

**SENECA COLLEGE
CENTRE FOR FACULTY AND STAFF DEVELOPMENT
TEACHING AND LEARNING**

FACULTY DEVELOPMENT PROGRAM

SUBJECT TITLE: Teaching and Diversity: Awareness and Practice

SEMESTER: Winter 2009, Periods 2, 3 & 4
January 13 to April 7 - every Tuesday

PROFESSOR: Dr. Beverley Brewer
Bev.Brewer@senecac.on.ca
Room B4060, Newnham Campus

HOURS PER WEEK: 2.5

Website: TDAP Community Organization

SUBJECT DESCRIPTION

The Teaching and Diversity: Awareness and Practice probationary subject is an experience in teacher contemplation and teacher reflection. This subject is central to your development as a college/post-secondary professor and as someone who teaches among the challenges of a diverse, multifaceted and complex teaching/learning community, both inside and outside the classroom. A key component of this subject is to *reflect* and *reconstruct* your personal and professional learning experiences in order to understand how they shape both your thinking and interaction with students, colleagues and the subject matter.

LEARNING OUTCOMES

Upon successful completion of this subject, the participant will be able to:

- reconstruct a teaching philosophy grounded in sound awareness of diversity and multicultural issues of importance in teaching and learning.
- demonstrate knowledge of the impact of stereotyping, prejudice, discrimination and bias on teaching and learning relationships
- illustrate the ability to actively empathize with particular issues of diversity embedded in the life stories of others (colleagues and students)

Teaching and Diversity: Awareness and Practice

Brewer-W09

- design teaching activities and lesson plans in support of a strategy that builds and maintains an inclusive learning environment that will enhance learning and engage learners
- evaluate assessment strategies and tools appropriate to a diverse student population
- employ teaching strategies and practices to meet the learning needs of all students

LEARNING OBJECTIVES

Throughout the course of this subject, participants will have to opportunity to:

- discuss the strengths and limitations of traditional classroom practices/strategies as they apply to a diverse student population
- explore cultural and linguistic behaviours that influence success in North American and international college environments
- talk about practices and materials that communicate expectations clearly
- review assessment strategies and tools appropriate to a diverse student population
- investigate alternate teaching strategies and practices to meet a range of student learning needs
- delve into a range assessment strategies and tools appropriate to a diverse student population

TOPIC OUTLINE

Diversity and multiculturalism are areas of discussion that are in constant flux. Therefore, to meet the learning needs and interest of participants, this topic outline is subject to change.

<p>Jan. 13 Session 1</p> <p>GETTING STARTED, INTRODUCTIONS, EXPECTATIONS + WISHES/NORMS</p> <p>Deliverables + Portfolio</p>	<p>Jan. 20 Session 2</p> <p>IDENTITY POWER FLOWER Guest facilitator: Clayton Cobb</p> <p>OVERVIEW OF INCLUSIVE T+L</p> <p>Reading for next session: Clandinin + Connelly; Carter</p>	<p>Jan. 27 Session 3</p> <p>BEGINNING WITH OURSELVES: PERSONAL EXPERIENCE METHODS</p> <p>Language Across the Curriculum Guest Facilitator: Dr. Jennifer Hennekim</p>	<p>Feb. 3 Session 4</p> <p>FIRST PEOPLES' STUDENT ISSUES Guest facilitator: Mark Solomon</p> <p>Location: Centre for First Peoples</p>
<p>Feb. 10 Session 5</p> <p>GBLTQ STUDENT ISSUES AND LEARNING EXPERIENCE</p> <p>GUEST FACILITATOR: MICHAEL HAZELTON</p> <p>Reading for next class: Roux; Tsui & Windsor; Wines & Napier; Teekens; Banks, et al; McCresky; Goski (TBC)</p>	<p>Feb. 17 Session 6</p> <p>JIGSAW READING + DISCUSSION GROUPS</p> <p>How do these readings inform practice? Or not?</p> <p>Review +discussion: Roux; Tsui & Windsor; Wines & Napier; Teekens; Banks, et al; McCresky; Goski</p>	<p>Feb.24 Session 7</p> <p>Accessibility: Students with Learning Disabilities</p> <p>Guest Facilitators: Kevin Reinhardt + Sherri</p>	<p>March 3 Session 8</p> <p>Reading Week</p> <p>Work on own</p>

March 10 Session 9 Stories & Letters	March 17 Session 10 Stories & Letters	March 24 Session 11 Stories & Letters	April 7 Session 12 PARKING LOT ISSUES
April 14 Session 13 PULLING THE THREADS TOGETHER SO WHAT? NOW WHAT? Wrap up + Evaluation			

MODE OF INSTRUCTION

To enhance our understanding of the complex issues of multiculturalism and diversity, writing and conversation are two central features of this faculty development experience. Teaching and Diversity (T+D) is not a lecture subject. T+L is designed as a process-oriented, experientially based subject, therefore full attendance and active participation is expected and supported.

FACULTY DEVELOPMENT, COMPETENCY AND LEARNING OUTCOMES

Summary of Faculty Requirements: Deliverables

1. Keep a *T+D On-line Journal* throughout this course. Journal your own teaching and your TDAP experience. This is a good way to interconnect T+L with your teaching, and also apply T+D to your classroom. Your journal has an audience - me - so please write at your level of comfort and disclosure.
2. *Personal Story in the context of Teaching and Diversity*. You will have an opportunity to share your personal diversity story with the class. C&C, Carter articles + classroom discussions will further inform this deliverable.
3. *Letter responses to story presentations*. Turn in 1 copy. Participants receiving their letters on their presentation may wish to respond in writing. (recommended, but not required)

4. *Interpretative Letter* – Write a short reflective account of your letters. This is only a small piece of your life’s narrative. As you re-read your letters, ask yourself:
What aspects of my knowledge are revealed in the letters and stories?
How does this coincide with my self? What else might I consider?

What you might consider:

What commonplaces (teacher, student, subject matter, context / milieu) are revealed? What sense do I make of each?

What metaphors show up in my writing? Is there a pattern or a unity?

What dimensions of classroom practice appear? Are there any dimensions that stand out more than others? What is not emphasized?

Are there hints of a personal philosophy, teaching philosophy and/or narrative unity in your writing?

5. Beginning of your Faculty Portfolio
Budding Teaching Philosophy Statement
Classroom Principles / Rules