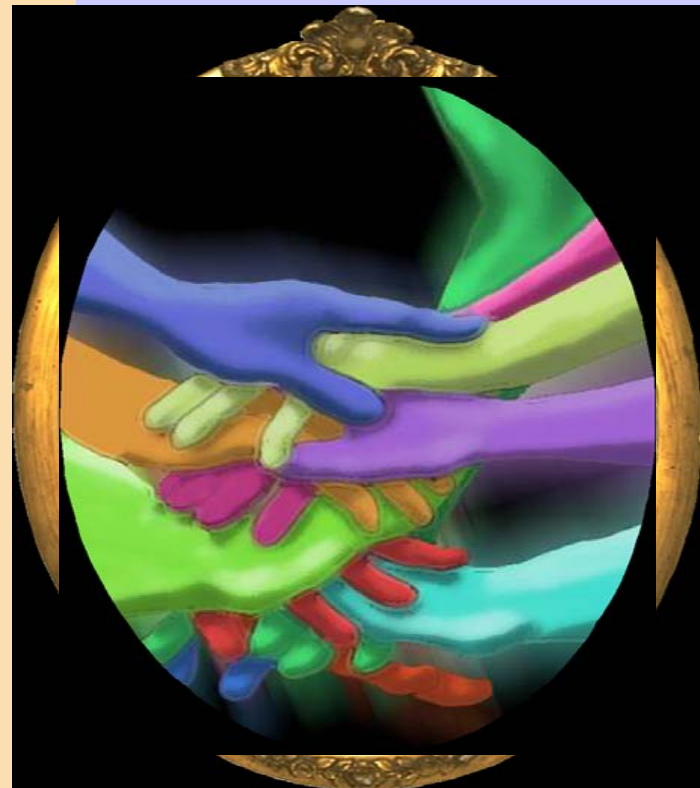
► **Cultural Diversity (Part II)**

**ELEMENTS OF CULTURE:**

- **Values and behavioral styles**
- **Language and dialects**
- **Nonverbal communication**
- **Awareness of one's own cultural distinctiveness**
- **Identification with a way of life**

# Culture Defined

- **Knowledge**
- **Values**
- **Attitudes**
- **Traditions**
- **Behavior**




# ***INTERACTION & UNDERSTANDING IS IMPORTANT***



***The culture a student brings to the classroom can have a profound effect on how they respond.***



## ► Student–Teacher Interaction Differences in Diverse Classrooms



**Amount of student participation**

- What amount is expected, delivered, valued?
- Are there differences in responses, such as "affirmations" in African-American or southern cultures?

**Gesture patterns**

- Do attention-getting devices differ?
- What signals emphasis?
- How significant is eye contact?

**Appropriateness of topics**

- What kinds of topics can or cannot be discussed?
- Who generates the topics?

**Touching patterns**

- Is touching welcome? expected?
- What touching is taboo (such as patting on the head as a sign of subordination in some Southeast Asian cultures)?

**Praise and criticism**

- Is public praise customary? accepted?
- Is public criticism customary? accepted?

**Use of space**

- What is the accepted distance between teacher and student?

**Humor and joking**

- When do/don't giggles and laughter indicate enjoyment?
- When is joking a sign of disrespect?

**Verbal interaction patterns**

- How does one take turns?
- How does one interrupt?



## ***OUTCOMES OF DIVERSITY ACTIVITIES*** ***-Engages & Embraces Students-***

- **Active learning-engage students.**
- **Positive impact on cognitive & personal development.**
- **Learning & skills building—productive & critical thinking, speaking, written, technical, creative, and leadership skills.**



# *OUTCOMES OF DIVERSITY ACTIVITIES*

## *-Empowers Students-*

- **Increased exposure, awareness & appreciation of self and others' backgrounds, interests, perspectives, and unique talents.**
- **Generates broader range of ideas & perspectives, complex thinking. Challenges stereotypes.**
- **Integration of cultural perspectives, student learning styles.**



