

DOWNLOAD PDF ETHNIC DIVERSITY IN THE CLASSROOM RAPHAEL RICHARDS

Chapter 1 : The Benefits of Socioeconomically and Racially Integrated Schools and Classrooms

Not in my image: ethnic diversity in the classroom Raphael Richards 7. Invisibility and Otherness: asylum-seeking and refugee students in the classroom Mano Candappa 8. I feel confident about teaching, but 'SEN' scares me.

Teaching about Ethnic Diversity. Immigration and ethnic diversity are central characteristics of the American experience. The United States has accepted more immigrants, from more places around the world, than any other nation. During this century, the ethnic mixture of the United States has become increasingly varied, a trend that continues today with waves of new immigration from Asia and Latin America. Immigration and ethnic diversity have posed a paradox to American educators in the social studies: How do educators depict accurately and fairly the rich ethnic diversity of the United States and also teach core values of a common American heritage? This digest examines 1 the meaning of education about ethnic diversity in the United States, 2 reasons for its importance, 3 the place of ethnic diversity in the curriculum, and 4 procedures for teaching about ethnic diversity in the United States. Education about ethnic diversity treats cultural pluralism within a nation-state by examining variable traits of different groups religious, linguistic, culinary, artistic, etc. A major tenet of education in a free society is acceptance of cultural pluralism as a national strength rather than an obstacle. Individuals of various minority groups may maintain their ethnic identities while sharing a common culture with Americans from many different ethnic backgrounds. Social studies education should build consensus on core civic values important to all Americans; these include the rule of law, representative and limited government, and civil liberties, including toleration of and respect for the rights of individuals and ethnic minority groups. Historian John Higham uses the term "pluralistic integration" to describe an educational approach that "will uphold the validity of a common culture to which all individuals have access while sustaining the efforts of minorities to preserve and enhance their own integrity Both integration and ethnic cohesion are recognized as worthy goals, which different individuals will accept in different degrees" , p. Although students and teachers may participate variously within different microcultures, they also come together within the American mainstream culture, especially the civic culture Banks, Studies by Glock and others Martin, have shown that the more children understand about stereotyping, the less negativism they will have toward other groups. By exposing students to knowledge about ethnic diversity and the contributions of various groups to our developing American civilization, educators in the social studies may change negative ethnic group stereotypes, reduce intolerance, and enhance cooperation for the common good. An important core value in the American civic culture is protection of minority group rights, including the rights of ethnic minorities. Various studies have indicated that lessons about civil liberties issues and the constitutional rights of individuals can foster civic tolerance and acceptance of minority rights. By teaching all students about the constitutional rights and liberties of individuals of various ethnic identities, educators in the social studies can promote support for the American ideal of majority rule with protection of minority rights Patrick, Education about achievements of Americans of various ethnic groups can enhance the self-concepts of students who identify with these groups. When students feel that their ethnic identity is valued, they begin to view themselves as active and confident participants in a free society. They sense a purpose in developing civic competencies, realizing that perhaps their participation in public affairs may make a difference. Thus, education about the value of ethnic diversity in the American society can foster a sense of political efficacy among students of various ethnic backgrounds. Education about ethnic diversity should permeate the social studies curriculum in every grade of elementary and secondary schools. Core subjects of the social studies, such as history, geography, government, and civics, should include lessons on ethnic diversity in the United States and elsewhere. Indeed, a course in American history cannot be presented accurately without ample treatment of immigration and the consequent ethnic diversity of the United States. Similarly, a valid course in government must include content about civic responsibilities, rights, and liberties of ethnic minorities and constitutional issues about application of these values in specific situations. The National Council for the

