

PAES Instructional Enhancement Initiative

College of Education, The Ohio State University

Eggheads & Eggrolls Discussion is set for June 7th

Look for an article to be distributed soon about the PAES Instruction Initiative...

Rob Kelly, the editor of *The Academic Leader*, a national publication for department chairs and deans, wrote a feature article on the PAES Instructional Enhancement Initiative for the April 2004 issue.

The Spring Discussion workshop, held the Monday of finals week, will focus on preparing students for life in academia. Some questions to consider:

- How do we prepare students for university jobs?
- What sorts of courses should they take?
- What types of non-class experiences (if any) should be required?

Select one:

Chicken with Cashew Nuts
General Tso's Chicken
Chicken Lo Mein
Sweet & Sour Pork
Szechuan Bean Curd (spicy)

Select one:

Hot & Sour Soup
Eggdrop Soup
Wonton Soup

Would you like an eggroll?



**Monday, June 7
12:00-1:30
Rm 136 Ramseyer**

Be sure to order lunch!

RSVP by June 3rd to
granello.1@osu.edu

A Vallant Effort—Thanks to ALL PAES Faculty, Staff & Students

On Friday, April 23rd, approximately 30 PAES faculty, many members of the staff, and a fantastic representation of students wowed the panel of judges for the OSU Departmental Teaching Award. Although we didn't win one of the awards, we received comments from the judges that the presentation—and representation—was impressive. Simply getting to the finalist position on our first try is an accomplishment worth celebrating. It is clear that most finalists have tried several times before getting that far. Although it would have been great to win the award, the process of compiling the written proposal and the preparation for the presentation was an opportunity for everyone to be reminded of how much attention we give to teaching in PAES. According to Director Mike Sherman, "We have learned tremendously from the process of applying for the award. More importantly, we have a significant number of faculty members very involved in significant ways to enhance teaching and mentoring. As well, you have now extended this to teaching and mentoring with doctoral students. In other words, we have much to be proud of in terms of our accomplishments to improve instruction." Well Done Everyone!

Congratulations to Chris Zirkle!

Professor Chris Zirkle, an assistant professor in Workforce Development and Education, is the winner of this year's "PAES Collaboration in Instruction Award." Dr. Zirkle works with two community supervisors: Jim Pinchak and Susan Nell, to provide outstanding supervision of teachers trained under alternative licensure. It was clear from their presentation at the Spring Workshop that there is a lot of good work going on in that area, and this funding will help them develop materials to help prepare students for PRAXIS II.

Nicely done, Chris!

A Wonderful Spring "Teaching Tips" Workshop

Thanks to all who participated in the Spring Teaching Tips Workshop. We had a nice turnout and lots of good ideas and information to share! Attendees thought it was a great success— Every person who filled out an evaluation either "agreed" or "strongly agreed" that the workshop format was useful, that the information provided was interesting and informative, and that s/he will walk away with at least one useful tip to implement in the classroom. Thanks to all who presented. Look for handouts and information from the workshop to be posted on the PAES Instructional Enhancement Website. Presenters were: Professors Chris Zirkle, Jackie Goodway, Ron Jacobs, Wendy Naumann, and Joe Wheaton.

Creating Culturally Responsive Classrooms: Considering Culture When Teaching

By Donna Y. Ford

In several publications, Storti (1999), Tim-Tooney (1999), Hofstede (1991), Hofstede and Bond (1984), Hall (1981) and Hall and Hall (1987) and many others have presented research-based models and theories of culture. Because space limitations do not permit a detailed discussion of each model, a synthesis of these models is presented, with a major focus on the interpretations of Hofstede's extensive research in a practical guide by Storti (1999). These dimensions, all having at least two extreme poles, are not to be interpreted as dichotomous; they are continuous. For the sake of space and clarity, the discussion and examples below focus on the extreme or opposite orientations of each dimension. Behaviors can fall anywhere along the continuum, with some groups falling along the center of the continuum.

Concept of Self. People from different cultures have different notions of personal identity, spanning a wide range of alternatives, ranging from collectivism at one end, to individualism at the other end.

