

# Diversifying Your Toolkit for Learners: Evidence-Based Strategies for Supporting Success in Diverse Learners

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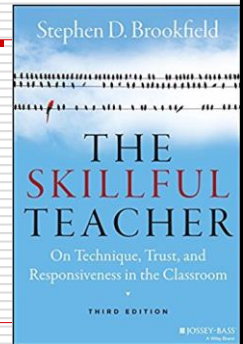


UNIVERSITY of WISCONSIN-GREEN BAY



“The essence of skillful teaching lies in the teacher constantly researching how her students are experiencing learning and then making pedagogical decisions informed by the insights she gains from the students’ responses.”

—Stephen D. Brookfield



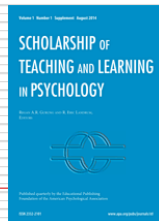
## The Plan



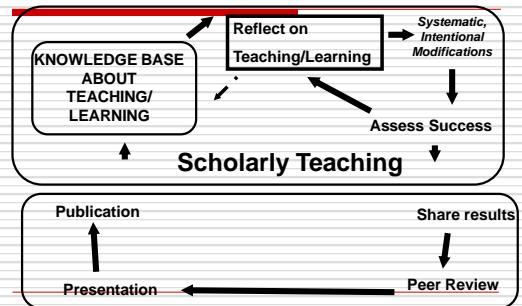
## SoTL encompasses

the theoretical underpinnings of how we learn, the intentional, systematic, modifications of pedagogy, and assessments of resulting changes in learning.

□ (Gurung & Landrum, 2014, p. 1),



SoTL



Gurung & Schwartz (2009) adapted from Richlin (1993)

## DBER: Discp Based Educ Research

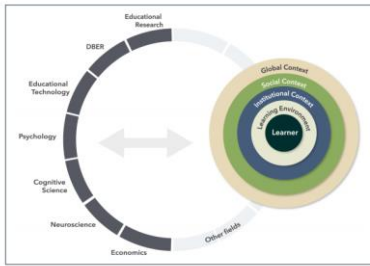


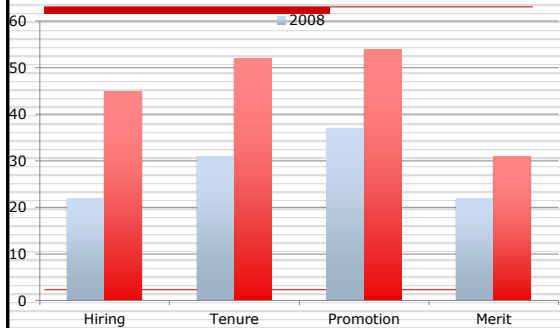
Figure 1: Many fields of research contribute to the study and advancement of the complex system of higher education

## Where's the time to do it?

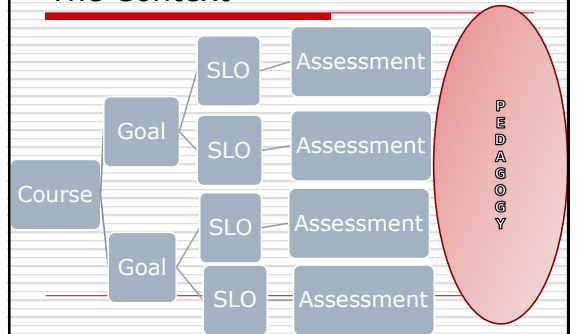


Aubrey Stoll: <http://500px.com/photo>

## Role of SoTL in Personnel Decisions



## The Context



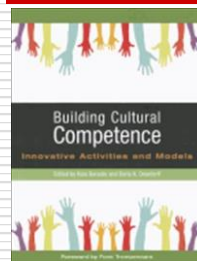
## Infusing through Learning Outcomes

- Intercultural Knowledge and Competence is

"a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts."

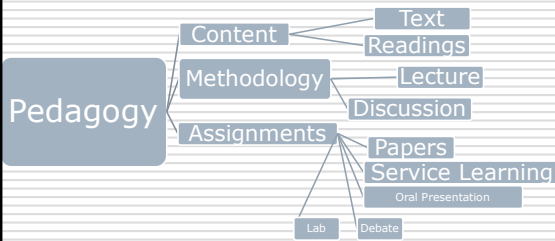
- (Bennett, 2008)

## Building Cultural Competence

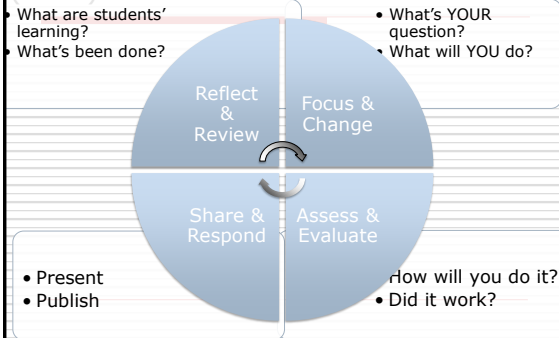


- *Innovative Activities and Models*
- Deardorff & Berardo (2012)

## Unpacking Pedagogy



## Scholarship of Teaching & Learning (SoTL)



- How are students' learning?
- What can you do better?
- What's been done?