## *Useful Teaching Tips*

- **Learn backgrounds of students. Educate yourself about unfamiliar cultures.**
- **Understand values and practices of students and families based on their culture.**
- **Focus on similarities rather than differences.**
- **Teach multiple perspectives.**
- **Use cultural stories.**
- **Maintain high expectations.**





## *Useful Teaching Tips*

- **Be careful not to lump all groups into common cultural experience. Recognize differences within groups, cultures, families.**
- **Be aware of ways your own culture influences expectations of students.**
- **Make sure all students are represented in classroom curriculum.**
- **Infuse curriculum and classroom environment with rich variety of materials from the cultures of your students and other cultures.**



## ► Characteristics of Multiculturally Aware Teachers

- **Take the time to learn about students' backgrounds and cultural characteristics of their families and community.**
- **Respect and accommodate students' individual and culture-based learning styles.**
- **Provide accurate and age-appropriate multicultural information and instructional materials.**
- **Challenge and avoid using stereotypes.**
- **Use culture-fair and gender-fair language and examples.**
- **Integrate multicultural perspectives throughout the curriculum.**



## ► **Eight Essentials for Successful Teaching in a Diverse Society**

- 1. The ability to communicate with students who are different from you**
- 2. Skills in diagnosing the knowledge and abilities of culturally diverse students**
- 3. Knowledge about the psychology, dynamics, and impact of prejudice**
- 4. The ability to discover differences among value systems relating to cultural and class differences**
- 5. Knowledge of one's own and other cultures leading to the realization that people are more alike than they are different**
- 6. An increased capacity for humane, sensitive, and critical inquiry into multicultural issues as they relate to curriculum and instruction**
- 7. An increased willingness and openness to examine and to reassess one's own cultural attitudes, beliefs, and values**
- 8. An increased ability to respond positively and sensitively to the diversity of behavior present in multicultural settings**

# Create Culturally Compatible Classrooms

*“Culturally compatible classrooms reach every student, providing them with a chance to learn.”*

- **Culturally compatible classrooms are free of racism, sexism, and ethnic prejudice while providing equal educational opportunities for all.**
- **Dimensions of classroom life that can be modified include: social organization, learning style formats, and participation structures.**





## Create Culturally Compatible Classrooms

*“These are classrooms with procedures, rules, and more.”*

- **Culturally compatible classrooms are environments in which procedures, rules, grouping strategies, attitudes, and teaching methods do not cause conflicts with the students’ culturally influenced ways of learning and interacting.**



# Create Culturally Compatible Classrooms

*“Culturally  
Compatible  
Classrooms Have  
To Be Designed.”*

- **A central task of educational design is to make the organization of teaching, learning, and performance compatible with the social structures in which students are most productive, engaged, and likely to learn.**

