

A pair of hands, one light-skinned and one dark-skinned, are shown from the bottom, cupping a small, realistic globe of the Earth. The globe is centered on the Americas, showing green continents and blue oceans with white clouds. The background is dark, making the hands and globe stand out.

Diversity In The Classroom

Understanding Difference in a Global Society

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Defining Perceptions

Pronunciation: \pər-sep-shən\

- Function: *noun*
- Etymology: Latin *perception-*, *perceptio*
- act of perceiving, from *percipere*
- Date: 14th century
- 1 a: a result of **perceiving** : **observation** b: a mental image : **concept**



We are encountering people every day.





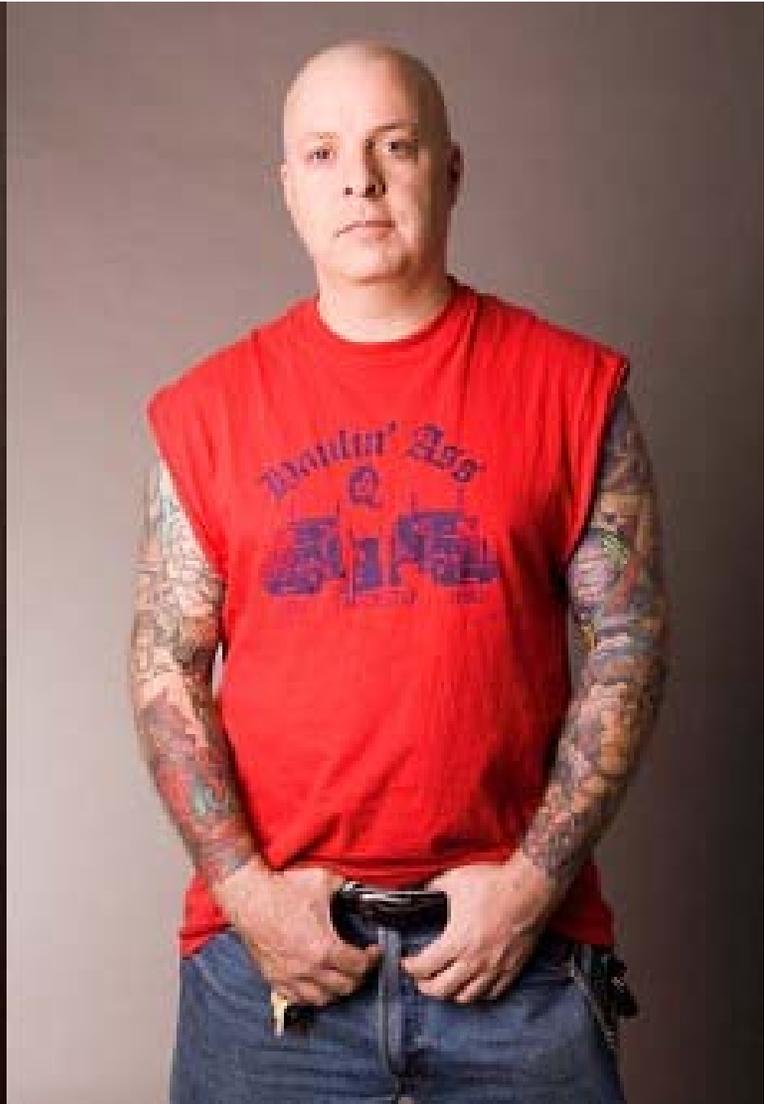
What do we know about them?



