Radically Inclusive Classrooms: Promoting and Protecting a Diverse Learning Environment

Lilly Conference on Teaching and Learning
Saturday, June 3, 2017

JENNY HATLEBERG, CAROL MOORE & KARL SMITH

MC MONTGOMERY COLLEGE

Outcomes

▶ Discuss strategies for creating inclusive, respectful learning environments that foster civil discourse

▶ Utilize teaching resources designed to promote critical thinking, diversity and inclusion

▶ Apply strategies for analyzing fake news and media resources

Overview

▶ Montgomery College Context

▶ Pedagogy and Research

▶ Faculty Professional Development Event

▶ Resources to Foster Critical Thinking, Diversity and Inclusion

Disclaimer

- We do not imagine that we have a monopoly on the meaning of diversity and how to address related challenges at this moment in history

- We have our perspective and our context
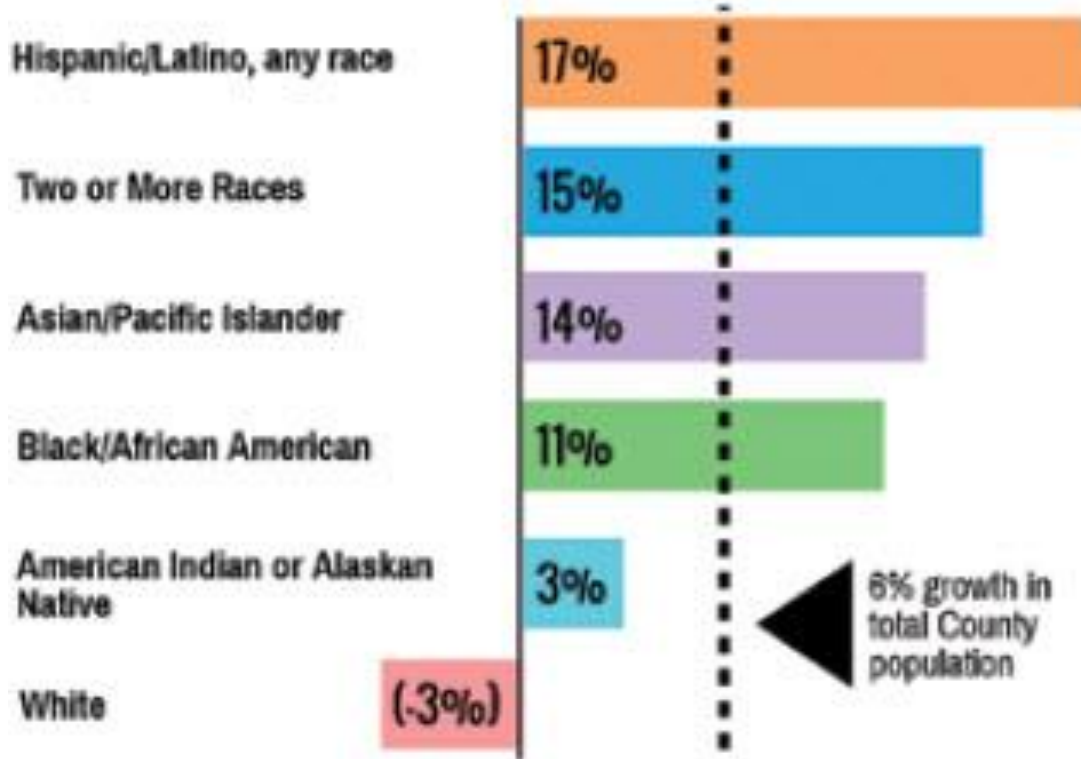
- We are open to others

- We struggle

OVERVIEW & CONTEXT

Montgomery College at a Glance

County Diversity Growing Fast
Estimated Change in Population Size 2015 - 2025

Group	Change
Hispanic/Latino, any race	17%
Two or More Races	15%
Asian/Pacific Islander	14%
Black/African American	11%
American Indian or Alaskan Native	3%
White	(-3%)

