Diversity In The Classroom

Understanding Difference in a Global Society

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AZBN Education Department
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

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td></td>
</tr>
<tr>
<td>Bob</td>
<td></td>
</tr>
<tr>
<td>Amy</td>
<td></td>
</tr>
<tr>
<td>Holly</td>
<td></td>
</tr>
<tr>
<td>Joan</td>
<td></td>
</tr>
<tr>
<td>Derek</td>
<td></td>
</tr>
<tr>
<td>Peggy</td>
<td></td>
</tr>
<tr>
<td>Jason</td>
<td></td>
</tr>
<tr>
<td>Lisa</td>
<td></td>
</tr>
<tr>
<td>Matt</td>
<td></td>
</tr>
<tr>
<td>Sarah</td>
<td></td>
</tr>
</tbody>
</table>

Developed by Anthony Greenwald, Mahzrin Banaji and Brian Nosek

Examples used by M. Gladwell, *Blink: The Power of Thinking Without Thinking*, pp.77-83
**Implicit Association Test (IAT)©**

**Example 2**

<table>
<thead>
<tr>
<th>Male Or Career</th>
<th>Female Or Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa</td>
<td></td>
</tr>
<tr>
<td>Matt</td>
<td></td>
</tr>
<tr>
<td>Laundry</td>
<td></td>
</tr>
<tr>
<td>Entrepreneur</td>
<td></td>
</tr>
<tr>
<td>John</td>
<td></td>
</tr>
<tr>
<td>Merchant</td>
<td></td>
</tr>
<tr>
<td>Bob</td>
<td></td>
</tr>
<tr>
<td>Capitalist</td>
<td></td>
</tr>
<tr>
<td>Holly</td>
<td></td>
</tr>
<tr>
<td>Joan</td>
<td></td>
</tr>
<tr>
<td>Home</td>
<td></td>
</tr>
<tr>
<td>Corporation</td>
<td></td>
</tr>
<tr>
<td>Siblings</td>
<td></td>
</tr>
<tr>
<td>Peggy</td>
<td></td>
</tr>
<tr>
<td>Jason</td>
<td></td>
</tr>
<tr>
<td>Kitchen</td>
<td></td>
</tr>
<tr>
<td>Housework</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
</tr>
<tr>
<td>Sarah</td>
<td></td>
</tr>
<tr>
<td>Derek</td>
<td></td>
</tr>
</tbody>
</table>

Developed by Anthony Greenwald, Mahzrin Banaji and Brian Nosek
Examples used by M. Gladwell, *Blink: The Power of Thinking Without Thinking*, pp.77-83
## Implicit Association Test (IAT)©

### Example 3

<table>
<thead>
<tr>
<th>Female Or Career</th>
<th>Male Or Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Babies</td>
<td></td>
</tr>
<tr>
<td>Sarah</td>
<td></td>
</tr>
<tr>
<td>Derek</td>
<td></td>
</tr>
<tr>
<td>Merchant</td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td></td>
</tr>
<tr>
<td>John</td>
<td></td>
</tr>
<tr>
<td>Bob</td>
<td></td>
</tr>
<tr>
<td>Holly</td>
<td></td>
</tr>
<tr>
<td>Domestic</td>
<td></td>
</tr>
<tr>
<td>Entrepreneur</td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td></td>
</tr>
<tr>
<td>Joan</td>
<td></td>
</tr>
<tr>
<td>Peggy</td>
<td></td>
</tr>
<tr>
<td>Cousins</td>
<td></td>
</tr>
<tr>
<td>Grandparents</td>
<td></td>
</tr>
<tr>
<td>Jason</td>
<td></td>
</tr>
<tr>
<td>Home</td>
<td></td>
</tr>
<tr>
<td>Lisa</td>
<td></td>
</tr>
<tr>
<td>Corporation</td>
<td></td>
</tr>
<tr>
<td>Matt</td>
<td></td>
</tr>
</tbody>
</table>

Developed by Anthony Greenwald, Mahzrin Banaji and Brian Nosek

Examples used by M. Gladwell, *Blink: The Power of Thinking Without Thinking*, pp.77-83
• 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  
Or  
Bad

African American  
Or  
Good

Hurt

Evil

Glorious

Wonderful

Developed by Anthony Greenwald, Mahzrin Banaji and Brian Nosek
Examples used by M. Gladwell, *Blink: The Power of Thinking Without Thinking*, pp.77-83
<table>
<thead>
<tr>
<th>European American</th>
<th>African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>Or</td>
<td>Or</td>
</tr>
<tr>
<td>Good</td>
<td>Bad</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hurt</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evil</td>
<td>Glorious</td>
</tr>
<tr>
<td>Wonderful</td>
<td></td>
</tr>
</tbody>
</table>

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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.

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

<table>
<thead>
<tr>
<th>Race and Hispanic/ Latino origin</th>
<th>July 1, 2005, population</th>
<th>Percent of population</th>
<th>Census 2000, population</th>
<th>Percent of population</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Population</strong></td>
<td>296,410,404</td>
<td>100.0%</td>
<td>281,421,906</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Single race</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>237,854,954</td>
<td>80.2</td>
<td>211,460,626</td>
<td>75.1</td>
</tr>
<tr>
<td>Black or African American</td>
<td>37,909,341</td>
<td>12.8</td>
<td>34,658,190</td>
<td>12.3</td>
</tr>
<tr>
<td>American Indian and Alaska Native</td>
<td>2,863,001</td>
<td>1.0</td>
<td>2,475,956</td>
<td>0.9</td>
</tr>
<tr>
<td>Asian</td>
<td>12,687,472</td>
<td>4.3</td>
<td>10,242,998</td>
<td>3.6</td>
</tr>
<tr>
<td>Native Hawaiian and other Pacific Islander</td>
<td>516,612</td>
<td>0.2</td>
<td>398,835</td>
<td>0.1</td>
</tr>
<tr>
<td>Two or more races</td>
<td>4,579,024</td>
<td>1.5</td>
<td>6,826,228</td>
<td>2.4</td>
</tr>
<tr>
<td>Some other race</td>
<td>n.a.</td>
<td>n.a.</td>
<td>15,359,073</td>
<td>5.5</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>42,687,224</td>
<td>14.4</td>
<td>35,305,818</td>
<td>12.5</td>
</tr>
</tbody>
</table>
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.
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 languages 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.
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: inclusion
• 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 identify influences or may create difference, there are always commonalities.
Diversity In The Classroom

Understanding Difference in a Global Society
References

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• Composite US Demographics [www.adherents.com](http://www.adherents.com)
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