Teaching effectively across diversities

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Acknowledge traditional Coast Salish territory
Introductions

• Name
• Tell us something about your name that is interesting
• Department
• Rank/Position at UVic (current and ideal)
Expectations?

What would you like to get out of this session?
What makes up student “diversity”?

- Race/culture/ethnicity (self identity and other-ascribed)
- Gender and gender expression
- Age
- Class and/or educational background
- Ability
- Size and/or physical presentation
- Sexuality
- Relationship status with or without children
- Nationality and/or citizenship
- Immigration status
- Mental and physical health
- Hometown (province/state/country)
- Urban/suburban/rural
- Language (“accent”)
- Family history
We are all complex human beings in a highly connected global society, we need to develop understanding of intersecting and salience of identities.

We cannot continue to operate on limiting binary single-identifiers e.g., teacher/student, male/female, old/young, fit/fat, white/of colour, Canadian/International, straight/queer.

We make assumptions and have biases based on our exposure and previously held knowledge about individuals.

We cannot ignore global racial and social hierarchies that our social interactions are subconsciously based on.
What do you think students assume about you?

- How do you introduce yourself at the beginning of a course?
- Do you anticipate their assumptions about you?
- What kind of image do you want to portray?
- What kind of interaction do you provide so they can put the person in the professor?
- Do you even want them to know you as a person with a life??? Will it make a difference in the class that you are teaching?
Preparing yourself for diversity Checklist:

- Is your course outline/syllabus in plain language?
- Are you trying to communicate effectively or sound really smart?
- Have you avoided cultural references that may exclude certain students (e.g., International students or those born of a different generation)?
- Do you use heteronormative language (e.g., “my wife” instead of “my partner”)?
- Do you expect everyone to “run to their next class”?
- What do you assume about the families that surround each student?
- How do you acknowledge the various “minoritized” students in the class?
Strategies for being more inclusive:

- Avoid jargon until you have explained what it is (especially if is something that your discipline uses)
- Try to explain idioms if you have English language learners in the class
- Understand the “mindset” of the majority of “typical” students ([http://www.beloit.edu/mindset/](http://www.beloit.edu/mindset/)) i.e., Canadian, white, middle-class, cis-gendered, straight, able-bodied, healthy, urban/suburban, come from nuclear families, work part time, on facebook, have smartphone, drive, etc.
- Examples, case studies, photos, etc. should not perpetuate racialized/gendered/class/age/ability (etc.) stereotypes. If you must, then anticipate it and be prepared!
- Always think of who your audience is but know that “diversity” is very invisible...you never know
Thank You