6% growth in total County population

Fall 2015 Student Demographics

52.7% Female

47.3% Male

Full-Time 35.1%

Part-Time 64.9%

Average Age 25.2 yrs

9.0 Credits Average Student Load

- Black (30.80%) — 30.8%
- Hispanic (26.10%) — 26.1%
- White (26.10%) — 26.1%
- Asian (13.40%) — 13.4%
- Other (3.60%) — 3.6%

Radical Inclusion at Montgomery College

Montgomery College Board of Trustees

Affirmation of Montgomery College Values (Feb. 20, 2017)

"Over the course of seven decades, Montgomery College has grown into an institution where ***radical inclusion—that is, deeply rooted values of welcoming all individuals who seek higher education or continuing education***—is an essential element of our identity. … [MC] faculty and staff have gone to great lengths to create robust learning environments where all persons feel safe voicing their perspectives and where intellectual rigor is the basis for engaging across difference."

Pedagogy and Research

Fostering Open Communication in a Culturally Diverse Classroom

Elizabeth Hayes Alvarez, *Chronicle of Higher Education*, Sep. 18, 2016

Pedagogy and Research (Hayes Alvarez)

▶Formalize boundaries for discussion (i.e. Ground Rules)

  ▶Creates investment in the course
  ▶Fosters trust that allows for risk-taking

Fostering Open Communication in a Culturally Diverse Classroom (Elizabeth Hayes Alvarez, *Chronicle of Higher Education*, Sep. 18, 2016)

Pedagogy and Research (Hayes Alvarez)

▶ Presumptions about perspectives represented in the room

- ▶ Politics, identity, religion
- ▶ No individual should be asked or assumed to speak for a whole group

Fostering Open Communication in a Culturally Diverse Classroom (Elizabeth Hayes Alvarez, *Chronicle of Higher Education*, Sep. 18, 2016)

Pedagogy and Research (Hayes Alvarez)

▶ **Locate and contextualize comments**

  ▶ Avoids sweeping statements

  ▶ Indicate source of statement (experience, observation, academic research, other)

Fostering Open Communication in a Culturally Diverse Classroom (Elizabeth Hayes Alvarez, *Chronicle of Higher Education*, Sep. 18, 2016)

Faculty Professional Development Event
January 19, 2017

The rationale for this discussion is…

"… a diverse Episcopal church in Silver Spring, Md., found racist graffiti scrawled in several spots prior to Sunday's services, member station WAMU reports.
(*NPR*, Nov. 14, 2016)

Since then…

University of Maryland: Fatal stabbing of Richard Collins (*Washington Post*, May 21, 2017)

American University: F.B.I. Helping American University Investigate Bananas Found Hanging From Nooses (*New York Times*, May 3, 2017)

TPSS (Think Pair Share Speak)

▶ What does radically inclusive mean to you?

▶ How have you experienced the post-election climate?

▶ How have you addressed students' fears, concerns etc. in the classroom?

Radically inclusive means…

- Participant responses:
  - In Portuguese, the word for radical indicates close-mindedness; the phrase "radically inclusive" doesn't make sense
  - There can be a negative connotation to the word 'radical'
  - Does the phrase indicate a judgment or evaluation of which voices should be present?
  - Sometimes there is a lack of diversity in the employees in various divisions; this may relate to inclusiveness in the units in the College
  - The phrase indicates going above and beyond "equality" to "equity"

How have you experienced the post-election climate?

▶ Participant responses;

  ▶ History can provide some perspective. "All politics is local" and it is important to be active in areas we can have an influence

  ▶ Faculty and staff supporting local high school students' right to peacefully protest

  ▶ MC faculty have taken action to speak for DACA students and international students affected by the discussions of a travel ban

  ▶ Initially felt very discouraged; Howard Zinn's book "You Can't be Neutral on a Moving Train" helped to provide some perspective; Parker Palmer's "Courage to Teach"

  ▶ ESL professor calls in to local NPR talk show to discuss her students' reactions

http://thekojonnamdishow.org/audio/#/shows/2016-11-15/how-local-teachers-are-helping-students-process-the-election/92679/@00:00

Addressing Students' Fears in the classroom

▶ Participant responses:

    ▶ How do we instructors maintain neutrality? Paolo Freire says– ***don't maintain neutrality, have it become part of a discussion***. Help students to see that they have some power, help them determine how to move forward. We have to include voices we may not agree with and manage that discussion

    ▶ Many people feel like they have been ignored; there is complexity in people's reasons for voting the way they did. We should strive to not make assumptions.