- *Individualism.* People who are primarily individualistic identify primarily with self, and the needs of the individual are satisfied before those of the group.
- *Collectivist.* The primary group, often the immediate family, is the smallest unit of survival. One's identity is largely a function of one's membership in a group. The survival and success of the group ensures the well-being of the individual, so that in considering the needs and feelings of others, one protects oneself. Harmony and interdependence of group members are stressed and valued.

Scenario: What conflicts might ensue when Dr. Johnson tends toward individualism, while Jason tends toward collectivism? Dr. Johnson is likely to value individual effort and independent work, while Jerome is likely to enjoy working in groups, helping others, and asking questions of classmates. When Dr. Jones posts students' grades, Jason is uncomfortable. If he gets a high grade and his friend gets a low grade, Jason is not pleased. He sometimes blames himself for not being more helpful to his friends.

Personal vs. Social Responsibility. People in every culture wrestle with how to balance personal responsibilities to family, close friends and colleagues with responsibility to the larger society.

- *Universalism.* People believe there are certain absolutes that apply, regardless of the circumstances or situation. What is right is always right, and

rules should be applied to everyone. Being fair means treating everyone alike and not making exceptions, even for family and friends.

- *Particularism.* How one behaves in a given situation depends on the circumstances -- what is right in one situation may not be right in another. Family and friends are treated the best, and the rest of the world can take care of itself.

Scenario: Professor Richards is no non-sense when it comes to rules; they are meant to be followed at all times. Therefore, students must follow his guidelines and requirements when writing assignments; students who deviate from the prescribed outline lose points. Tyrone dislikes such structure; he is not as linear in his thinking style and likes to play with ideas. He does not believe in only one way to write a paper.

Concept of Time. Another way that cultures differ is how people conceive of and handle time, and how their concept of time affects their interactions.

- *Monochronic.* At this end, time is viewed as a commodity; it is quantifiable and there is a limited amount of it. Therefore, people consider it essential to use time wisely and not waste it. A premium is placed on efficiency.
- *Polychronic.* Time is limitless and not quantifiable. There is always more time, and people are never too busy. Time is the servant and tool of people, and it is adjusted to suit the needs of people. Schedules and deadlines often get changed, and people may have to do more than one thing at a time. There is no such thing as an interruption.

Scenario: Dr. Ogbu (who prefers to be called Brother Ogbu) loves being around people; he spends each morning talking to students in an attempt to set a positive tone for the day. And he is often late for meetings, as he spends time greeting all students in the hallway. To Mark, Dr. Ogbu is wasting time. When the bell rings, Mr. Ogbu needs to start the lesson immediately, and he should never be late or miss appointments.

Locus of Control. Cultural groups differ in the degree to which we believe that human beings can control or manipulate their own destiny.

- *Internal.* People at this end of the continuum believe there are few givens in life, that few things or circumstances have to be accepted as they are and which cannot be changed. There is the belief that there are no limits to what you can do or become, if you set your mind to it and take the steps necessary to achieve goals. Life is what you do, which represents an activist orientation.

Creating Culturally Responsive Classrooms: Part 2 of 2 (first part appeared in Winter Issue)

- *External.* This locus of control is largely outside of the individual. Some things in life are pre-determined. Individuals believe there are, thus, limits beyond which one cannot go, and there are certain givens that cannot be changed and must be accepted. One's success is a combination of one's effort and good fortune. Life is part of what happens to you, which represents a more fatalistic orientation.

Scenario: Dr. Lightfoot enjoys teaching, believing she is blessed to be in this profession. This was her destiny. So when students are difficult (e.g., resist learning), she does not give up on them. Melvin respects the hard work involved in teaching, but he has other plans. While he enjoys helping others, he will be more prosperous economically if he majors in Engineering. Why settle for hard work and little pay when you can work hard and earn lots of money.

Styles of Communication. What people say, how they say it, and what they don't say are all deeply affected by culture (Storti, 1999). The differences between two poles of directness and indirectness account for more cross-cultural misunderstandings than any other single factor (p. 91).