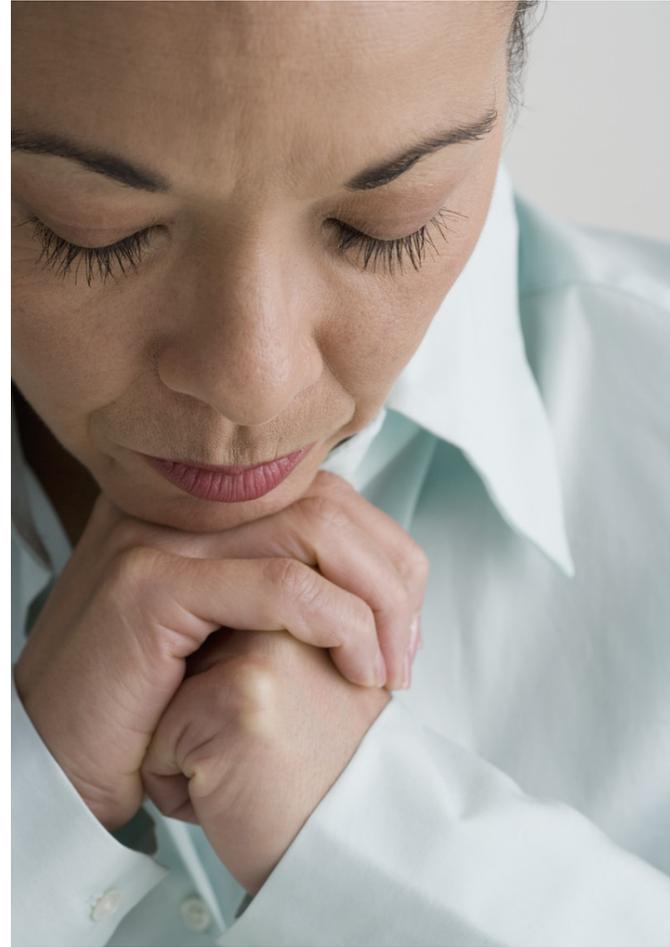
What can you tell about someone's appearance?



Anything?



Do we exclude?



Do we include?



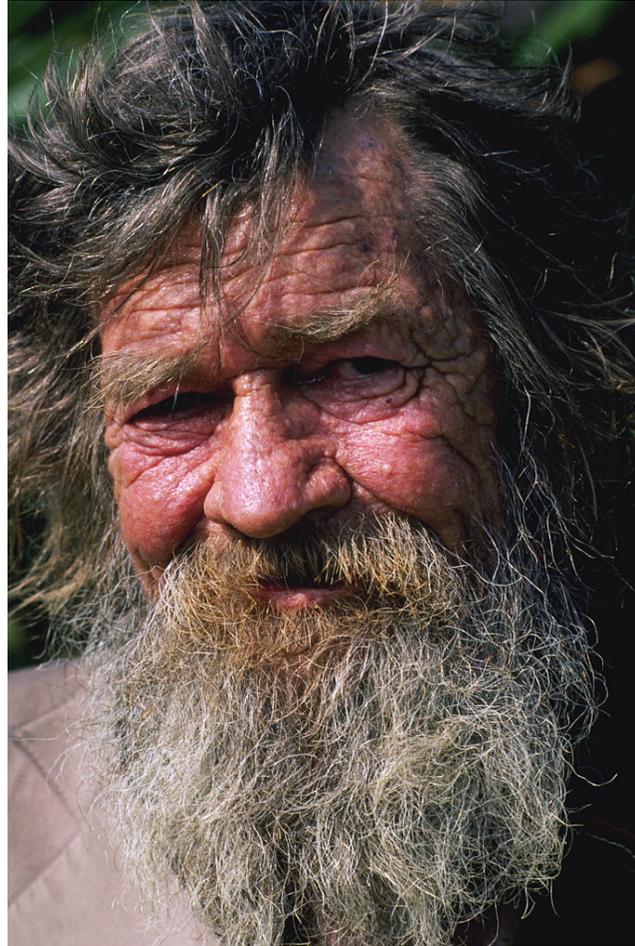
Are our assumptions correct?



Everyone has a story to tell.



Are you listening?





Thinking Without Thinking

What happens when we meet someone? We usually have expectations.

What happens when the people we meet do not meet those expectations?

Malcolm Gladwell says in his book *Blink: The Power of Thinking Without Thinking* that we draw immediate conclusions based on our experiences. Gladwell calls this “thin-slicing”, a gut reaction that isn’t always correct.

Thin-Slicing

There is a challenge in thin-slicing, and that is we have strong unconscious ideas that influence us.

These unconscious ideas have been influenced by our environment and other outside factors. Psychologists studying the role our unconscious ideas play in our beliefs developed a way to measure these unconscious ideas...the Implicit Association Test (IAT)[©].