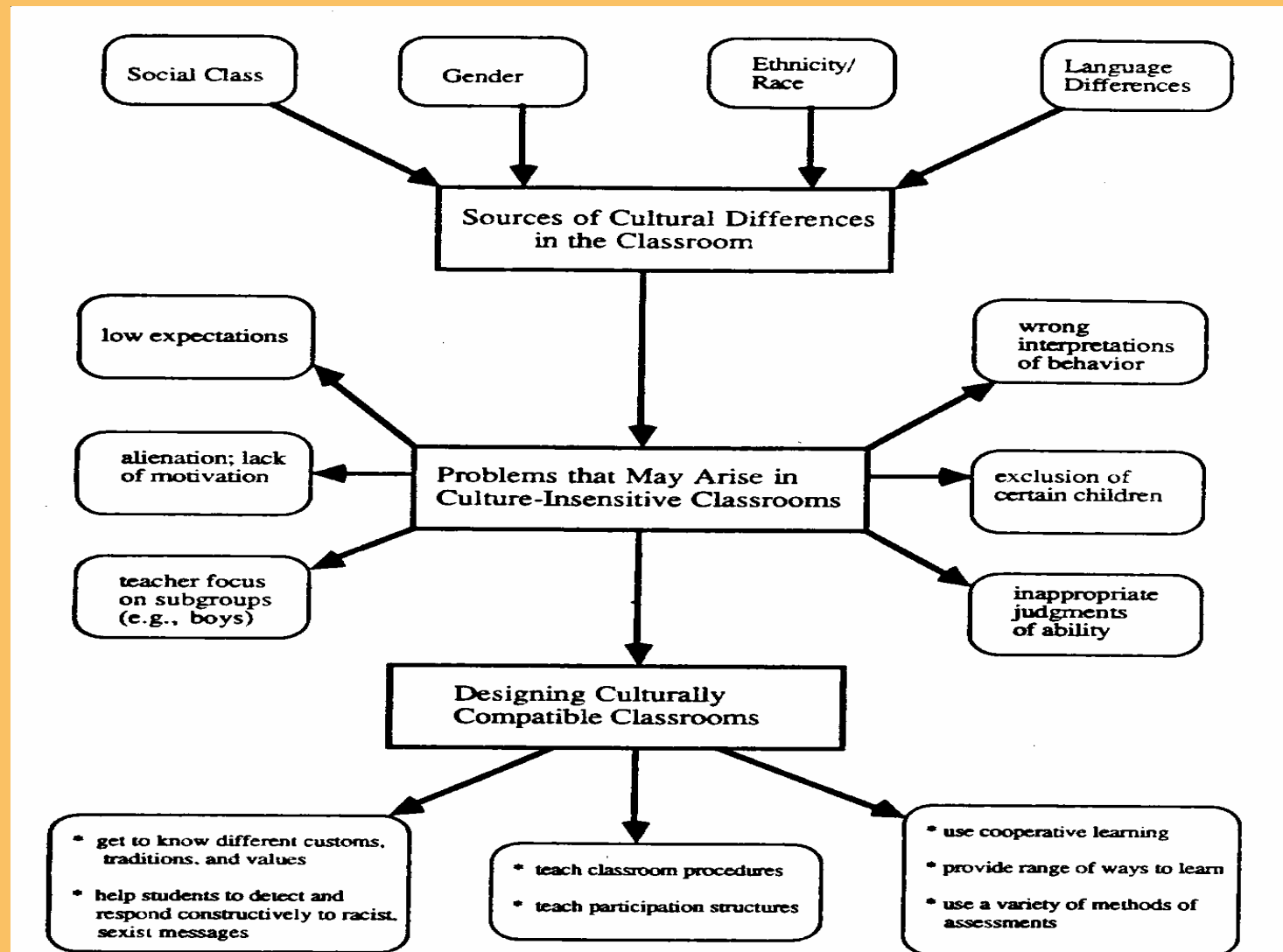


## Create Culturally Compatible Classrooms

*“Key ingredients in creating this type learning environment is modeling respect, high expectations and teaching students how to succeed.”*