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Social Studies curriculum guidelines stress that the total school environment should reflect commitment to education about ethnic diversity, including pervasive treatment of this subject matter in standard courses; unbiased curriculum materials; and teachers who are educated to understand and appreciate cultural pluralism. Enrich courses in the social studies by including multiple perspectives on American culture and history, reflecting various viewpoints of different groups of Americans. Unbiased examination of alternative interpretations of events in history and contemporary society can help students to escape ethnic encapsulation or ethnocentrism. Use comparisons in describing and analyzing traditions, events, and institutions to help students know and appreciate similarities and differences among various ethnic groups. Knowledge of characteristics and needs that all human beings share can foster a sense of community among individuals of diverse ethnic identities. Communicate to students of various ethnic identities that they are valued members of the school community. Students are likely to learn more from classroom instruction when they feel accepted and valued by their teachers and peers. Provide opportunities for students to have positive interpersonal relations with individuals of various ethnic groups. Emphasize learning through group activities in the classroom and the community in areas with diverse populations. In homogeneous communities, the teacher will need to bring visitors of various ethnic backgrounds into the school to interact with students. Reach beyond the textbook to use community resources on ethnic diversity. By asking for cooperation from students, parents, and the local community, teachers can develop numerous educational resources. Oral and local histories, family records, and community studies can be useful. Field trips to museums, outdoor markets, and festivals can complement classroom activities. Teachers should also read extensively to acquire knowledge about ethnic diversity. Stress values of ethnic diversity and national unity. Students of various backgrounds need to know and appreciate attitudes, institutions, and traditions they share as Americans. They need to appreciate the splendid diversity that characterizes the United States. Thus, teaching about ethnic diversity should involve lessons on core values that foster unity among Americans of various backgrounds and ethnic identities. Allyn and Bacon, Inc. National Education Association, Glazer, Nathan and Reed, Ueda. Ethics and Public Policy Center, The Johns Hopkins University Press, Goodyear Publishing Company, Inc. National Council for the Social Studies, Further, this site is using a privately owned and located server. This is NOT a government sponsored or government sanctioned site.

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Chapter 2 : Teaching about Ethnic Diversity. ERIC Digest

Not in my image - Personalisation and Ethnic Diversity in the classroom Raphael Richards 7. Invisibility and Otherness: asylum-seeking and refugee students in the classroom Mano Candappa 8. I feel confident about teaching but 'SEN'scares me.

As the United States becomes a more culturally and ethnically diverse nation, public schools are becoming more diverse, too. A growing trend The Census Bureau projects that by the year , the U. No doubt students will need to learn how to interact in a diverse environment. Jean Snell, clinical professor of teacher education at the University of Maryland, believes cultural diversity enhances the school experience, too. Students who attend schools with a diverse population can develop an understanding of the perspectives of children from different backgrounds and learn to function in a multicultural, multiethnic environment. Yet, as public schools become more diverse, demands increase to find the most effective ways to help all students succeed academically as well as learn to get along with each other. To create a positive environment where students and teachers are respectful of different backgrounds, schools have to be proactive. Structured classroom activities can highlight diversity. She suggests that teachers structure their teaching to acknowledge different perspectives. For example, in a history lesson about the Vietnam War, they should draw attention to the perspectives of North as well as South Vietnamese citizens, the feelings of the soldiers and diverse views of Americans. In a classroom the teacher can structure learning groups that are diverse and devise activities that require each student to contribute to the group. In this way students learn that each person in a group can contribute and has something of value to say. Advertisement Mutual respect is part of the equation. Henze believes teachers should never tolerate disrespect. They should establish ground rules for the class, and even let the kids help to establish these rules. She also believes the principal has a huge role in creating an environment where people respect the opinions of others and are open to multiple perspectives on any issue. This should be modeled for students, and in relations with faculty and staff, as well. No Child Left Behind shines the light on achievement gaps among diverse groups of students. The federal No Child Left Behind law has put pressure on schools to see that all students succeed, regardless of their ethnic or language background. A broad approach works best to address achievement gaps. Belinda Williams, an education researcher and co-author of *Closing the Achievement Gap: A Vision for Changing Beliefs and Practices*, advises school leaders to implement a broad range of strategies to improve teaching and learning, rather than instituting quick fixes to address the achievement gap. The book argues that educators must become more sensitive to the world views of disadvantaged students and incorporate this awareness into their day-to-day work. What parents can do to promote a positive environment that fosters achievement for all students at the school: Find your school and check the test scores on the school profile, and where available, pay particular attention to the results by subgroup. Ask how the school addresses the needs of diverse students and if there are support programs available for students who are not meeting the standards. Ask if there is specialized instruction for students who are English language learners. Does the school have a cultural fair or assembly to highlight diversity? If not, work with your PTA or parent group to organize one. Express your concern if you see different discipline consequences for different groups of students, or if the best teachers are only teaching the strongest students. Observe who is involved in student leadership. Is it an ethnically diverse group? If not, ask why. Does the school have tracked classes for high and low ability grouping? If so, if you see racial or ethnic patterns in these classes, i. Are all the teachers white and all the aides people of color? Is there a racial hierarchy at the school? Ask what the school can do to change these patterns. Does your parent group reach out to parents of ethnically diverse students? Does the principal use a variety of avenues to get parental input? Schools should not ignore the silent parents. Principals need to listen to all parents and experiment with other ways of getting parental input-written forms, translators and phone calls. Schools should find multiple ways and times to communicate, not just when there are problems with a student.