**REFLECT & REVIEW**

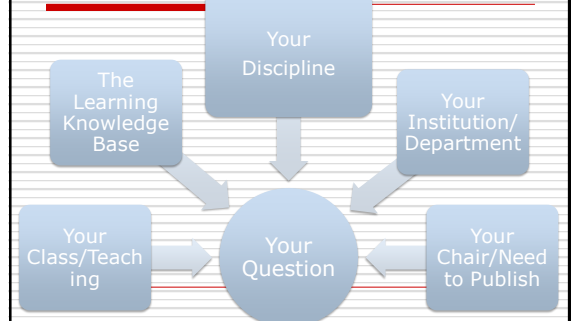
"I think you'll find my test results are a pretty good indication of your abilities as a teacher."

## FOCUS & CHANGE

Focus & Change

- What's YOUR question?
- What will YOU do?

## What drives Your question?



Do methods match questions?

What Can I Do?

Methodological skills

Knowledge base

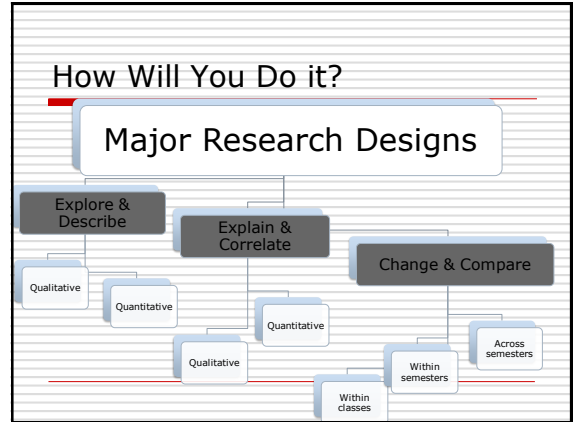
**What Should I do?**

Time

Tenure

Rewards

What do I want to do?



HELLO, DO YOU HAVE ANY OPINIONS THAT FIT INTO OUR PRECONCEIVED QUESTIONS?

THANK YOU!

YES AND NO...

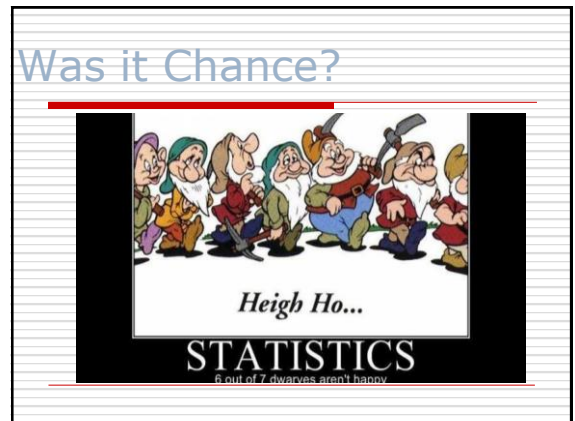
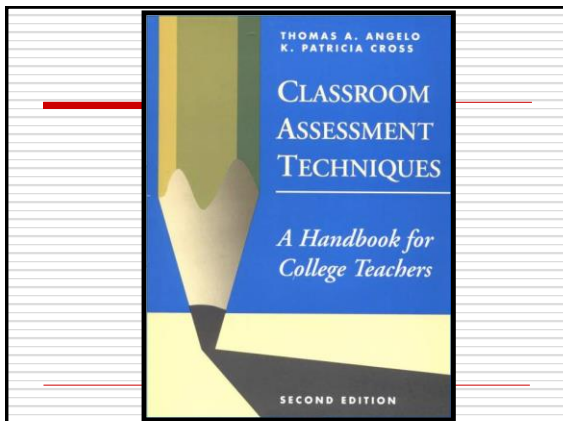
**Assess & Evaluate**

- How will you do it?
- Did it work?

**ASSESS & EVALUATE**

**Did it work?**

- Watch
  - Classroom Observation
  - Content Analysis
    - Develop a coding scheme (categories, rubrics)
    - Units of analysis (words, turns-at-talk)
    - Rater Training & Reliability
- Ask
  - Survey
  - Focus Group
  - Protocol Analysis



Kennesaw State University home contact login

**Center for Excellence in Teaching and Learning**

HOME ABOUT AWARDS & FUNDING EVENTS RESOURCES



**SHARE & RESPOND**

- Present
- Publish

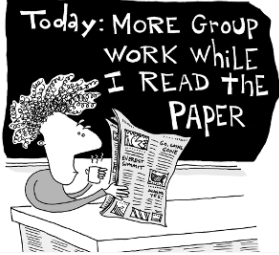
Share & Respond

## Major SoTL Questions & Tips




## What's the best way to form groups?

Choose own groups or assigned?



