<u>Diversity Inclusion Pedagogy Seminar</u> <u>Facilitated by Dr. David Concepcion and Dr. Charles Payne</u> <u>Summer 2011</u>

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Guiding Questions: "Can any student come in here and learn?" (incorporates Universal Pedagogy; Bodies and Stories)

: "Where are my students novices and where are they advanced beginners?"
(incorporates Metacognition; Cognitive Authority)

: "In what ways are my students applying their learning of material from this course?" (incorporates Transfer of Learning; Intrinsic Motivation)

: "Are my assignments and lectures coordinated with the course objectives?" (incorporates Transparent Alignment)

: "In what ways do I want students to be different after their time in my course?"

(incorporates my personal teaching pedagogies)

In light of the seminar I have decided to add 2 innovations to my teaching repertoire. I will incorporate these ideas into my 321 Lifespan Development course first, and then seek to expand and adjust them as necessary to other courses.

In my 321 Lifespan Course, we discuss all aspects of human development (physical, cognitive and social/emotional growth) from womb to tomb. When students leave my course, I have a specific objective that they are more aware/knowledgeable of 2 things: the physical processes of human development and, given those limitations and the research that has been presented, the best ways to get there. In reviewing the seminar, I would like to add that students also be different after this course in that they are also more open to the various 'best ways' to get there (i.e. cultural aspects).

In order to accomplish this particular goal, I will be doing 2 new activities:

- 1) Creating a Facebook Page
- 2) Designing a Panel discussion on Parenting

Facebook:

Given the popularity of social media sites with the undergraduate population, I would like to increase Intrinsic Motivation to read outside articles and information by posting them on Facebook.

Students will be asked to 'Like" the Facebook site "Womb toTomb". From this site, I will link several parenting and other developmentally appropriate sites for students to peruse. I will also post links to articles, videos, commentaries, etc.

If a student is interested in that particular article, and, in some extra credit points, they will be asked to 'claim' the article by submitting a comment (eg: "MINE!"). Students who have claimed/commented on the article, will then be asked to prepare a 1-2 minute emphasis on the main points of the article and their response to be presented to the class. Articles will be limited to a certain number of students and students will be limited to choosing a certain number of articles. This should allow for all students to be able to participant and that extra credit does not become a major source of the grade.

Articles will not only be developmentally related, but may include other world events (i.e. the Tsunami of Japan---how will that affect social/emotional development for this generation). (transfer of learning, transparent alignment, ceding of cognitive authority). Student presentation of these articles will allow me, in one way, to deduce their level of knowledge of psychology and of development; and to also be aware of their own 'stories' of development. (novice v beginner; bodies and stories)

This idea is less developed, but I am looking forward to student response and being able to 'tweak' it from there.

Parenting Panel:

In my teaching of parenting styles, as it relates to development, I have occasionally found students to be defensive of topics in this area (spanking, cosleeping, etc). (novices vs. adv. Beginners) In order to incorporate my new goal that students also be aware/have knowledge of various ways to parent and how that affects our human development, I will ask students to divide themselves into 'expert panels'. (how do I want them to be different when they leave)

To begin, I have chosen 6 parenting panels: African-American, Asian/Asian-American, Tribal, WASP, Latino and Same Sex Parenting couples. Students will choose a panel in which they are interested. This panel will be responsible for researching and presenting aspects of each style of parenting to the class. (ceding of cognitive authority; bodies and stories)

*They will be required to present (via ppt) unique aspects of each parenting style and the resulting effect on development (as can be demonstrated via scholarly literature).

*The panel will turn in an annotated bibliography as part of the grading process.

*The panel will be prepared for a classroom question and answer.

*After all presentations, students will submit a one page response dedicated to the question: "Given this information, how do I want to parent my child?" (*transfer of learning*)

*After all panels have presented, the groups will be re-divided to incorporate at least one member of each style of parenting (i.e. groups will consist of a minimum of 6 people, 1 each from each style listed above).

These groups will be assigned 'discussion' topics are the semester proceeds. For example: as we move into middle age, how would be raised in each of these styles of parenting effect: a) your relationship with your growing children b) your relationship with your elderly parents c) your choice to continue to work or to retire. These small group discussions will be part of the classroom lecture.

In closing, please allow me to thank you both for your time and commitment to his seminar. I found it very helpful and applicable to my courses. I look forward to implementing the above changes and continuing to process the question "How do I want my students to be different when they leave my course and how do I get there?".

~Kim Brown