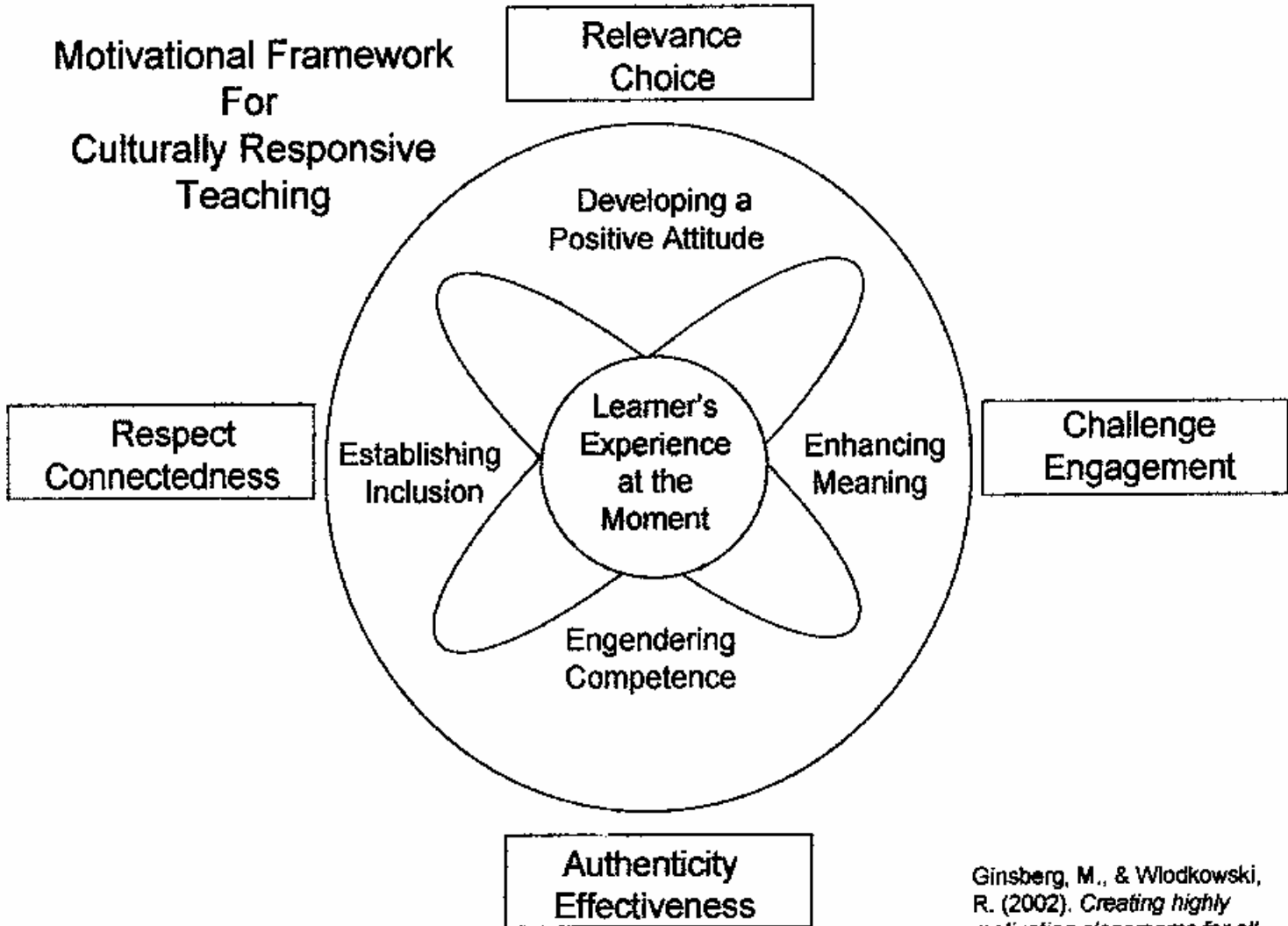
- **To help create compatible multicultural classrooms, teachers must know and respect all their students, have high expectations of them, and teach them what they need to know to succeed.**