## What's the best use of Tech?

Will using Clickers increase engagement?  
 Yes (Landrum, 2015)  
 Somewhat (Moring et al., 2008)  
 BUT its really the questions (Anthis, 2011).



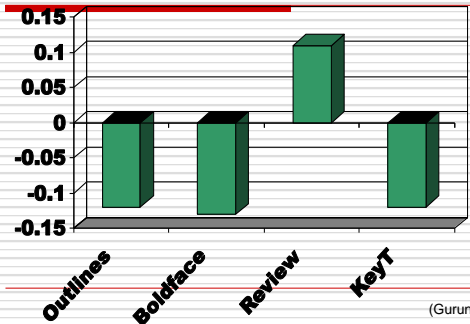
Hank had been asleep for hours, but amazingly his clicker finger kept going.

## How do Students Study?

Use pedagogical aids (Gurung & McCann, 2013).



## Does using Pedagogical Aids Help?



Pedagogical Aid	Impact
Outlines	-0.1
Boldface	-0.1
Review	0.1
KeyT	-0.1

(Gurung, 2004)

**PRAGMATIC  
WAYS TO  
INFUSE  
DIVERSITY**

**KEEP  
CALM  
AND  
PLAN YOUR  
ASSIGNMENT**

**QUICK CHECK: Diversity Defined**

- Individual differences (e.g. personality, learning styles, and life experiences)
- Group/social differences
  - Race/ethnicity
  - Gender
  - Sexual orientation
  - Country of origin
  - Ability as well as cultural, political, religious, or other affiliations
    - University of Wisconsin System Inclusive Excellence (2014)

**Definitional Issues**

- Within Vs. Between Variance

- Teaching IQ versus ABOUT diversity

**Models for Diversity: Infusion**

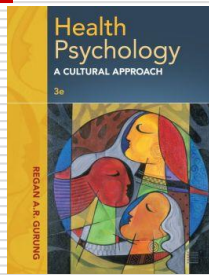
- Block
  - Culture chapter
  - Culture supplemental reading
- Threads
  - Culture paragraph
- Fabric
  - Culture is main foundation

See also: Banks & Banks (2004); Kitano (1997)



## Make it Explicit

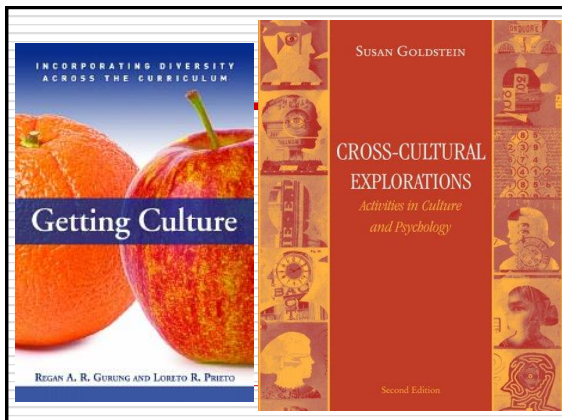
- Goal in syllabus\*
- Assignments
- Textbook



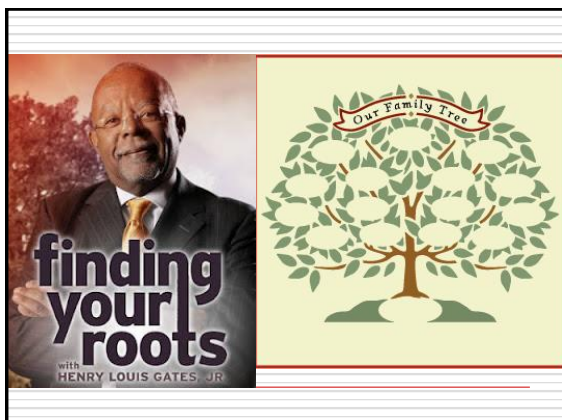
\*See Project Syllabus at Office of Teaching Resources (OTRP)

## Infusing need not add time/training

- Use **clips, examples** that highlight diversity even when the topic does not involve diversity per se
- Include **diverse images** as examples in PowerPoint slides
- **Highlight research** by members of groups that are underrepresented
- Use **diverse names/themes** on test questions



## Use yourself (if comfortable)



## Make it Safe

- Set ground rules for discussion
- Provide alternatives for difference sharing
  - Acknowledge cultural differences
- Model appropriate behavior
- Comfort zones, learning edges, triggers\*
  - "I feel so sorry for people with disabilities. What tragedy."
  - "Men are biologically more adapted to leadership roles."
  - "If everyone just worked hard, they could achieve".
  - "Homeless people prefer their life."
  - "People of color just blow things out of proportion."
  - "If women wear tight clothes they are asking for it."

