

BUILDING BLOCKS OF INFUSION INCLUSION STUDY GUIDE

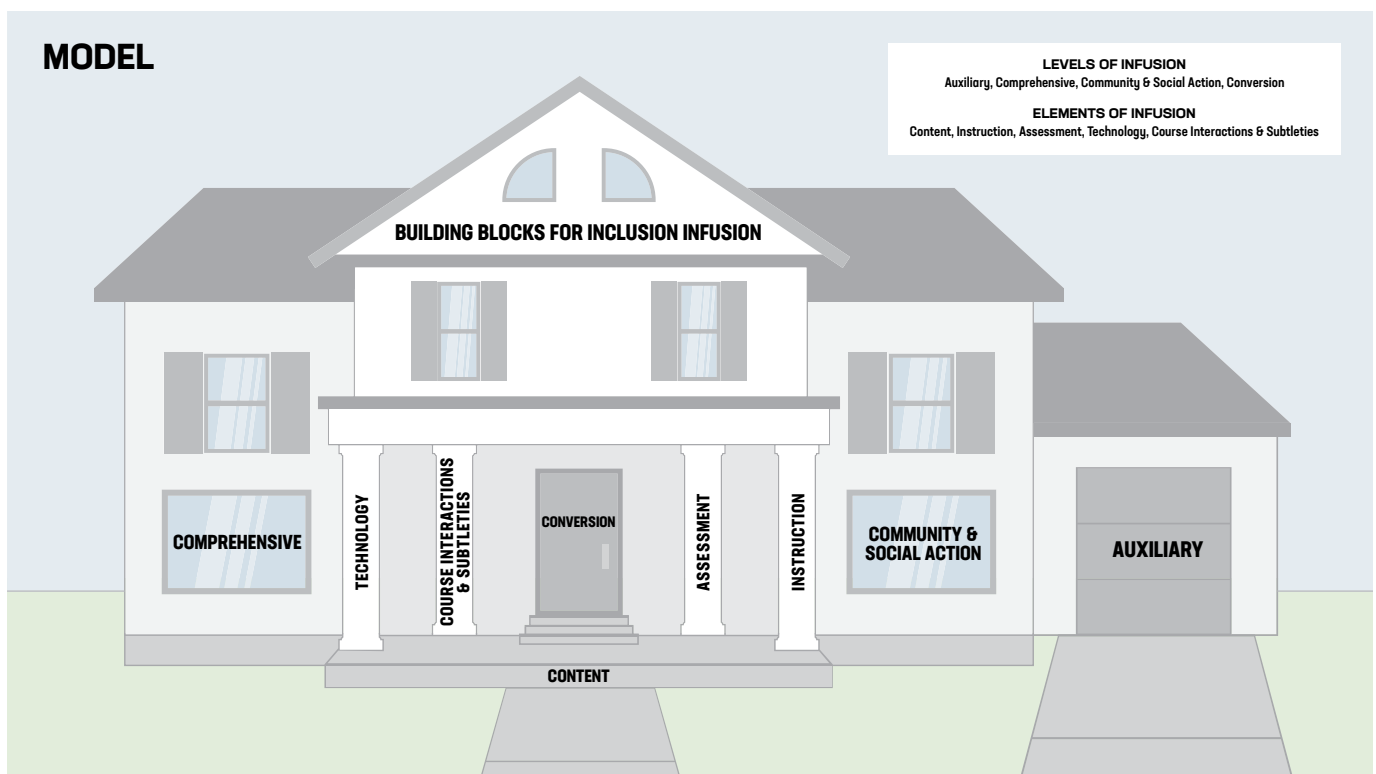
MODULES 1-4

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COURSE LOGISTICS

THERE ARE 4 MODULES	MODULE 1	Introduction to the Levels
	MODULE 2	Introduction to the Elements
	MODULE 3	Examples
	MODULE 4	Changing the Syllabus

- The animated portion of the modules is roughly 6 to 7 minutes long, cumulatively about 20 minutes.
- Including the accompanying films and articles, and effort to change the syllabus, it can take 1 to 1.5 hours to transform a syllabus, according to the intensity of the level to be achieved.
- Each module has an assessment or action items after completion.
- A library of examples are provided.



AUXILIARY LEVEL

The Auxiliary Level is a very low level of infusion and encompasses the minor aspects of inclusion.

STUDENTS CAN:

- Attend a place of worship different than their own
- Work in collaborative groups of different ethnicities for class assignments
- Attend cultural festivals on campus or in the community

THE AUXILIARY LEVEL MAY INCLUDE:

- Non-controversial readings
- Basic lecture as instruction
- Objective Exams

COMPREHENSIVE LEVEL

Comprehensive-inclusive content is added to the syllabi or curriculum but includes conventional material. The level includes:

CRITICAL THINKING:

- Ample reading materials with varying viewpoints
- A number of speakers and films
- A choice of assessments
- Discussion about inclusion throughout the course
- Various methods and points of view

COMMUNITY AND SOCIETAL INFLUENCE LEVEL

The Community and Societal Influence Level expands conventional views and encourages discussion that examines differences in various communities and people.