# Concept Map: Creating Culturally Compatible Classrooms



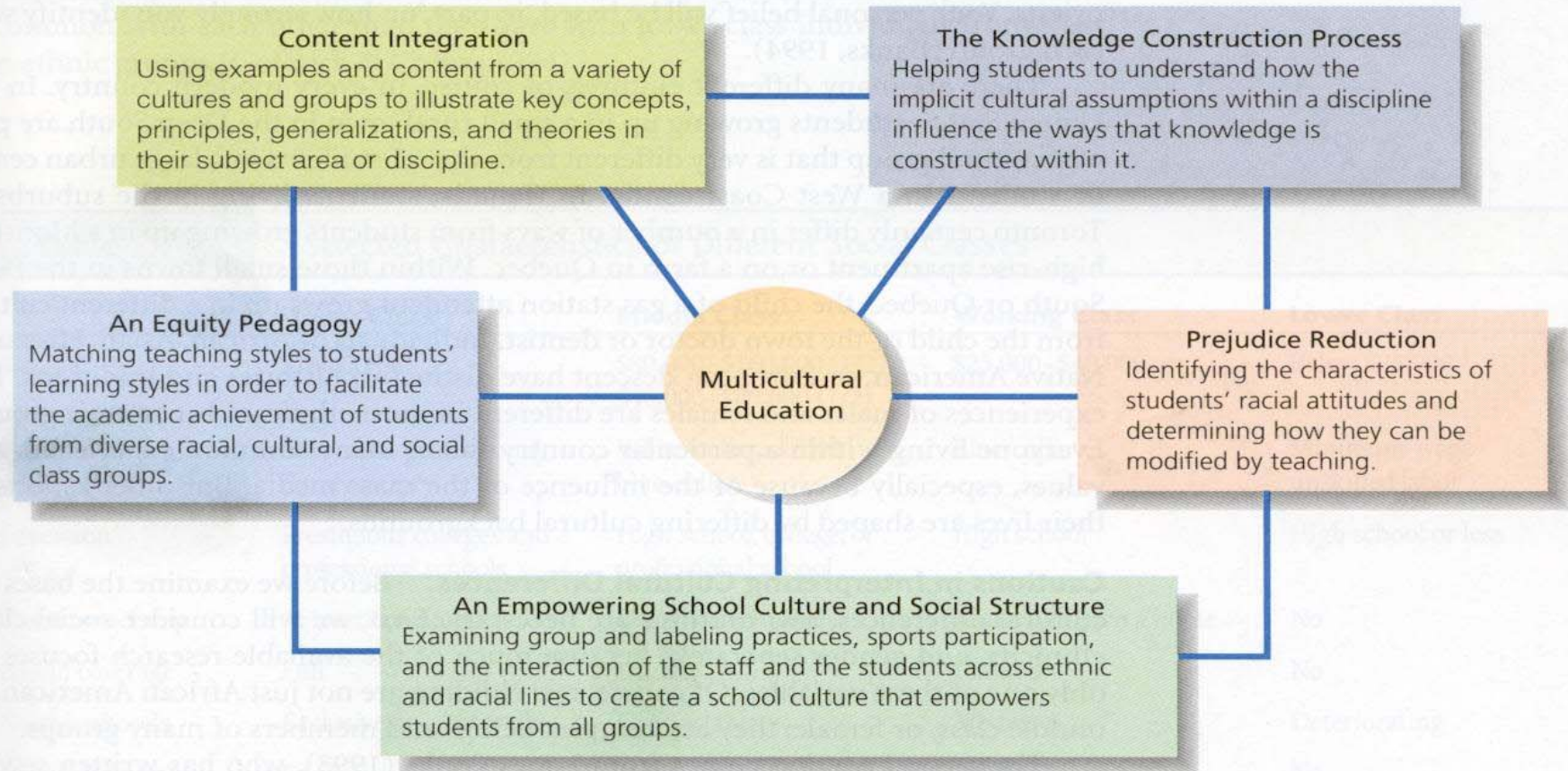


**Motivational Framework  
For  
Culturally Responsive  
Teaching**



Ginsberg, M., & Wlodkowski, R. (2002). *Creating highly motivating classrooms for all students*. San Francisco: Jossey-Bass, p. 49.

Multicultural education is more than a change in the curriculum. To make education appropriate for all students, we must consider other dimensions as well. The way the athletics and counseling programs are structured, the teaching method used, lessons about prejudice, perspectives on knowledge—these and many more elements contribute to true multicultural education.