Implicit Association Test (IAT)©

Example 1

Male

Female

_____	John	_____
_____	Bob	_____
_____	Amy	_____
_____	Holly	_____
_____	Joan	_____
_____	Derek	_____
_____	Peggy	_____
_____	Jason	_____
_____	Lisa	_____
_____	Matt	_____
_____	Sarah	_____

Implicit Association Test (IAT)©

Example 2

Male
Or
Career

Female
Or
Family

_____ Lisa _____
_____ Matt _____
_____ Laundry _____
_____ Entrepreneur _____
_____ John _____
_____ Merchant _____
_____ Bob _____
_____ Capitalist _____
_____ Holly _____
_____ Joan _____
_____ Home _____
_____ Corporation _____
_____ Siblings _____
_____ Peggy _____
_____ Jason _____
_____ Kitchen _____
_____ Housework _____
_____ Parents _____
_____ Sarah _____
_____ Derek _____

Implicit Association Test (IAT)©

Example 3

Female
Or
Career

Male
Or
Family

_____ Babies _____
_____ Sarah _____
_____ Derek _____
_____ Merchant _____
_____ Employment _____
_____ John _____
_____ Bob _____
_____ Holly _____
_____ Domestic _____
_____ Entrepreneur _____
_____ Office _____
_____ Joan _____
_____ Peggy _____
_____ Cousins _____
_____ Grandparents _____
_____ Jason _____
_____ Home _____
_____ Lisa _____
_____ Corporation _____
_____ Matt _____

- The test becomes harder because of strong mental associations. The IAT measures automatic associations.
- The race IAT also measures automatic associations. It would tell you if you have a strong or moderate automatic preference for a particular racial group.
- The Race IAT is very interesting. You are shown pictures and asked to sort the pictures, and then you are word associations.

See Gladwell's example below:

European American

African American

Or

Or

Bad

Good

_____ Hurt _____

_____ Evil _____

_____ Glorious _____



_____ Wonderful _____

European American

Or
Good

African American

Or
Bad

_____ Hurt _____

_____ Evil _____

_____ Glorious _____

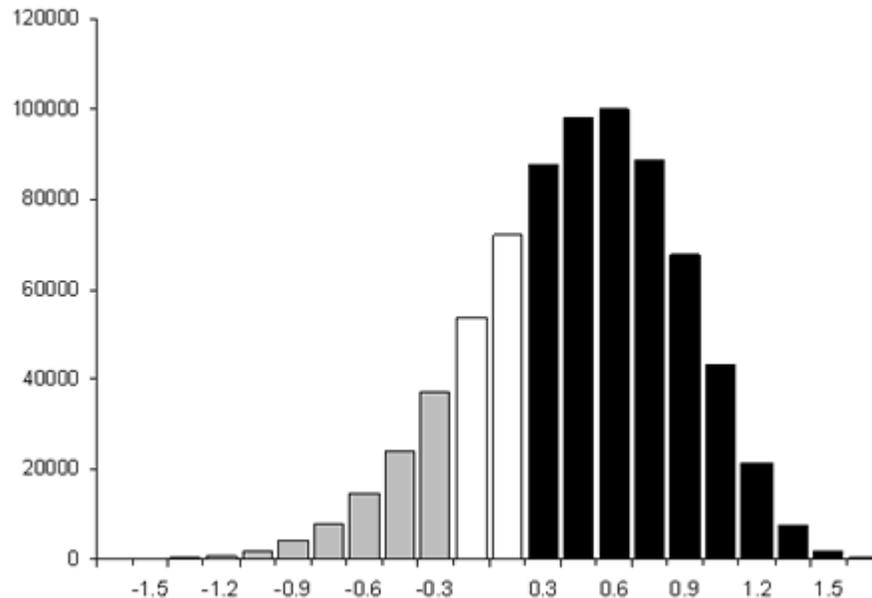


_____ Wonderful _____

What is measured is the length or time it takes to you to sort, hesitation is measured. Because the IAT is computerized it can measure down to the millisecond.

Many people find that their core beliefs are contrary to the results of the test.

