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

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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)
DBER: Discp Based Educ Research

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

Where’s the time to do it?

Aubrey Stoll: http://500px.com/aubrey

Role of SoTL in Personnel Decisions

<table>
<thead>
<tr>
<th>Year</th>
<th>Hiring</th>
<th>Tenure</th>
<th>Promotion</th>
<th>Merit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>30</td>
<td>50</td>
<td>40</td>
<td>60</td>
</tr>
</tbody>
</table>

The Context

Course

Goal

SLO Assessment

Assessment

Assessment

Building Cultural Competence

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

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)
Unpacking Pedagogy

Pedagogy

- Content
- Text
- Methodology
- Readings
- Lecture
- Assignments
- Papers
- Discussion
- Service Learning
- Peer/Instructor

Scholarship of Teaching & Learning (SoTL)

- What are students’ learning?
- What’s been done?
- What’s YOUR question?
- What will YOU do?
- Reflect & Review
- Focus & Change
- Share & Respond
- Assess & Evaluate
- Present
- Publish
- Did it work?
- How will you do it?
- What can you do better?
- What’s been done?

Focus & Change

- What drives Your question?
- What will YOU do?

What drives Your question?

- Your Discipline
- Your Institution/Department
- Your Class/Teaching
- The Learning Knowledge Base
- Your Chair/Need to Publish
- Your Question
Do methods match questions?

What Can I Do?

Methodological skills
- Time
- Tenure
- Rewards

Knowledge base

What Should I do?

What do I want to do?

How Will You Do it?

Major Research Designs

Explore & Describe
- Qualitative
- Quantitative

Explain & Correlate
- Qualitative
- Quantitative

Change & Compare
- Qualitative
- Quantitative

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

Was it Chance?
Major SoTL Questions & Tips

What’s the best way to form groups?
- Choose own groups or assigned?
  - Choose own groups. (Chapman, Meuter, Toy, &)

What’s the best use of Tech?
- Will using Clickers increase engagement?
  - Yes (Landrum, 2015)
  - Somewhat (Morling et al., 2008)
  - BUT it’s really the questions (Anthis, 2011).

How do Students Study?
- Use pedagogical aids. (Gurung & McCaff, 2013)

Does using Pedagogical Aids Help?
- Chart showing the effectiveness of different study methods.
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 TO 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)

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

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

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Overt M</th>
<th>Overt SD</th>
<th>Subtle M</th>
<th>Subtle SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct response</td>
<td>2.88</td>
<td>0.81</td>
<td>2.95</td>
<td>0.69</td>
</tr>
<tr>
<td>Group discussion</td>
<td>3.36</td>
<td>0.67</td>
<td>3.27</td>
<td>0.79</td>
</tr>
<tr>
<td>Provide information</td>
<td>3.19</td>
<td>0.75</td>
<td>3.02</td>
<td>0.47</td>
</tr>
<tr>
<td>Ignore</td>
<td>1.64</td>
<td>0.74</td>
<td>2.00</td>
<td>0.95</td>
</tr>
<tr>
<td>Instructor is the source of bias</td>
<td>2.09</td>
<td>0.74</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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).

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### Make it Relevant

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### Make it Credible

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### Make it Active and Experiential

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

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### Make it Count: Measure Success

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

SoTL provides tools to fix any classroom challenge

Thank YOU!!  gurungr@uwgb.edu