- Connects the classroom to what is happening in the local, state, national and international communities
- Examines the need for learning and addressing instruction through the lens of real-life experiences
- Addresses perspectives from the majority culture and the non-majority culture

CONVERSION LEVEL

The highest level is Conversion and it:

- Inspires situational analysis and problem solving
- Questions conventional views
- Encourages self-reflection and self-evaluation
- Critical problem solving is introduced
- Encourages analysis of personal experiences and real-life problems and issues examines differences in various communities and people.

MODULE 1: ASSESSMENT

1. The Auxiliary Level is not really an infusion technique because it is ancillary.

TRUE FALSE

2. The Community and Societal Influences are not operable in the STEM fields, as they have nothing to do with inclusion.

TRUE FALSE

3. If I use the Conversion Level, then my class content will change and I will no longer teach the subject that I am supposed to teach.

TRUE FALSE

**Answers are provided in the module.*

Elements of Infusion secures the course together and are the supporting structures, but the content is not changed.

ELEMENTS

- **“Content”** is the foundation of the course and defines the purpose. The basic or inherent features of the course are still not changed but real-life issues are applied.
- **“Instruction”** enhances and supports the content. Issue related strategies and approaches that embrace critical instruction such as Culturally Relevant Pedagogy and Culturally Sustaining Pedagogy are suggested.
- **“Assessment”** offers a variety of ways to diagnose learning. Students can be offered multiple means of assessment that provide varied opportunities and choices to better define and express their knowledge.
- **Technology** teaches instructors to use “SMART Technology” methods in courses. SMART comes from the acronym “Self-Monitoring, Analysis and Reporting Technology” it is connectivity with the Internet, artificial intelligence, learning from the environment, the use of apps and using social media.
- **“Subtleties and Interactions”** involves the interaction between students and teachers in a classroom community and arranging a positive classroom atmosphere where students feel safe and comfortable learning and communicating with their peers or the instructor.

MODULE 2: ASSESSMENT

At this time, choose a syllabus and answer the following questions.

1. I believe I can infuse instruction for one class session.

STRONGLY AGREE

AGREE

STRONGLY DISAGREE

DISAGREE

2. I believe I can include some SMART technology seen in the blog that I haven't used before?

STRONGLY AGREE

AGREE

STRONGLY DISAGREE

DISAGREE

3. I can target one class and activity that can be adapted to include Culturally Sustained or Culturally Relevant Pedagogy at the Auxiliary Level?

STRONGLY AGREE

AGREE

STRONGLY DISAGREE

DISAGREE

4. I believe I can think of one assessment tool that can be adapted, so that it encourages self-reflection?

STRONGLY AGREE

AGREE

STRONGLY DISAGREE

DISAGREE

An example of a step-by-step infusion methodology is presented here, examining and infusing the purpose, objectives, chapters or topics, activities and assignments, and readings. Examples from varied subjects are provided.

EXAMINE THE COURSE DESCRIPTION AND OBJECTIVES

COURSE DESCRIPTION

Will adding information about diversity change the course so that it does not fit the rest of the curriculum?

OBJECTIVES

Are there objectives that can include a diverse perspective? For example, a course on behavior management with objectives related to equipping preservice and inservice special education teachers with the knowledge and skills of applied behavior analysis as an approach for programming measures and effective behavior interventions for children with disabilities, might have the following objectives. Here are some of the course objectives.

The students must:

- *Conduct and analyze a functional behavior assessment*
- *Use evidence based strategies to develop classroom and instructional plans*
- *Select appropriate means to measure and monitor progress*
- *I could add “identify cultural and linguistic differences” that might be misinterpreted as inappropriate behavior or address “gender identity and appropriate behaviors” in the objectives.*

EXAMINE CHAPTERS

Some of the chapters may have some topics that diversity might easily fit. If there is a chapter on culture you could stay on the Auxiliary Level and mention diversity and inclusion for 1 class period. If you talk about diversity for 3 class sessions, it could be infused from 5 to 15 minutes of your class lecture time. Examples for my course example are below.

MODULE 3

EXAMPLES OF INFUSION

CHAPTER 1

Foundations for Understanding and Managing Behavior

Myths and Misconceptions about children from various cultures

CHAPTER 2

Formal Behavioral Assessment

CHAPTER 3

Functional Behavioral Assessment

Gender Identity and Cultural and Linguistic Diversity in Relation to Observer Expectancy, Personal Values and Bias

CHAPTER 4

Single Subject Design

CHAPTER 5

Establishing a Reinforcement Program

CHAPTER 6

Cognitive Behavior Modification

CHAPTER 7

Development of Social Competence

CHAPTER 8

Behavior Reduction Strategies

CHAPTER 9

Specific Behavioral Challenges

Show a film and discuss during 20 minutes "Disruptive, Aggressive, Impulsive, Stereotypical Behavior of diverse students and gender identities"

CHAPTER 10

Legal Considerations for Public Schools

CHAPTER 11

Issues in Early Childhood Behavior

Cultural Differences in Families can be explored through family interviews

CHAPTER 12

Adolescent Behavior

CHAPTER 13

Cultural Influences on Behavior

ACTIVITIES AND ASSIGNMENTS

For one assignment, students are to perform anecdotal recordings of student behaviors and the assignment can be adapted if students are to choose someone from a culture or gender identity different from their own.