Results that show a preference of one group over another does not mean that you are racist. What it does mean is that you have unconscious attitudes and are influenced by cultural messages from the media, television, etc.



This distribution summarizes 732,881 IAT scores for the race task completed between July 2000 and May 2006. The dark bars indicate faster sorting of *African American with Bad* and *European American with Good*, gray bars indicate faster sorting of *European American with Bad* and *African American with Good*. The bar height indicates the number of people who scored within that range. The IAT effect (a D score) has a possible range of -2 to +2. Break points for ‘slight’ (.15), ‘moderate’ (.35) and ‘strong’ (.65) were selected conservatively according to psychological conventions for effect size.

Gladwell raises an important point – if you have certain “pro” patterns of association, it may evidence itself in different ways.

You may turn away from someone slightly, or send other clues through body language. That person will sense some aversion and in turn may feel less confident or friendly. This behavior is then judged. The person may be seen as standoffish.

Just because something is outside of awareness doesn't mean it's outside of control. Our first impressions are generated by our experiences and our environment, which means that we can change our first impressions... by changing the experiences that comprise those impressions.

- Malcolm Gladwell

Defining Diversity

Main Entry: di·ver·si·ty

• **Pronunciation:** \də-vər-sə-tē, dī-\

• **Function:** *noun*

• **Inflected Form(s):** *plural* di·ver·si·ties

• **Date:** 14th century

• **1:** the condition of being diverse : variety; *especially* : the inclusion of **diverse** people (as people of different races or cultures) in a group or organization <**programs intended to promote *diversity* in schools**>

• **2:** an instance of being **diverse** <**a *diversity* of opinion**>



Population of the United States by Race

NOTE: Percentages do not add up to 100% due to rounding and because Hispanics may be of any race and are therefore counted under more than one category.

1. May 10, 2006, estimate.

2. Those answering “other” have been allocated to one of the recognized race categories.

Source: U.S. Census Bureau, National Population Estimates.

Race and Hispanic/Latino origin	July 1, 2005, population ¹	Percent of population	Census 2000, population	Percent of population
Total Population	296,410,404	100.0%	281,421,906	100.0%
Single race				
White	237,854,954	80.2	211,460,626	75.1
Black or African American	37,909,341	12.8	34,658,190	12.3
American Indian and Alaska Native	2,863,001	1.0	2,475,956	0.9
Asian	12,687,472	4.3	10,242,998	3.6
Native Hawaiian and other Pacific Islander	516,612	0.2	398,835	0.1
Two or more races	4,579,024	1.5	6,826,228	2.4
Some other race	n.a. ²	n.a.	15,359,073	5.5
Hispanic or Latino	42,687,224	14.4	35,305,818	12.5

Table 1

Distribution of Public School Enrollment by Percent Minority Enrollment, 49 states and DC, 1993-94 and 2005-06

Public School Type	TOTAL	WHITE	HISPANIC	BLACK	ASIAN	AMERICAN INDIAN
	Number Enrolled 1993-94					
0 to less than 5% minority	9,810,970	9,601,873	59,808	70,020	58,783	20,486
5 to less than 10% minority	4,862,089	4,508,505	105,363	129,436	85,542	33,243
10 to less than 50% minority	15,981,430	11,719,129	1,263,164	2,196,094	593,838	209,205
50 to less than 90% minority	7,704,869	2,427,095	2,159,922	2,388,986	624,950	103,916
90 to less than 95% minority	1,060,590	78,106	504,819	372,618	91,164	13,883
At least 95% minority	3,594,518	49,001	1,367,975	2,002,988	91,344	83,210
Total	43,014,466	28,383,709	5,461,051	7,160,142	1,545,621	463,943
	2005-06					
0 to less than 5% minority	5,954,315	5,799,869	54,739	51,103	34,610	13,994
5 to less than 10% minority	4,652,183	4,310,766	123,721	118,547	78,949	28,200
10 to less than 50% minority	18,999,294	13,863,699	1,943,428	2,072,168	860,917	259,082
50 to less than 90% minority	10,982,476	3,309,563	3,674,069	2,928,802	903,259	166,783
90 to less than 95% minority	2,013,826	147,985	1,062,417	601,378	175,339	26,707
At least 95% minority	5,721,117	93,449	2,746,743	2,600,085	185,426	95,414
Total	48,323,211	27,525,331	9,605,117	8,364,083	2,238,500	590,180
	Percent of Enrollment 1993-94					
0 to less than 5% minority	23	34	1	1	4	4
5 to less than 10% minority	11	16	2	2	6	7
10 to less than 50% minority	37	41	23	31	38	45
50 to less than 90% minority	18	9	40	33	40	22
90 to less than 95% minority	2	0	9	5	6	3
At least 95% minority	8	0	25	28	6	18
Total	100	100	100	100	100	100
	2005-06					
0 to less than 5% minority	12	21	1	1	2	2
5 to less than 10% minority	10	16	1	1	4	5
10 to less than 50% minority	39	50	20	25	38	44
50 to less than 90% minority	23	12	38	35	40	28
90 to less than 95% minority	4	1	11	7	8	5
At least 95% minority	12	0	29	31	8	16
Total	100	100	100	100	100	100