\* Adams, Bell, & Griffin (1997)

## Students think that addressing bias is better than ignoring it

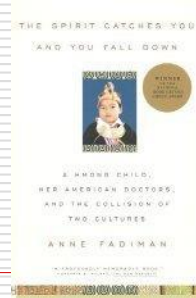
Table 3  
Mean and Standard Deviations of Undergraduates' Ratings of the Successfulness of Responses to Bias in the Classroom

Response	Overt		Subtle	
	M	SD	M	SD
Direct response	2.88 <sub>a</sub>	0.81	2.95 <sub>a</sub>	0.69
Group discussion	3.36 <sub>a</sub>	0.67	3.27 <sub>a</sub>	0.79
Provide information	3.19 <sub>a</sub>	0.75	3.07 <sub>a</sub>	0.47
Ignore	1.64 <sub>b</sub>	0.74	2.00 <sub>b</sub>	0.95
Instructor is the source of bias	2.00 <sub>b</sub>	0.74	—	—

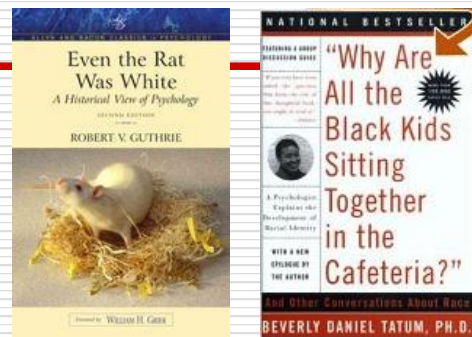
Note. Responses ranged from 1 (*extremely unsuccessful*) to 4 (*extremely successful*). Means within a column that do not share a subscript are significant ( $p < .004$ ).

From Boysen et al., 2009, *Journal of Diversity in Higher Education*

## Make it Relevant

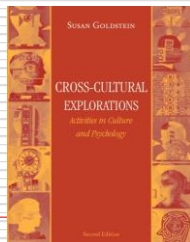


## Make it Credible



## Make it Active and Experiential

- 'Who am I?'
- Perspective taking exercises
  - Grocery shopping
  - Religious visit



## Make it Count: Measure Success

- Student satisfaction
- Content analyses
- Pre-Post tests
  - See Liu, Reynolds, & O'Conner (2002).
  - Kernahan & Davis (2007).





## Make it Visible



## USE DATA ANALYTICS

INSIDE HIGHER ED

NEWS OPINION SURVEYS

Back to News Print This

TECHNOLOGY

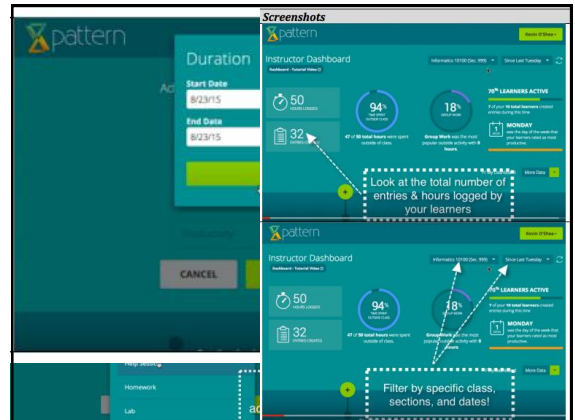
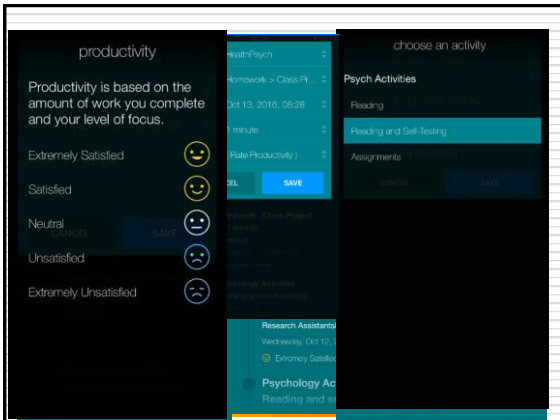


### Logging Off, Dropping Out

Hard data on which students are failing to use learning management software can help colleges intervene to boost retention rates.

June 13, 2016  
by Paul Fain

Knowing how often college students log onto learning management software is one of the best ways to predict



## Final Thoughts

SoTL provides tools to fix any classroom challenge

Thank YOU !! [gurungr@uwgb.edu](mailto:gurungr@uwgb.edu)