    ▶ A Saudi-American student expressed feeling paranoid after the election and spoke with her instructor about it; the instructor must find a way to address this feeling with students.

    ▶ Past experience: At another community college with a large group of Russian students, instructors would make it a point to bring in positive information about Russia.

Clash of concepts
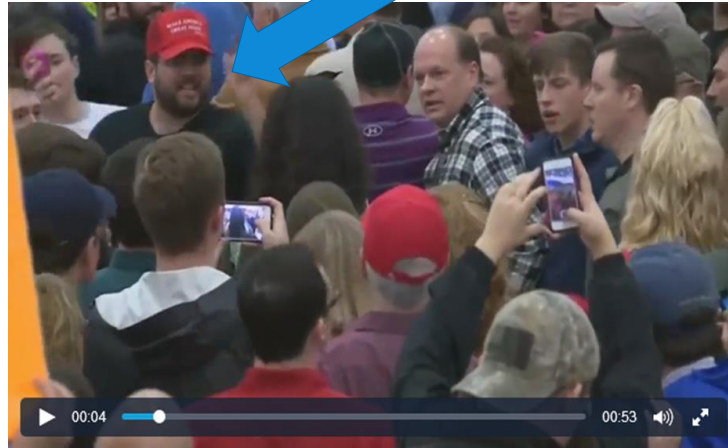
Inclusivity

Freedom of Speech

Case Studies

Scenario 1:

WHAT IF one of your students regularly wore this to class, and one of the other students in the same class is a Muslim woman who wears a veil? She tells you privately that she feels threatened and uncomfortable by the student wearing the hat.

Scenario 2:

[Attendees including Matthew Heimbach at Trump presidential rally react violently to a protester in the crowd.](link) (*Washington Post*, April 12, 2016)

"**At Montgomery College**, Heimbach went out of his way to be offensive in a number of **Joe Thompson's history classes, his former teacher says. He once wore a shirt that said "All I need to know about Islam I learned on 9/11,"** and on his laptop he displayed a bumper sticker with a Confederate flag and the words **"If I had known all the trouble they would cause, I would have picked the cotton myself."**

Suggestions & Great Ideas from Participants

"Claim our bias." It is not necessary to always be neutral, but be able to make room for dialogue.

Create an environment where respect is expected, and when necessary, step back from content to re-visit the process to ensure discussions are respectful

Acknowledge that not all people in the room will have the same perspective. As the authority in the room, do not be flippant towards those other perspectives.

There may be a threshold where speech becomes violent, and a student should be removed from the classroom. Be aware of the policy on student behavior & process for removing a student from class (Montgomery College Faculty Handbook, p. 48)

Have ground rules and be direct with the process for addressing disagreement

Add your thoughts…

► What strategies have you used at your institutions?

Resources

CRITICAL THINKING, DIVERSITY, & INCLUSION

How Can News be Fake?

▶ How does "fake news" impact the academic climate and classroom environment?

▶ Have you in the past/ how would you address this with your students?

How Can News be Fake?

"Bring on the fake news!" It makes libraries & research skills more necessary and relevant.

Comet Ping Pong incident – Believing and acting on spurious news

Cultivate familiarity with international news sources

"Measure twice, cut once" – Gather information from multiple sources

Address scientific illiteracy

Resources for Creating Radically Inclusive Classrooms

▶ How Can News Be Fake?
http://libguides.montgomerycollege.edu/fakenews

▶ Resources:
http://libguides.montgomerycollege.edu/GHI/inclusion

   ▶ The Hub: Faculty-generated resources
   http://mcblogs.montgomerycollege.edu/thehub/teacher-toolkit/

How Can News Be Fake?: Home

Search this Guide | Search

| Home | News Literacy | Resources | Let's check a claim | Check your own claim! |

Why call it "NEWS" if its fake?