Note: Excludes Idaho

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Surveys

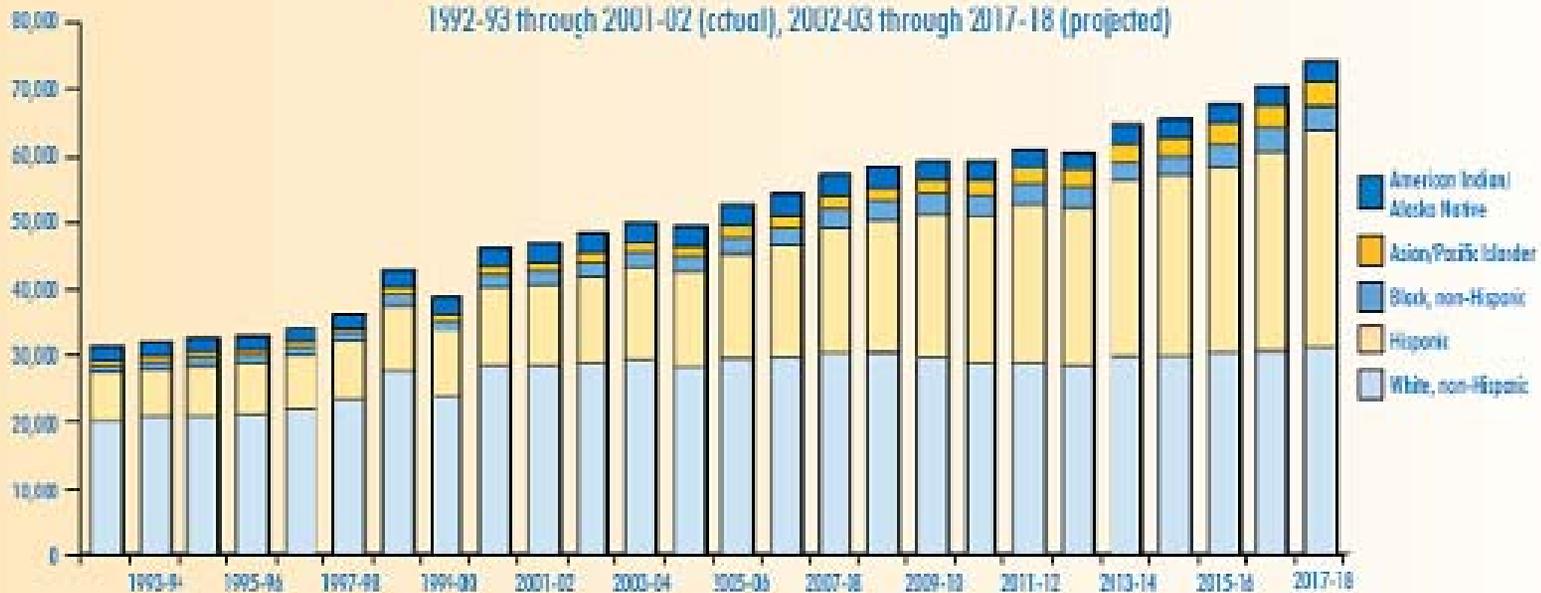
According to the Pew Hispanic Center, during the 2005-06 academic year