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Chapter 3 : 4 Reasons Why Classrooms Need Diversity Education - The Advocate

ethnic and cultural diversity; Not in my image: Personalisation and ethnic diversity in the classroom. By RAPHAEL RICHARDS.

As a result, it is particularly important for the school culture and the classroom culture to reflect, acknowledge, and celebrate diversity. Taking these feel-good ideals and making them a reality can be tough for educators, especially with so many other initiatives on their ever-tighter schedules. But I think that this is so important that as an educator, you must take the time to do it. Not only must schools recognize diversity evident among broad racial and ethnic groups e. For example Chinese and Japanese students may share common cultural characteristics as a result of being Asian, but will also have distinctly Chinese and Japanese cultural characteristics that differ from each other. The same is true of Caucasian students who come from vastly different family backgrounds, even from the same neighborhoods. In the interest of treating students equally, giving them equal chances for success, and equal access to the curriculum, teachers and administrators must recognize the uniqueness and individuality of their students. Teachers have a particular responsibility to recognize and structure their lessons to reflect student differences. This encourages students to recognize themselves and others as individuals. It is certainly in the best interest of students and teachers to focus on the richness of our diversity. Recognizing and acknowledging our differences is part of treating students fairly and equally. So that you can facilitate the process of learning overall. One reason for seeking out and acknowledging cultural differences among students is the idea that learning involves transfer of information from prior knowledge and experiences. All students begin school with a framework of skills and information based on their home cultures. This may include a rudimentary understanding of the alphabet, numbers, computer functions, some basic knowledge of a second language, or the ability to spell and write their names. It also includes a set of habits, etiquette and social expectations derived from the home. So that you can help students assimilate what they learn with what they already know. If a student cannot relate new information to his own experiences, or connect the new material to a familiar concept, he may perceive the new information as frustrating, difficult or dismiss it completely, believing it to be in conflict with his already tenuous understanding of the world. Teachers have the responsibility to seek out cultural building blocks students already possess, in order to help build a framework for understanding. Every group of students will respond differently to curriculum and teachers must constantly adjust to be sure their methods are diverse, both in theory and in practice. Leave a comment below.

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Chapter 4 : Diversity & Inclusive Teaching (Archived) | Center for Teaching | Vanderbilt University

The influence of gender in the classroom: How boys and girls learn Steve Bartlett and Diana Burton 6. Not in my image: ethnic diversity in the classroom Raphael Richards 7. Invisibility and Otherness: asylum-seeking and refugee students in the classroom Mano Candappa 8.

