

Transforming the Classroom into an Inclusive Learning Environment

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Introduction: Outline

- Literature Review
- Inclusive Strategies
 1. Course Design
 2. De-escalation
 3. Self-Work
 4. PechaKucha 20x20
- Closing Remarks
- Additional Resources

Literature Review

- Opportunity Hypothesis (Blau 1977, 1994) → racial diversity on campus is a prerequisite to cross-racial interactions but does not ensure it

Literature Review

- **Contact Theory** → contact under ideal conditions reduces prejudices (Allport 1954; Pettigrew 1998, 2000)
- **Interactional diversity** → extensive and meaningful informal interracial interaction (Gurin, Dey, Hurtado, and Gurin 2002)

Literature Review

- Benefits (to ALL students) of Interactional Diversity:
 - Cognitive development
 - Academic and social self-concept
 - Graduation rates
 - Leadership skills
 - Cultural awareness and understanding
 - Civic interest
 - College satisfaction

Course Design

- Develop syllabi that represent diverse identities and perspectives
 - Diversified curriculum
 - Diverse group projects (avoid isolating when possible)
 - Diverse paper topics
 - Trigger warnings where appropriate
 - Active pedagogy
 - Multiple modes of content delivery and assessment

Course Design

- Ensure syllabus, assignments, and exams are written in accessible language
 - www.lex tutor.ca
 - Vocab Profile
 - VP Classic
 - Enter text into box and submit for analysis
 - Consider changing words highlighted in **RED** unless they're course-related vocabulary terms

Home > [VocabProfilers](#) > English

Web VP Classic v.4 **** One-word VP**

Input method A Type or paste short to medium size text (200,000 characters/35,000 words max = 60 secs) into window and click *Submit_window*.

Title: | [FREQ](#) | [VP-CLOZE](#) | [RESEARCH](#) | [TYPICAL PROFILES](#) | AWL texts > [APA](#) | [StatsCan](#)

MAIN TEXT

INSTRUCTIONS Type or paste your text here and click SUBMIT_window. VocabProfile will tell you how many words the text contains from the following four frequency levels: (1) the list of the most frequent 1000 word families, (2) the second 1000, (3) the Academic Word List, and (4) words that do not appear on the other lists. For a demo, enter this text, or one of the sample texts below.

TEXT SET-UP
 General: Include an empty space after every comma or full stop.
 Research: Deal with spelling errors and proper nouns.

SIZE LIMITS: Web form input is currently max about 200,000 characters/ 35,000 words - use VP-

USER/TECHNICAL LIST

+
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+

- OPTIONS**
- post_AWL
 - overlap
-
- [Demo](#)
- [Select](#)

Demos: [Isogram](#) | [Lit \(1\) \(2\)](#) | [Science \(1\) \(2\)](#) | [News \(1\) \(2\)](#) | [Speech \(1\) \(2\)](#) | [Rex M.](#) | [List AWL](#)

Non-Lexical Proper Nouns: Recategorize these words as 1k. [Type, paste, or dbl-click textarea items].

AND/OR* all Capped non-initials

Input method B
 Upload is discontinued on VP-Classic. For larger files (up to 250,000 words) use [VP-Compleat](#) with "Classic" option checked.

Original VP by Heatley & Nation, VUW New Zealand & B. Laufer, U Haifa, Israel; AWL by A. Coxhead VUW; WebVP adapted by T. Cobb, UQAM Canada. [How to reference](#)

Original text [Lengthen|Shorten|Narrow|Widen space]

RECATS NONE

27. Which of the following practices involved in setting bail undermines the principle of fair treatment?
a. The amount of bail set takes into account the accused's ability to pay
b. Those who cannot pay bail are jailed until trial and thus are not treated as if presumed innocent
c. The amount of bail to be posted is based exclusively on the charges brought against the accused
d. None of the above

Table with 2 columns: %, Cumul. and 4 rows of data: 76.81, 76.81; 7.25, 84.06; 5.80, 89.86; 10.14, 100.00

Profiled text Edit, Check with RE-VP, and SAVE

number which of the following practices involved in setting bail undermines the principle of fair treatment
a the amount of bail set takes into account the accused ability to pay
those who cannot pay bail are jailed until trial and thus are not treated as if presumed innocent
the amount of bail to be posted is based exclusively on the charges brought against the accused
none of the above