- 19.8% of all public school students were Hispanic (an increase up from 12.7% during the 1993-94 academic year)
- 17.2% were African American
- 57% of all public school students were white, down from 66.1% in the 1993-94 academic year

According to the Western interstate Commission on Higher Education, Arizona will see a noticeable shift in the racial/ethnic make-up of its public high school graduates over the next several years. 2001-02 figures show underrepresented racial/ethnic groups increased to 39%, up from 25% during the early 1990s and is projected to increase to 54% by 2013-14. In Arizona, Hispanic students are projected to be 41% of all public high school, the second largest group being Native Americans.

Figure 4. Arizona Public High School Graduates by Race/Ethnicity

1992-93 through 2001-02 (actual), 2002-03 through 2017-18 (projected)



Projected population growth reports from the US Census Bureau estimate Arizona reaching 10.7 million by the year 2030, making it the 10th largest state by population.

Arizona Department of Commerce data shows that the current population composition by race is distributed as follows:

- **White 88.72%**
- **Black 3.67%**
- **American Indian 5.47%**
- **Asian 2.15%**
- **Hispanic Origin* 28.6%**

*** Persons of Hispanic Origin may be of any race.**

Source: U.S. Census Bureau, Census 2000.

Labor Force Characteristics:

The United States Department of Labor reports that in 2006 50% of the foreign-born labor force was Hispanic and 22% of the foreign-born workforce was Asian.

Projected population growth estimates will impact Certified Nursing Assistants and Nursing Assistant Educators, as the US Department of Labor, Bureau of Labor Statistics lists nursing assistant as one of the occupations with the largest job growth projections. The Arizona Workforce Informer projects a 39.2% increase between 2004 and 2014.

Cultural Diversity & Patient Populations

As our nation becomes more diverse, so do the patient populations ...