We are living in a society in which we are all learning from a diverse group of people. Every student comes from a different background and has a different way of thinking. Teachers today are faced with a great deal of variations of diversity in schools. These differences influence learning in the classroom. Often there is a cultural mismatch in the classroom. Expectations in the home can affect this difference. Some homes may include a high influence of achievement while others may be more resistant to the values of the classroom. Stereotyping can often create conflict in the classroom. If a particular culture is thought to be high or low achievers, then a student is left feeling like they have to fulfill that stereotype. This page will identify a few of the most common differences and will help to guide educators in establishing an effective classroom with responsive teaching. Gender in Classroom Gender can influence learning. We think that those of different gender act and think differently. Gender-role identity can create problems and limit the academic capabilities of students. Every attempt should be made to minimize the differences and stereotypes of gender in the classroom. The Gender section of this article will identify issues that are school related, differences in classroom behavior and stereotypes and perceptions in gender. It will also offer guidance in how to eliminate gender bias in the classroom. Linguistic Diversity According to the Education: Exploring Teaching and Learning Pearson Learning Solutions book, "experts estimate that the number of students who speak a native language other than English increased 72 percent between and English language learners English Language Learners are students whose first language is not English. They have limited English language. There are different types of programs that have been established for people learning the English language. These dialects vary among regions and social groups. These variations in language lead to stereotypes and can even be confused as mistakes. Teachers must be aware of the cultural connections of the different dialects. Teachers should be able to accept the different dialects first, then build to correct with Standard English. Codeswitching The switching between one or two languages. Often one feels that the message cannot be conveyed through one language and switched to another. Socioeconomic status is affected by ones income, occupation and level of education. Learning is influenced through socioeconomic status by basic needs and experiences, parental involvement and attitudes and values. It is important for educators not to stereotype students. Teachers should be aware of issues that arise in SES and can develop a classroom that promotes resilience. Class Room Applications Perhaps the most important aspect a teacher can consider is an open mind. Teachers must be willing to study and learn about different cultures and be able to notice biases among students. Teachers must be willing to break away from the traditional way of teaching in the European culture and incorporate non-European ethnic groups in learning. Teachers need to be prepared to deal with issues that arise and be willing to learn about different cultures to help the individual students in ways that give them a sense of belonging and importance in our diverse society. It is the responsibility of the teacher to recognize issues that arise with diversity and to help the students to adjust to their environment through moral education. Participation in after-school activities- Activities such as clubs and athletics give students additional chances to bond with school and interact with caring adults Wigfield et al. Links to More Information.

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Chapter 5 : Teaching and Learning in Diverse and Inclusive Classrooms : Gill Richards :

Not in my image - Personalisation and Ethnic Diversity in the classroom Raphael Richards 7. Invisibility and Otherness: asylum-seeking and refugee students in the classroom Mano Candappa 8. I feel confident about teaching but 'SEN' scares me.