Source: From *Cultural Diversity and Education: Foundations, Curriculum, and Teaching* (4th ed.), by James A. Banks. Published by Allyn & Bacon, Boston, MA. Copyright © 2001 by Pearson Education. Adapted by permission of the publisher.

**Figure 5.1** Banks's Dimensions of Multicultural Education



## ► Approaches to Multicultural Curriculum Reform

### The Transformation Approach

The structure of the curriculum is changed to enable students to view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups.

### The Social Action Approach

Students make decisions on important social issues and take actions to help solve them.

### Curriculum Reform

### The Contribution Approach

Focuses on heroes, holidays, and discrete cultural elements.

### The Additive Approach

Content, concepts, themes, and perspectives are added to the curriculum without changing the structure.



## Working Effectively with Culturally Diverse Learners

- **Does not mean being an expert on all of them.**
- **It means actively working to understand basic parameters of the cultures and responding in accordance with what you learn.**
- **It does mean being aware that culture shapes learning—and how we see the world.**
- **It means working to see beyond the boundaries of your own experience.**
- **It means honoring both similarities and differences among learners.**
- **It means not generalizing in ways that suggest all members of a particular culture are alike.**



# ADAPTING INSTRUCTION FOR LEARNER DIFFERENCES

## MENTALLY CHALLENGED LEARNERS

Goals: Elementary

Basic Reading  
Writing  
Arithmetic  
Social Behavior  
Personal Interests  
Local Environment

Goals: Secondary

Vocational Domestic Skills  
Literacy for living  
Job Related Behaviors  
Health- Self-Care  
Citizenship Skills  
Transition Programming

Adapting Instruction

- determine readiness; state individualized objectives clearly
- present material in small steps, provide abundant practice
- closely monitor progress providing frequent feedback, help and reinforcement
- vary materials and present in a variety of ways to make connections for students
- have students overlearn, repeat, and practice more than non-challenged students
- teach students how to learn and how to study

## PHYSICALLY CHALLENGED LEARNERS

Goals

Same educational goals as for non-challenged students

Adapting Instruction

- be informed about disabilities
- use appropriate materials
- plan physical environment to accommodate disabilities

## GIFTED LEARNERS

Goals

Achievement at a level equal to their ability.

Eliminate boredom, frustration, isolation, and ridicule.

Emotional adjustment.

Adapting Instruction

- encourage abstract thinking, creativity, and independence
- be imaginative, flexible and unthreatened by their abilities
- provide flexible programs
- continually assess students' needs