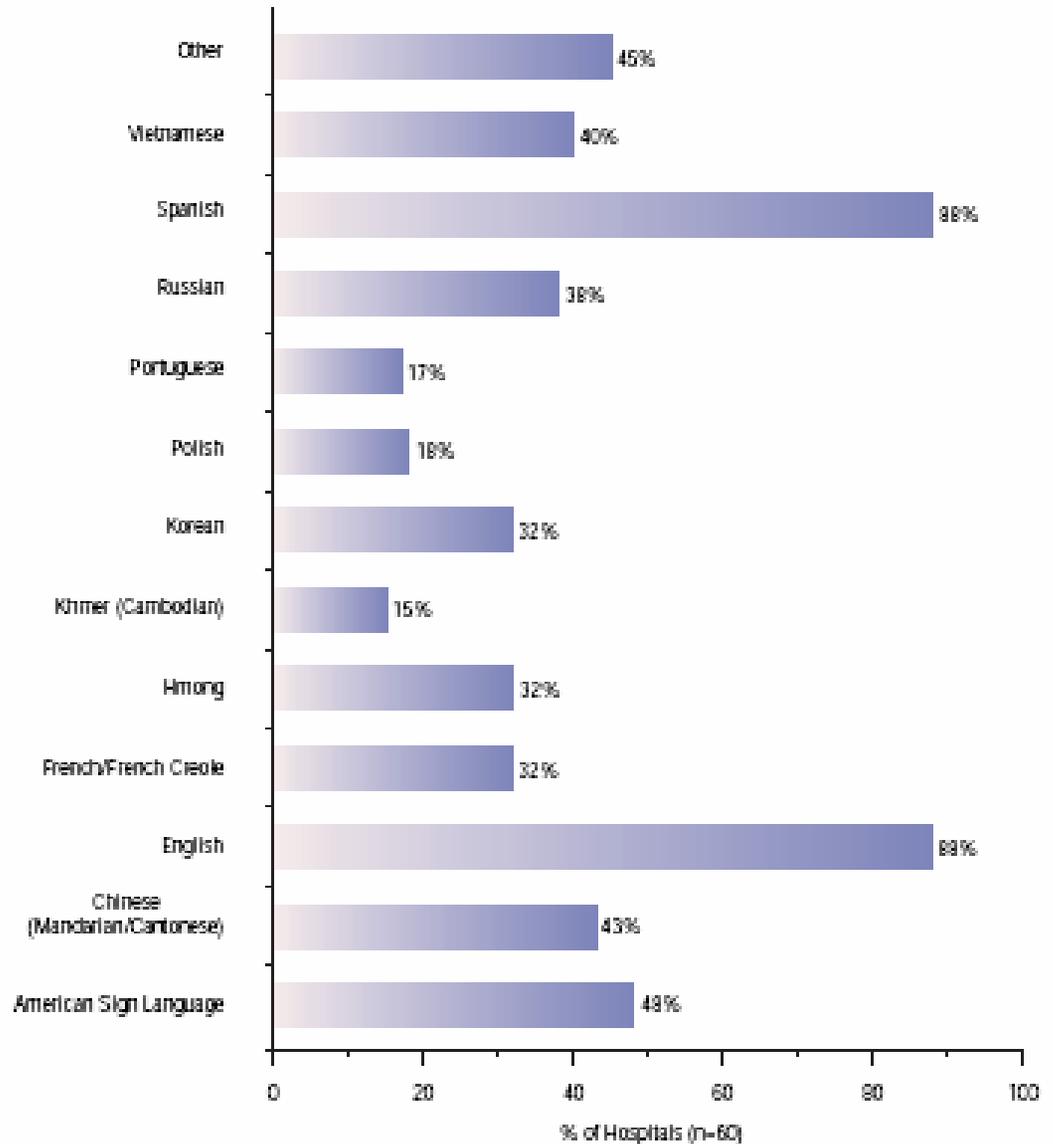
- Amy Wilson-Stronks and Erica Galvez

Wilson-Stronks and Galvez noted that hospital challenges to providing culturally and linguistically appropriate care include language services and obtaining informed consent.

Care providers are being trained in cultural awareness and sensitivity, and how to communicate with patients and their families.

Languages spoken at hospitals participating in the study included American Sign Language, Chinese, English, French, Korean, Polish, Russian, Spanish.

Figure 2-B. Hospital Reported Languages Spoken by Patients Served (Aggregate)



The US Census Bureau reports that currently 13.8% of the United States population do not speak English.



Defining Inclusion

Understanding the Impact of Diversity in Education

Main Entry: in·clu·sion

- **Pronunciation:** \in-klü-zhən\
 - **Function:** *noun*
 - **Etymology:** Latin *inclusion-*, *inclusio*, from *includere*
 - **Date:** 1600
 - **1:** the act of **including** : the state of being **included**



Inside Our Classrooms

Personal identity is based on multiple factors. Individuals part of many groups may identify more with one group over another.

People classified together, such as black or Hispanic may have substantial differences that influence cultural norms, values and traditions. This is true for the student as well as the instructor.

Inside Our Classrooms Continued

Otherness is created when we isolate someone based on the particular group that person identifies with. Otherness leads to ignoring and isolating. It encourages generalizations that lead to stereotypes.

The Center for Teaching and Learning states that eliminating racial vulnerability can increase a student's self-esteem and remove obstacles in the classroom

Students:

- are identified by race, gender, age, and other physical attributes
- have differences that are not always obvious: political affiliation, sexual orientation, religious and/or spiritual belief. These differences influence self-perception and are a source of personal identity.

Students Continued:

- may have perceptions about the educator's background that may
 - influence the way the student interacts with the educator
 - affect student performance
 - sometimes create an uncomfortable environment for the entire class

Educators:

- Also bring diversity to the classroom
- May identify with a particular group
- Approach teaching and learning based on personal experiences, cultural norms, and traditions
- May impose cultural identity on students without being aware

Classroom Strategies

- Identify your own attitudes toward diversity
- Understand your experiences with people unlike yourself and how you were affected by these interactions
- Be aware of your comfort level
- Broaden your horizons
- Establish an environment that does not make anyone uncomfortable or feel threatened

