Teaching in an Intercultural Context

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Why is it important to create inclusive classrooms?

• Benefits of “belonging” include improved achievement, retention, and persistence.  
  (Hausmann, Schofield, & Woods 2007; Rhee 2008)

• Where students needs are not satisfied in educational settings, they experience impaired development, have diminished motivation, and perform poorly on tests.  
  (Strayhorn, 2012; Deci & Ryan, 2000)
What do our students say?

• Recent events:
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• Recent events:
  – “I just want to be a student.”
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• What takes students out of the space where they feel that they are “just students”: 
What do our students say?

• Recent events:
  – “I just want to be a student.”

• What takes students out of the space where they feel that they are “just students”:
  – When their identities collide with their environment.
Creating Inclusive Classrooms

• Never ask a student to speak for other members of their identity group.

• Do not assume individual students have had experiences or characteristics based on group membership.

• Acknowledge and support the person (individual student experiences) while illuminating the systemic (interactions among groups).
Look Within Yourself

• Assess your own conscious and unconscious biases.
  – How do your experiences, values, beliefs and stereotypes influence your knowledge and understanding of groups different than your own?

• What assumptions do you have for your students regarding their performance, their participation, how they will express their opinions, etc.?

• What weight do you give to student’s opinions based on their identities?
Preparing for an Inclusive Classroom

• Develop a syllabus that explores multiple perspectives on topics.

• Incorporate multicultural examples, materials and visual aids as much as possible.

• Consider different approaches to learning.

• Anticipate sensitive areas in the subject matter being taught.
Handling Controversial Conversations

• Set ground rules for discussion in advance.
  – Respectful tone
  – Asking questions
  – No interrupting
  – No name calling
  – No piling on
  – Try to understand where others are coming from
Handling Hot Moments

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• Have students step back and reflect.
Handling Hot Moments in the Classroom

- Finding teaching opportunities in the moment.
  - How we think about the moment
  - Helping students think about it
  - Getting the students to do the work
  - Don’t avoid the issue

(Lee Warren, Derek Bok Center for Teaching and Learning)
Managing Ourselves

• Hold Steady

• Breathe Deeply

• Don’t Personalize Remarks

• Know Yourself
Gender Identity in the Classroom

• Students may indicate their personal pronoun preference in the classroom.

• Students may use a preferred name that is not reflected in Banner.

• Misgendering