Download While there are a handful of studies that challenge the link between school desegregation policy and positive academic outcomes, they represent only a small slice of the literature. Furthermore, these positive academic outcomes, particularly the closing of the achievement gap, make sense given that integrating schools leads to more equitable access to important resources such as structural facilities, highly qualified teachers, challenging courses, private and public funding, and social and cultural capital. The gap in SAT scores between black and white students is larger in segregated districts, and one study showed that change from complete segregation to complete integration in a district would reduce as much as one quarter of the SAT score disparity. This can be largely connected to an overall improved school climate in racially integrated schools. There has been no distinction drawn as to how different student outcomes were related to the various ways in which students experienced desegregation in their schools and communities. Thus, the degree to which all students were treated equally or had teachers with high expectations for them was not a factor, despite the impact of such factors on student achievement data. Further, this early literature failed to calculate the prevalence of segregation within individual schools via tracking, or the extent to which black and white students were exposed to the same curriculum. A growing body of research suggests that the benefits of K-12 school diversity indeed flow in all directions—to white and middle-class students as well as to minority and low-income pupils. For instance, we know that diverse classrooms, in which students learn cooperatively alongside those whose perspectives and backgrounds are different from their own, are beneficial to all students, including middle-class white students, because they promote creativity, motivation, deeper learning, critical thinking, and problem-solving skills. It allows for positive academic outcomes for all students exposed to these diverse viewpoints. For instance, evidence on how the persistence of implicit bias toward members of minority racial groups can interfere with the educational process by disrupting cognitive functioning for members of both the majority and minority could certainly apply to elementary and secondary students as well. In short, the better overall learning outcomes that take place in diverse classrooms—for example, critical thinking, perspective-taking—would no doubt apply in high schools as well. It showed that while racial segregation and isolation can perpetuate racial fear, prejudice, and stereotypes, intergroup contact and critical cross-racial dialogue can help to ameliorate these problems. Still, as with the higher education research, we need to more fully explore not only the what of K-12 school diversity, but also the how—how do elementary and secondary school educators create classrooms that facilitate the development of these educational benefits of diversity for all students? To answer this critical question, we need to look at yet another body of K-12 research from the desegregation era and beyond. How Public Schools Can Help Foster the Educational Benefit of Diversity Perhaps the ultimate irony of the current lack of focus on the educational benefits of diversity within racially and ethnically diverse public schools is that prior to the rise of the accountability movement in K-12 education, there had been an intentional focus on multicultural education that explored curricular improvements and teaching issues within racially diverse schools. They raised important issues about how school desegregation policies should be implemented to create successful desegregated schools. This research was also methodologically distinct—consisting mainly of qualitative, in-depth case studies that focused on the process of school desegregation and the context in which it unfolded. Public schools, therefore, are the natural setting in which such contact can occur. Few other institutions have the potential to bring students together across racial, ethnic, and social class lines to facilitate active learning to reduce prejudice. They tend to be inconclusive, because they imply a relationship between the particular conditions established within racially mixed schools and the ways in which children come to see themselves

vis-a-vis students of other racial groups. Tracking and ability grouping in desegregated schools often perpetuated within-school segregation across race and class lines. Again, identified as second-generation desegregation issues, this was starting to be addressed in schools across the country and drawing more attention from researchers by the s and early s. That came from yet another body of related work in the area of multicultural education. Multicultural Education and Culturally Relevant Pedagogy: Critical work on the democratic goals of education echoes not only the concept of multicultural education, but also issues of democracy and pedagogy on racially diverse college campuses. Research documents positive academic outcomes for students exposed to these diverse viewpoints. While CRP does focus on the importance of culture in schooling, it always focuses directly on race, in part, perhaps, because it is so often adapted in all-black, one-race schools and classrooms. Another critique of CRP is that its more recent application is far from what was theorized early at its inception. In fact, some scholars have advocated for different pedagogical models since the inception of CRP that seek to address social and cultural factors in classrooms. Many of these models focus on the home-to-school connection as CRP does, while others expand on the application of even earlier concepts of critical pedagogy aimed at promoting concepts such as civic consciousness and identity formation. The next step in utilizing these more culturally based understandings of schools and curricula is to apply this thinking to diverse schools and classrooms more specifically. Educators in schools across the country—some isolated in single classrooms and some working on a school-wide set of pedagogical reforms—are starting to grapple with these issues in racially and ethnically diverse classrooms. But as we highlight in Figure 1, there are several reasons why issues related to the educational benefits of diversity appear to have fallen off the K-12 research radar screen in the last twenty-five years. This includes, most notably, a highly fragmented and segregated K-12 educational system of entrenched between-district segregation that cannot be easily addressed after *Milliken v. Milliken*. Meanwhile, this fragmented and segregated educational system is governed by accountability and legal mandates that give no credence to the educational benefits of learning in diverse contexts. As noted above, several areas of research on the sociocultural issues related to teaching students of different racial and ethnic backgrounds that could help inform our understanding of the pedagogical approaches that foster educational benefits of diversity in the K-12 system are disconnected, often designed to address the needs of students in the racially segregated school system they attend. In this section, we highlight the demographic, educational, and political forces that we think may have the potential to shift the system in that direction. Even more notably, this transition is happening much more quickly amid our younger population. Rapid growth in the Hispanic and Asian populations, coupled with a black population that has remained constant and a decline in the percentage of whites, has led to a total K-12 enrollment of 49 percent white, 26 percent Hispanic, 15 percent black; and 5 percent Asian for the 2015 school year. Download Coinciding with the changing racial makeup of the country and our public schools is a profound shift in who lives where. In many contexts, our post-World War II paradigm of all-white suburbs and cities as the places where blacks and Hispanics live has been turned on its head. Black suburbanization rates were even lower—about 12%—in the Northeast. Beginning slowly in the s and increasing in the s and s, when federal policies and regulations or lack thereof promoted home ownership among moderate-income families, growing numbers of black, Latino, and Asian families were moving to suburbs such as Ferguson, Missouri see Figure 5. By 2000, nearly 40 percent of blacks were living in the suburbs. Suburbanization has also increased among immigrant families—mostly Latino and Asian—and by 2000, 48 percent of immigrants were residing in suburban areas. Download In the s, journalists and researchers were increasingly reporting on the growing number of distressed suburbs that were coming to resemble poor inner-city communities. But the author was quick to note that declining suburban neighborhoods did not begin with the mortgage crisis, and they would not end with it as more people with high incomes move into the cities. The percentage of whites in Manhattan increased 28 percent between 1990 and 2000, while it declined in nearby suburban Nassau County. During the same six-year period, the Hispanic population declined by 2 percent in Manhattan, but increased by 20 percent in Nassau. In fact, today, in the fifty-largest

