Working with Diversity: Best Practices

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Diversity Content: Best Practices in Teaching?

Prior Studies: Giving Advice

Prior Studies: Examining Attitudes
- Fallon, 2006; Kernahan & Davis, 2007; 2010; Probst, 2003; Rudman, Ashmore, & Gary, 2001

Our Study: What works?
- Chick, Karis, & Kernahan (2009)
Whom did we study? How?

- African American Literature Course
- Psychology of Prejudice and Racism
- Roots and Diversity Geography
- Cultural Competence in Family Therapy

91 Participants Total

Qualitative and Quantitative Measures
- Racial Attitudes Survey
- Student Reflections

Findings: What Students Said...

... Helped Them Learn
- Kinds of topics
- Kinds of assignments

... Helped Them “Make Sense” of Their Learning
- Content
- Process
  - Discussions
  - Opportunities to practice empathy
Findings: Our Analyses

**Cognitive Obstacles**
- Oversimplification and dualistic thinking

**Affective Obstacles**
- Absence of meta-affective tools

Findings: Quantitative Results

![Bar chart showing pre-course and post-course results for UG Psychology, Grad Psychology, UG Literature, and UG Geography.]
Recommendations

- Specific kinds of class discussions
- Opportunities to practice & experience empathy
- Metacognitive & meta-affective activities

Three Minute Writing

How might you incorporate this into your own teaching?

What is relevant to you?
Diversity Pedagogy, or Teaching Inclusively

Diversity Pedagogy

- Stereotype Threat
  - RadioLab (The Obama Effect, Perhaps).
- Colorblindness
- “Neutral” Teaching
Stereotype Threat

- What is it?
  - Challenging Test, Diagnostic
  - Anxiety and Apprehension
  - Lowered Performance
- Why is it happening?
  - Unconscious Disruption and Chatter (Stereotype is Present)
  - Not A Lack of Confidence in themselves, but a Lack of Confidence in the System

Stereotype Threat

- What are the Consequences?
  - Disidentification with School or Subject
  - “Double Consciousness”
- Scenario Practice
Stereotype Threat: Best Practices

- High Expectations
- Challenge Message, not Remediation Message
- Intelligence is changeable and expandable
  - “Students usually improve over time in this class”

Stereotype Threat: Best Practices

- This is a tough class, and you belong here
- Avoiding “over praise”
- Emphasizing Fairness
  - Grading Blind, Having Clear Standards-EXPLICIT
Three Minute Writing
How might you incorporate this into your own teaching?

What is relevant to you?

Colorblindness vs. Race Consciousness

- What is it?
- What does it look like?
- What are the consequences?

- Scenario Practice
Colorblindness: Best Practices

- “race-consciousness” or “equity-mindedness” (Harper 2009), “critical multiculturalism” (McLaren 1994)
- Be proactive, intentional.

Three Minute Writing

How might you incorporate this into your own teaching?
What is relevant to you?
“Neutral” Teaching Practices

“[M]uch of what I took as neutral teaching practice actually functions to keep our courses less accessible to students from non-traditional backgrounds.... (almost) all traditionally taught courses are unintentionally but nevertheless deeply biased in ways that make substantial differences in performance for many students.” (Nelson, 1996)

“Neutral” Teaching Practices

- What are some?
- What do they look like?
- What are the consequences?

- Best Practices
Final Three Minute Writing

How might you incorporate this into your own teaching?

What is relevant to you?