<<== [Lengthen|Shorten|Narrow|Widen Editing Space]

Edit/print-friendly lists

Token List [1]

0-1000 [families 35 : types 38 : tokens 53] a ability above account against amount amount and are are as based be brought cannot charges fair following if in into is none not number of of of of of on pay pay posted set setting takes the the the the the the the those thus to to trial until which who

First 500 function (34): a above and are are as be cannot if in into is not of of of of of on the the the the the the the those thus to to until which who

First 500 content (10): ability brought following none number pay pay set setting takes

Second 500 content (9): account against amount amount based charges fair posted trial

Course Design: Frontloading

- Decreases resistance and minimizes emotionally-charged responses (Samuels, Ferber & O'Reilly Herrera 2003)
- Creates a safe(r) learning environment
- Activates prior knowledge and establishes a common base
- Increases engagement and critical thinking

Inclusive Spaces

- Get to know your students
 - Eye contact
 - Learn their names and how to pronounce them (Table tents)
 - Regular office hours and appointments
 - Friendly outside of class
 - Respect and empathy

Inclusive Spaces

- Create opportunities for students to interact around topics designed for diverse backgrounds
 - Think, Pair, Share (Lyman Jr. 1981; McTighe and Lyman Jr. 1988)
 - Small group work
 - Class discussions
 - Avoid putting students on the spot to “represent” their “group”
 - Enforce participation guidelines

Participation Guidelines

- Determine your own boundaries on what you are willing to share
- Speak from experience and avoid generalizations
- Personal information should not leave the room
- Listen respectfully
- Avoid inflammatory and disparaging remarks
- Avoid blame and snap judgments
- Allow each other room to make mistakes while learning

Think-Pair-Share

- Early ice breakers
- Complex issues
- Small or large classes
 - Think-pair-square-share alternative
- Exposure to diverse perspectives increases empathy, critical thinking, and role-taking (i.e. the sociological imagination)