metropolitan areas, 44 percent of residents live in racially and ethnically diverse suburbs, defined as between 20 and 60 percent non-white. Indeed, it is increasingly clear that contemporary urban and suburban communities each contain pockets of both poverty and affluence, often functioning as racially and ethnically distinct spaces. In fact, by , one million more poor people lived in suburban compared to urban areas. In Brooklyn, New York, for instance, a growing number of communities that were, only ten years ago, almost entirely minority and low-income are now becoming or have already become predominantly white and affluent. Ironically, in in-depth interviews we are conducting, white gentrifiers state that one reason they moved into the city was to live in neighborhoods more diverse than the homogeneous suburbs where many grew up. Similarly, they note that they want their children to attend public schools with other children of different backgrounds. There is much hard work to be done at the school level to assure that all students enrolled have the opportunity to achieve to high levels. In public schools with a growing population of more affluent students, educators often seek assistance in meeting the needs of a wide range of students. In the last decade, a small but growing body of literature has documented the impact of urban gentrification on the enrollment and culture in public schools. There is also an emerging focus on the impact of changing demographics on suburban public schools. In other suburbs, further from the New York City boundary, the white, non-Hispanic population has stabilized at about 50 percent. In both contexts, educators and students are grappling with racial, ethnic, and cultural differences that many of them had not encountered before. When we think of education policies and practices to support and sustain the increasingly diverse public schools in both urban and suburban contexts, it is clear that K educators and educational researchers have much to learn from the higher education research on the educational benefits of diversity in efforts to both close racial and socioeconomic achievement gaps while helping all students succeed. And just as fair-housing advocacy has increasingly prioritized the stabilization and sustainability of diverse communities, education policy needs to follow suit. Unfortunately, too few policy makers see the need for such programs, even as a growing number of educators in diverse schools are clamoring for help to close those gaps and teach diverse groups of students. The current mismatch between the policies and the needs of an increasingly racially and ethnically diverse society inspire us to fill the void with compelling success stories of public schools working toward a greater public good.

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Chapter 6 : UCLA Equity, Diversity & Inclusion – Build equity, for all.