## LEARNERS WITH COMMUNICATION AND LEARNING DISABILITIES

Goals

Learn the academic material

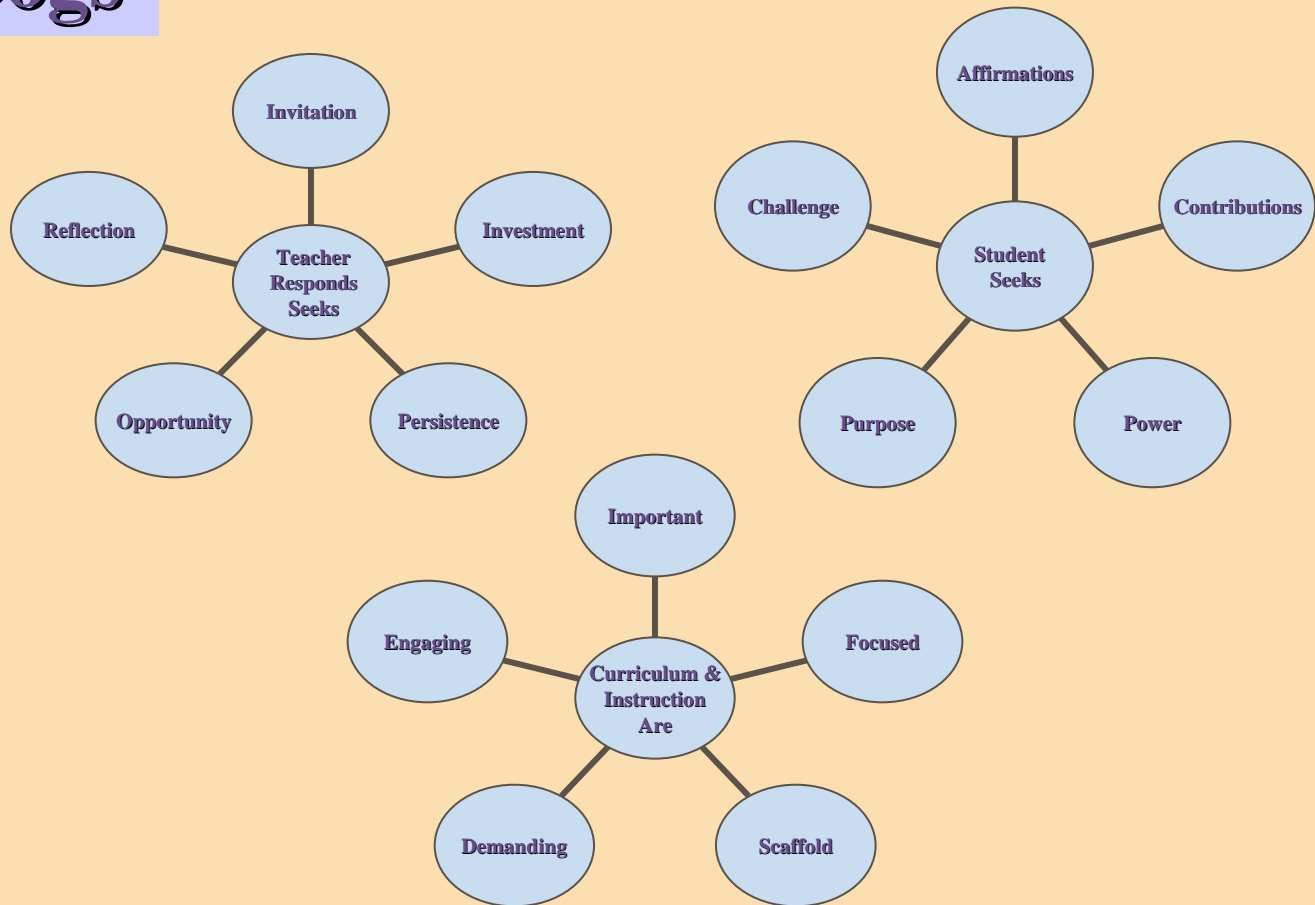
Be full participants in the classroom

Become more effective, attentive, learners better able to remember and process information

Adapting Instruction

- mix disabled with non-disabled keeping schedules and activity patterns similar
- integrate special help into the class
- model good language and behavior
- give supportive, positive feedback
- familiarize students about disabilities
- emphasize techniques to improve memory, attention and study skills.