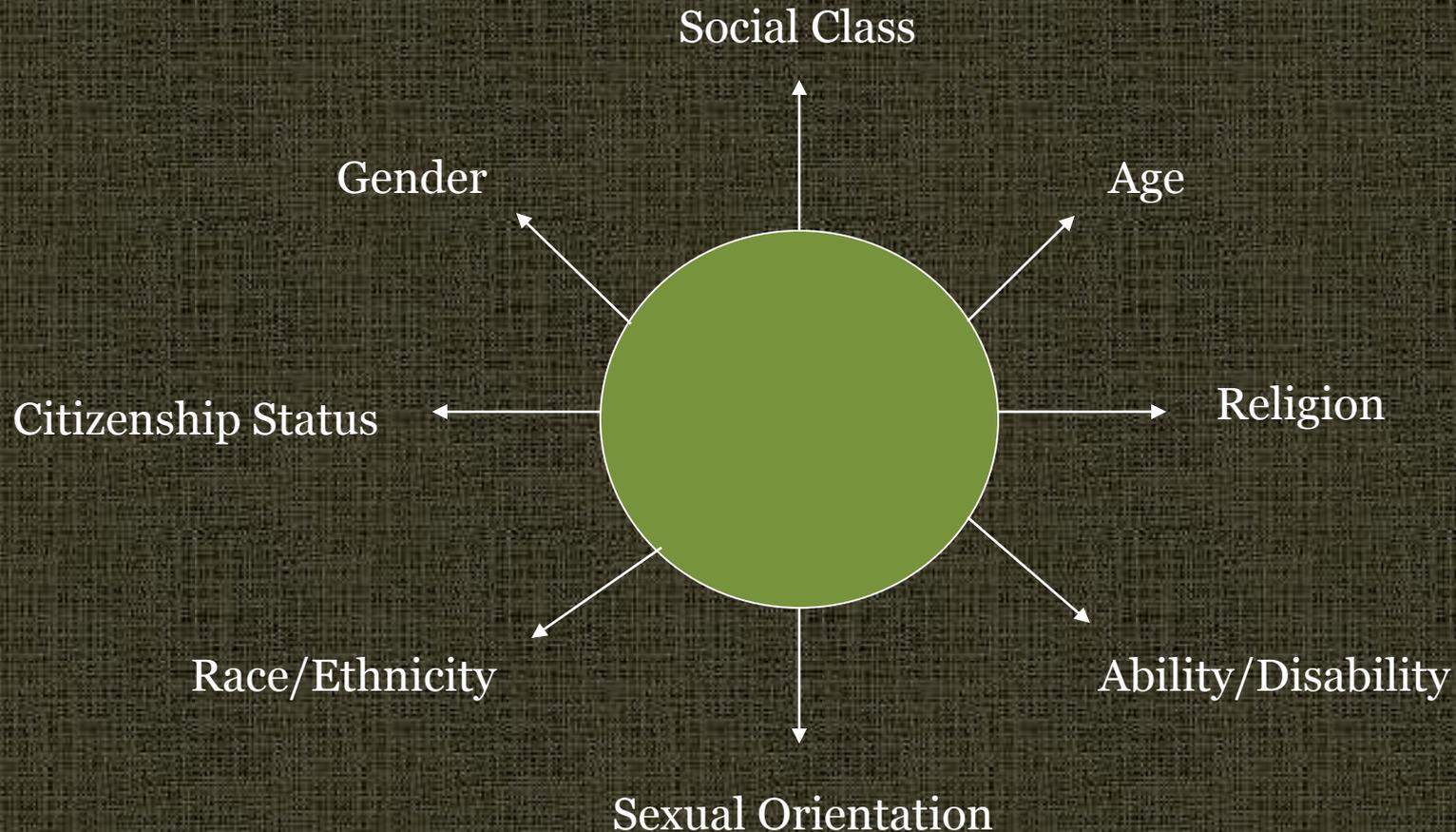
De-Escalate

- Use participation guidelines
- Interrupt overt discrimination
 - Silence creates a hostile environment
 - Keep the conversation issue-centered not personal
 - Try to keep calm
- Hit the “PAUSE” button and come back later
 - Next class period
 - Consider how to avoid this in future semesters
- Journal

Self-Work

- Learn to recognize your own biases
 - How do your experiences and your identity shape your interactions with students?
- Learn about other cultures and communities
- Become an outsider
- Collect regular (confidential) feedback from students
- Encourage students to do the same work

Social Identity Model



Griffin, Pat. 1997. "Introductory Module for the Single Issue Courses." Pp. 61-81 in *Teaching for Diversity and Social Justice: A Sourcebook*, edited by Maurianne Adams, Lee Anne Bell and Pat Griffin. New York: Routledge.

Social Group Membership Profile

Social Identities	Membership
Race/Ethnicity	
Gender	
Social Class	
Citizenship Status	
Age	
Sexual Orientation	
Religion	
Ability/Disability	

- Which of your social group memberships were easiest to identify?
- Which of your social group memberships were most difficult to identify?
- What questions are raised for you in trying to identify your social group memberships?

Social Group Membership Profile

Social Identities	Membership	Agency
Race/Ethnicity		
Gender		
Social Class		
Citizenship Status		
Age		
Sexual Orientation		
Religion		
Ability/Disability		

- For which social group memberships was it easiest to acknowledge your agency?
- For which social group was it more difficult to identify any agency?
- When you look at your overall profile, what surprises you?

Life Story Presentations

- PechaKucha 20x20
 - “Lightning talks”
 - <http://www.pechakucha.org/faq>
 - 20 slides, 20 seconds each (Total time of 6:40)

Life Story Presentations

- Outcomes:
 - Self-reflection and open dialogue cultivates empathy and connections
 - Creation of a safe space through trust building
 - Increased self-awareness and introspection
 - Additional pedagogical incentives can be found at (Klentzin, Paladino, Johnston, and Devine 2010)







Life Story Presentations

- What would you include in your own slideshow?
 - What aspects of your history and identity define you and how you interact with the world?
- Turn to your neighbor and take a few minutes to “really” introduce yourselves.

Summary

- Inclusive strategies benefit ALL students
 - Increased academic achievement
 - Higher self-esteem
 - Improved critical thinking
 - Increased empathy
 - Reduced prejudice across difference
 - Increased meaningful relationships across difference *outside* the classroom
- These effects are long-term and consistent across age groups

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