The influence of gender in the classroom: How boys and girls learn Steve Bartlett and Diana Burton 6. Not in my image - Personalisation and Ethnic Diversity in the classroom Raphael Richards.

Additional Web Resources Overview Both students and faculty at American colleges and universities are becoming increasingly varied in their backgrounds and experiences, reflecting the diversity witnessed in our broader society. The Center for Teaching is committed to supporting diversity at Vanderbilt, particularly as it intersects with the wide range of teaching and learning contexts that occur across the University. We recommend that you read her full text to learn more about the issues and ideas listed below in this broad overview. Perhaps the overriding principle is to be thoughtful and sensitive. Recognize any biases or stereotypes you may have absorbed. Treat each student as an individual, and respect each student for who he or she is. Rectify any language patterns or case examples that exclude or demean any groups. Do your best to be sensitive to terminology that refers to specific ethnic and cultural groups as it changes. Get a sense of how students feel about the cultural climate in your classroom. Tell them that you want to hear from them if any aspect of the course is making them uncomfortable. Introduce discussions of diversity at department meetings. Become more informed about the history and culture of groups other than your own. Convey the same level of respect and confidence in the abilities of all your students. Whenever possible, select texts and readings whose language is gender-neutral and free of stereotypes, or cite the shortcomings of material that does not meet these criteria. Aim for an inclusive curriculum that reflects the perspectives and experiences of a pluralistic society. Do not assume that all students will recognize cultural, literary or historical references familiar to you. Bring in guest lecturers to foster diversity in your class. Resources to help you achieve an inclusive classroom that fosters diversity are provided below. The resources in this section offer concrete strategies to address these factors and improve the learning climate for all students. Creating Inclusive College Classrooms: An article from the Center for Research on Learning and Teaching at the University of Michigan which addresses five aspects of teaching that influence the inclusivity of a classroom: Diversity in the College Classroom: Written and designed by the staff of the Center for Teaching and Learning at UNC, Chapel Hill, this book offers a range of strategies, including quotes from students representing a range of minority groups. Managing Hot Moments in the Classroom, from the Derek Bok Center at Harvard University, describes how to turn difficult discussions into learning opportunities. The essays in this volume include, among others: Fostering Diversity in the Classroom: Ron Billingsley English offers 14 practical suggestions for teaching discussion courses with students and creating an atmosphere in the classroom that embraces diversity. Fostering Diversity in a Medium-Sized Classroom: Brenda Allen Communications outlines seven ways to create an interactive environment in larger classes with students and thus promote diversity in the classroom. Developing and Teaching an Inclusive Curriculum: Deborah Flick Women Studies uses the scholarship of Peggy McIntosh and Patricia Hill Collins to support a useful syllabus checklist and teaching tips that include techniques to provoke discussion about privilege and stereotypes among students. Lerita Coleman Psychology encourages instructors to examine their own identity development and self-concept to determine how they feel diversity and bias affect their teaching. She also shares 14 specific teaching tips. Racial, Ethnic and Cultural Diversity.

Chapter 7 : How important is cultural diversity at your school? | Parenting

Diversity in the Classroom Promoting diversity is a goal shared by many in American colleges and universities, but actually achieving this goal in the day-to-day classroom is often hard to do. The goal of this teaching module is to highlight a few of the key challenges and concerns in promoting diversity, and illustrate ways to incorporate an.