# The Cogs



Adapted from Carol Tomlinson, 2001

# Diversity Strategies & Models



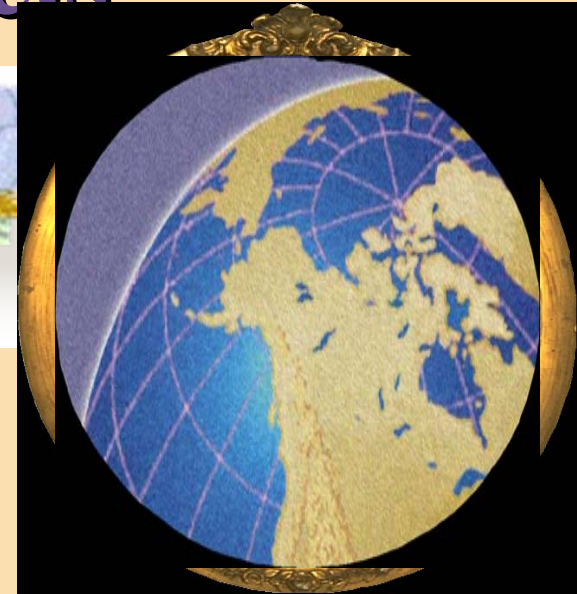
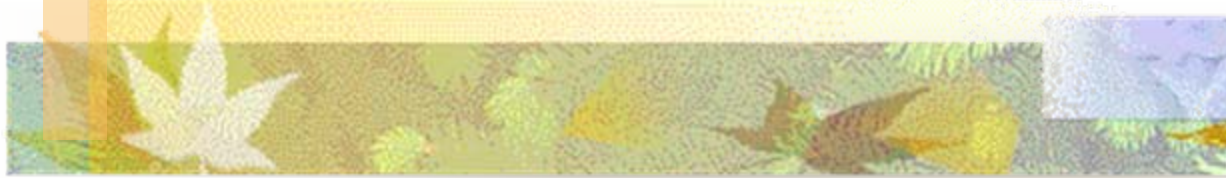


## *Examples of Interactive Exercises*

- *First Day Activities:*
  - Culture in a Shopping Bag
  - Who Am I?
- *Cultural Games*
  - Can you Pass This Test?
- *One Minute Motivators*
- *Class Summaries and Reflections*
  - *The Contact Hypothesis*
- *Cultural Identity-Journal Writing*
  - *Same, Different or Neither*
    - *The Jigsaw*  
(See Booklet)



# Global Strategies & Models





## **Examples of Global Activities**

- **Global Simulation Games**
  - **Cartoons**
  - **Case Studies**
- **The World Village Project**
  - **Service Learning**
  - **Magical Thinking**
- **Project-Based Learning**
  - **Team Projects**
  - **Student Forums**



## Some Global Websites

- Games for Global Education

A site with digital games for students on global issues, such as global poverty that can be used in teaching and learning.

- Global Gateway: World Culture and Resources

A library of Congress site, with world libraries and collections and other links, databases and resources on global and international subjects.

- Global Educator: A Higher Education Community of Practice

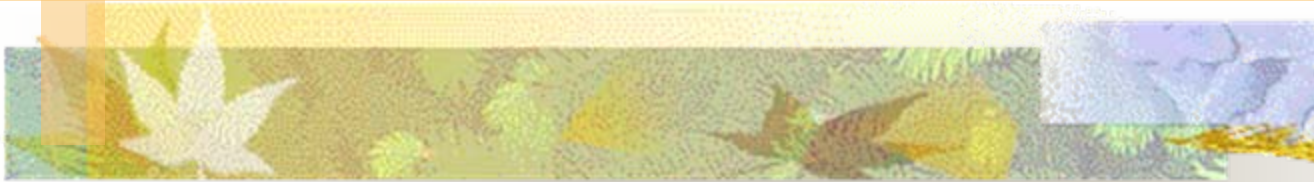
This site contains an extensive collection of peer-reviewed articles for Global Educators.

- Global Resources

A site with educational resources on global education and issues, including online courses, idea exchanges, resources for teachers and students.

Find more on the CTE website at: [www.nvcc.edu/loudoun/cte](http://www.nvcc.edu/loudoun/cte).

# Differentiation Strategies & Models







# Examples of Differentiation

- **Learning Preference/Style/Interest Surveys**
- **Differentiated Assignments (traditional and authentic)**
- **Reading Inventory**
- **Think-Pair-Share**
- **Cooperative & Collaborative Learning**



## **Create and Share a New Strategy**

- 1. Take a few minutes and think about a strategy that you could incorporate into your teaching to facilitate diversity and/or global understanding.**
- 2. Share your strategy with a partner.**
- 3. Share a strategy with the larger group.**
- 4. Send me a write-up of the strategy and I will develop a clearinghouse of instructional strategies for the CTE website.**

# Questions, Reflections and Summary Comments



*Thank you for a great session!*