Did your friend tell you that Obama banned the pledge of allegiance? He never did that, however that was the most circulated "Fake" News story last year. It came from this site, which looks eerily similar to ABC News: Obama Signs Executive Order Banning Pledge...

If you read that and even checked the URL you could easily fall for what was a completely false story. It was shared over 2 million times on social media. Buzzfeed has compiled a list of the 50 most shared fake news stories here. Have you fallen for any of these?

The ability to tell accurate news from fake news is an important skill that you'll use for the rest of your life. The term "Fake News" sounds like an oxymoron, right? How can it be both *Fake* and the *News*, which is meant to be a presentation of investigated facts and truthful information? This guide will hopefully help you navigate the murky world of news, propaganda, satire, and sometimes outright lies that can be found on the internet.

How do you know?

What makes a news story fake?

1. It can't be verified

A fake news article may or may not have links in it tracing its sources; if it does, these links may not

Fact-Checking: The Facts

How to Fact-Check Like a Pro

Montgomery College Libraries

Global Humanities Institute - Resources: Teaching Resources - Radical Inclusion

Search this Guide [Search]

| GHI | China | India | El Salvador | Find Books | Find Articles | Find Media | **Teaching Resources - Radical Inclusion** |

MC Faculty-generated Activities

- Toolkit - Diversity and Inclusion ⓘ
- The Hub ⓘ

Identifying Fake News

- How Can News be Fake? ⓘ
- How Can Students Be Taught to Detect Fake News and Dubious Claims? ⓘ 🔒
- Information Literacy: It's become a priority in an era of fake news ⓘ 🔒

Individual Databases

While many of the MC Libraries' databases are searchable through RaptorSearch, some are not. In other cases, it's easier to go directly to the individual database.

- Chronicle of Higher Education ⓘ 🔒
- Magna Publications ⓘ 🔒
- Education Journals (ProQuest) ⓘ 🔒

Teaching Tolerance

TEACHING TOLERANCE
A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
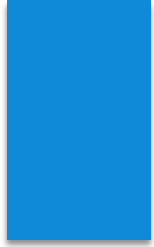
- Graphic Organizer: Researching Religious Extremism
- Speak Up at School
- Strategies for Reducing Racial and Ethnic Prejudice: Essential Principles for Program Design
- Perspectives for a Diverse America: Build Your Learning Plan
- Perspectives for a Diverse America: Central Text Anthology (Grades K-12)
- Religious Diversity in the Classroom: Fostering a Culture of Respect (webinar)
- Teaching Tolerance - Webinar Series
- Social Justice Standards: The Teaching Tolerance Anti-Bias Framework
- Reflective Teaching
- Responding to Hate and Bias at School
- The Key to Post-Truth Teaching: Epistemology and Knowledge

Additional Resources

- AAUP - FAQ for Faculty in the Wake of the 2016 Election
- Post-Election: Recommendations for School Administrators, Educators, Counselors, and Undocumented Students

Toolkit – General Activities

Course Intro - Syllabus Activities

Syllabus Bingo
Syllabus Search

Ice Breakers

Personal Object Ice Breaker
Student Interviews Introductions
Sharing Characteristics and Making Commitments
The Things We Have in Common

Classroom - Group Discussion

Poker Chips

Critical Thinking and Information Literacy

Fake and Authentic News Articles (Compare and Contrast Essay,
ENGL101A)How Can News Be Fake_Evaluate an Online Article LIBR110
Discussion Prompt

Group Activities

Role-Playing a Process
Multiple Ways of Questioning

Textbook Reading

Emergency Meeting
Forming Questions for Given Text
White Boarding Round Robin
Learning to Read the Diagrams
Remembering to Read the Diagrams
How to Get Students to Read The Text

Test Preparation

Compose Questions
Multiple Ways of Questioning
Study Guide Use

Contact Us

▶ Jenny Hatleberg, Reference & Instruction Librarian
jennifer.hatleberg@montgomerycollege.edu

▶ Carol Moore, Instructional Designer (E-Learning, Innovation & Teaching Excellence)
carol.moore@montgomerycollege.edu

▶ Karl Smith, Professor of History & Political Science
karl.smith@montgomerycollege.edu