RESOURCES AND READINGS

I will provide additional resources for students. For example, the book "Skillstreaming", originally developed by Dr. Arnold P. Goldstein and Dr. Ellen McGinnis, is a research-based prosocial skills training. I can focus on topics that would be open to several cultures or genders such as addressing skills such as Friendship-Making Skills, Skills for Dealing with Feelings, Skill Alternatives to Aggression or Skills for Dealing with Stress.

I can include articles or books by persons from other cultures. Various course levels and elements will be represented.

MODULE 3: ASSESSMENT

Explore at least 3 examples in the library.

This module helps you adapt your syllabus to one of the Levels and supports infusing Elements.

CHANGING YOUR SYLLABUS

Without changing the integrity of the course:

- Can a similar theory created by persons from diverse cultures or countries be included in the objectives?
- Can the words, “including diverse cultures” be added to your course description?
- Can you add “including majority and non-majority group perspectives” to one of your objectives?

TECHNOLOGY

- What type of technology can you use that you have not used before* in your face-to-face or online course?
- Is there a YouTube video or clips of a movie you can show that encourages inclusion?
- Is there a new app you can try in order to infuse social media in your course?

Examples:

- Clickers, a student-response systems, helps instructors to rapidly collect student responses. With clickers, professors can pose a question to their entire class and have students submit answers.
- Tophat is an app allows students to use their phones and tablets to submit answers.

VARIED TEACHING STRATEGIES AND APPROACHES

- Is there a student-centered teaching strategy?
- Is there an approach that encourages self-reflection?
- Is there an approach that would include analysis of real-life community, state or national challenges?

COURSE INTERACTIONS AND SUBTLETIES

Attending to Course Integrations and Subtleties increases chances to achieve higher levels of inclusion infusion. To increase class interactions and decrease negative subtleties can you try a technique that encourages controversial conversations when adapting your course to include culturally relevant pedagogy or topics?

Provide a common basis for understanding

- Be a facilitator
- Encourage students to respond respectfully, so that no one will be marginalized or devalued
- Keep the discussion focused
- Keep a check on judgmental comments
- Allow students to share their knowledge and resources

Include everyone so all have the opportunity be heard

- Discuss in smaller and larger groups
- Use a Think-Pair-Share
- Answer questions in various formats
- Summarize 3 to 5 important points including student input

Create a objectives and goals to guide the discussion and further focus the discussion

- Any controversial topic might stir conflict
- Use questions that encourage discussion

ASSESSMENT OF KNOWLEDGE AND SELF-ASSESSMENT

- Can you adapt an assessment on your syllabus to be more community oriented or project related?
- Do you have alternate assessments that are flexible enough to measure the knowledge of culturally and linguistically diverse students. These may include:
 - Varied time limits
 - Choices between writing a paper or taking a test, or multiple grading systems

ASSESSMENT OF KNOWLEDGE AND SELF-ASSESSMENT (CONTINUED)

- Can you allow student to make computer simulations that demonstrate the knowledge of what they have learned in the class?
- How can you self-assess course subtleties and teacher to student and student-to-student interactions?
- Are you aware of your bias practices that you or the other students may have?
- How can you improve student interactions with you or each other?
- Are there subtle ways that you are more inclusive with some students while limiting others?
- Do you set the climate for emotional and academic supportive relationships so student feel comfortable in the classroom, and experience appropriate levels of autonomy or independence?
- Does maintaining a positive climate, a regard for student perspectives and teacher interaction with students place an emphasis on students' motivation?

MODULE 4: ASSESSMENT

1. I have adapted my syllabus on the Auxiliary Level, that is, I added a course reading, had students to attend a campus function, or have an inclusion related activity for one class.

STRONGLY AGREE AGREE STRONGLY DISAGREE DISAGREE

2. I have adapted my syllabus on the Comprehensive Level, that is, inclusion is not limited to one lecture or activity, resources from non-majority cultures are interwoven into the syllabus, and/or I have explored more than one way to assess students.

STRONGLY AGREE AGREE STRONGLY DISAGREE DISAGREE

3. I have adapted at least 2 of the Elements of Infusion- Content, Instruction, Technology, Course Subtleties and Interactions?

STRONGLY AGREE AGREE STRONGLY DISAGREE DISAGREE

4. I am comfortable discussing challenging conversations.

STRONGLY AGREE AGREE STRONGLY DISAGREE DISAGREE

5. I can infuse inclusion into other courses I teach.

STRONGLY AGREE AGREE STRONGLY DISAGREE DISAGREE

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