The Benefits of Socioeconomically and Racially Integrated Schools and Classrooms February 10, The Century Foundation Research shows that racial and socioeconomic diversity in the classroom can provide students with a range of cognitive and social benefits. And school policies around the country are beginning to catch up. Today, over 4 million students in America are enrolled in school districts or charter schools with socioeconomic integration policies—a number that has more than doubled since 2000. Students in integrated schools have higher average test scores. On the National Assessment of Educational Progress NAEP given to fourth graders in math, for example, low-income students attending more affluent schools scored roughly two years of learning ahead of low-income students in high-poverty schools. Students in integrated schools are more likely to enroll in college. When comparing students with similar socioeconomic backgrounds, those students at more affluent schools are 68 percent more likely to enroll at a four-year college than their peers at high-poverty schools. Students in integrated schools are less likely to drop out. Dropout rates are significantly higher for students in segregated, high-poverty schools than for students in integrated schools. During the height of desegregation in the 1960s and 1970s, dropout rates decreased for minority students, with the greatest decline in dropout rates occurring in districts that had undergone the largest reductions in school segregation. Integrated schools help to reduce racial achievement gaps. In fact, the racial achievement gap in K-12 education closed more rapidly during the peak years of school desegregation in the 1960s and 1970s than it has overall in the decades that followed—when many desegregation policies were dismantled. More recently, black and Latino students had smaller achievement gaps with white students on the NAEP when they were less likely to be stuck in high-poverty school environments. The gap in SAT scores between black and white students continues to be larger in segregated districts, and one study showed that change from complete segregation to complete integration in a district could reduce as much as one quarter of the current SAT score disparity. Integrated classrooms encourage critical thinking, problem solving, and creativity. We know that diverse classrooms, in which students learn cooperatively alongside those whose perspectives and backgrounds are different from their own, are beneficial to all students—including middle-class white students—because these environments promote creativity, motivation, deeper learning, critical thinking, and problem-solving skills. Sign up for updates. Sign Up Civic and Social-Emotional Benefits Racially and socioeconomically diverse schools offer students important social-emotional benefits by exposing them to peers of different backgrounds. The increased tolerance and cross-cultural dialogue that result from these interactions are beneficial for civil society. Attending a diverse school can help reduce racial bias and counter stereotypes. Children are at risk of developing stereotypes about racial groups if they live in and are educated in racially isolated settings. By contrast, when school settings include students from multiple racial groups, students become more comfortable with people of other races, which leads to a dramatic decrease in discriminatory attitudes and prejudices. Students who attend integrated schools are more likely to seek out integrated settings later in life. Integrated schools encourage relationships and friendships across group lines. According to one study, students who attend racially diverse high schools are more likely to live in diverse neighborhoods five years after graduation. A longitudinal study of college students found that the more often first-year students were exposed to diverse educational settings, the more their leadership skills improved. Economic Benefits Providing more students with integrated school environments is a cost-effective strategy for boosting student achievement and preparing students for work in a diverse global economy. School integration efforts produce a high return on investment. According to one recent estimate, reducing socioeconomic segregation in our schools by half would produce a return on investment of times the cost of

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the programs. Attending an integrated school can be a more effective academic intervention than receiving extra funding in a higher-poverty school. One study of students in Montgomery County, Maryland, found that students living in public housing randomly assigned to lower-poverty neighborhoods and schools outperformed those assigned to higher-poverty neighborhoods and schools—even though the higher-poverty schools received extra funding per pupil. School integration promotes more equitable access to resources. Integrating schools can help to reduce disparities in access to well-maintained facilities, highly qualified teachers, challenging courses, and private and public funding. Diverse classrooms prepare students to succeed in a global economy. In higher education, university officials and business leaders argue that diverse college campuses and classrooms prepare students for life, work, and leadership in a more global economy by fostering leaders who are creative, collaborative, and able to navigate deftly in dynamic, multicultural environments.

Chapter 8 : Racial diversity in United States schools - Wikipedia

In other words, in the past few decades, prominent higher educational leaders, lawyers, and researchers have worked together to support race-conscious admissions policies, allowing college campuses to remain more racially and culturally diverse than most of the public schools their students attended prior to attending college.

Chapter 9 : Why diversity in classrooms matters | Parenting

teacher diversity is an educational civil right for students Existing research in the fields of education, social psychology and sociology make a compelling case for the benefits of a diverse teacher force, in which "minority" racial and ethnic groups—Blacks, Hispanics, American.