- Get to know your students
- Don't make assumptions
- Let go of sweeping generalizations – all Hispanics are not fluent in Spanish
- **Ask questions**, but remember that one student cannot possibly represent an entire group – THERE IS NO MONOLITHIC PERSPECTIVE for any group
- All students should feel included and never alienated
- Create a classroom environment that promotes inclusion – do not isolate students by the process of “otherness”

Inclusive Teaching

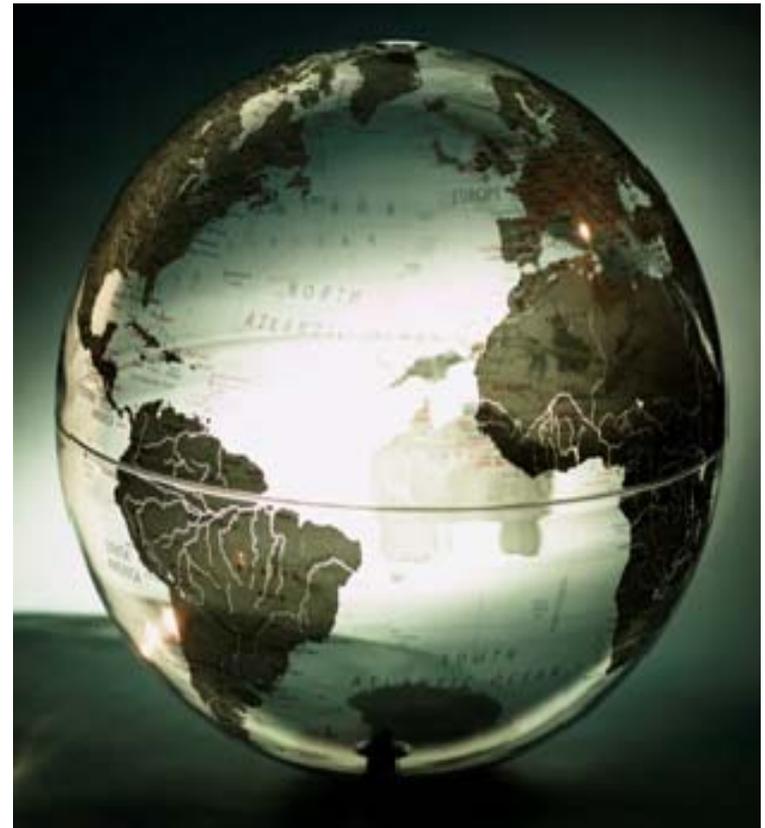
- Know the types of learners you have in your classroom:
 - visual, oral, verbal
 - tactile, kinesthetic
 - inductive, deductive
 - global, sequential
- Incorporate varying teaching techniques to reach as many students as possible
- Think about your syllabus. Does it cover dealing with diverse populations?

Inclusive Teaching Continued

- Prepare students for diversity within the classroom, in the community, and in the hospital and centers for care.
- Students must understand that the language and culture of the caregiver and the patient will impact patient safety and quality of care
- Students must also understand that cultural norms and traditions must not be assumed.
- Communication - talk to your students, allow your students to talk to you
- Teach your students to communicate with their patients and colleagues

Conclusion

- Understanding the changing dynamics of our society prepares us for a new cultural paradigm, a mainstream culture that promotes and encourages tolerance.
- Each of us has a unique background
- Our life experiences shape the way we perceive the world around us
- As our nation changes so do our centers for care
- Being open to the changes in our nation's cultural landscape will broaden our perspectives and enable us to lead the way for those we prepare for the future
- Celebrating differences in a global culture will replace the ideas of minority vs. majority
- We cannot allow difference to create otherness
- Remember that while ethnic identity influences or may create difference, there are always commonalities.



A pair of hands, one light-skinned and one dark-skinned, are shown holding a small globe of the Earth. The globe is centered on the Americas, with North and South America visible in green and yellow, surrounded by blue oceans and white clouds. The hands are positioned at the bottom and sides of the globe, with fingers gently gripping it. The background is dark, making the globe and hands stand out.

Diversity In The Classroom

Understanding Difference in a Global Society

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