- *Indirect.* Groups in the indirect cultures tend to infer, suggest, and imply rather than say things directly. There is a tendency toward indirectness and away from confrontation. In-group members have an intuitive understanding of each other.
- *High-context.* This intuitive understanding is known as 'context'. In high-context cultures, words are not needed or necessary to convey messages; non-verbal communication is often enough. People are sensitive to the setting or environment, and are watchful of the behaviors of others. Personal space, touching, eye contact, affect, tone when speaking, and other non-verbal cues receive much attention because they help to communicate messages. Researchers have found that high-context cultures tend to be collectivist, described earlier
- *Direct.* Direct cultures tend to be more individualist. People need to spell things out, that is, people need to be explicit in communicating their desires, likes, dislikes, and feelings. People say exactly what they mean rather than suggest or imply. Thus, the spoken word carries most of the meaning.
- *Low-context.* The primary mode of communication is verbal. Contextual cues, unique situations

and special circumstances, are less likely to be noticed because of the reliance on what is said.

Scenario: Professor Livingston is very direct in giving students feedback on assignments. And if they don't like the assignment or textbook, they need to say so. If students don't understand what has been taught, they should ask questions. Lei holds Dr. Livingston and professors in general in reverence. If she does not understand the lesson, it is her fault. To ask him a question would suggest that he is not a good teacher. She asks few questions and does not admit when she is confused.

Implications for Teaching

What are some potential outcomes of such awareness, knowledge and understanding?

- *Educators may more actively seek to increase the representation of diverse students in colleges and universities.* This would entail studying student participation and the myriad of factors that affect their representation and, then, developing strategies to decrease such barriers.
- *Educators may work more diligently and contentiously to provide a learning environment that is culturally responsive.* Such a classroom or school is characterized by positive student-teacher relationships, multicultural curricula, and culturally compatible instructional styles.
- *Educators may ensure that culture is reflected in the curriculum, including theories, research, and readings.* Every attempt will be made to prepare future educators for the realities of living and teaching in a diverse society.
- *Educators' commitment to equity may increase.* They may take concerted efforts to ensure that assessments, policies and procedures, as well as staff do not discriminate against diverse groups.
- *Educators and students may have more positive and productive relationships.* When cultural differences are understood, professors and students will have relationships characterized by respect, acceptance, and cooperation.
- *Educators may be more confident in dealing with race-related issues and incidents in school settings.* Some studies indicate that educators are uncomfortable and ill-prepared to deal with social injustices (e.g., Harmon, 2002). Educators who feel culturally competent may feel better prepared to negotiate group differences and cultural conflicts.





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To become more involved in the initiative,
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PAES TEACHING INITIATIVE WEBSITE:
WWW.COE.OHIO-STATE.EDU/PAES
THEN, LOOK UNDER "INFORMATION FOR FACULTY"

Diversity Update: An Interview with the Director of the Office of Disability Services

By Wendy Naumann, PAES Diversity Coordinator

The College of Education's Five-Year Diversity Plan outlines a number of objectives. As part of this plan, specific populations are targeted each year, not to neglect all other populations, but to provide a little extra focus on particular groups. During the next academic year, persons with disabilities will be highlighted. As a way of learning more about the students with disabilities, I interviewed the Director of the Office for Disability Services. The information provided is a paraphrasing of the information I gathered.

What should instructors understand about the legal issues regarding students with disabilities?

Students with disabilities must register with the Office for Disability Services before receiving accommodations. If a student does not register, then the University is not legally responsible for providing accommodations. Likewise, if a student who is registered with Office for Disability Services does not inform an instructor of their accommodations, then the instructor is not required to provide any. If you suspect that a student has a disability, you may want to broach the subject with the student and suggest that they meet with a staff member at ODS.

What are the more common disability types registered at the Office for Disability Services?

There are approximately 1100 students served by ODS, and over half have what is called "invisible disabilities". Learning disorders (approximately 300), attention deficit hyperactivity disorder (approximately 300), and psychiatric disorders (approximately 130) fall in this category and are the most common disability types seen at ODS. Medical disabilities represent another 120 individuals, with the remaining types being traumatic brain injury, speech and language disabilities, mobility disabilities, deaf and hard of hearing, and visual impairments/blindness.

What can instructors/instructors do to create a positive climate for students with disabilities?

The most important thing is to put a statement on your syllabus regarding accommodations. ODS has a handout on how to word such a statement. Both the College of Education and NCATE require this on all syllabi. An example of this statement can be found on the College's 11-point syllabus format (on the PAES web site). Welcome students to come talk to you individually. Never ask students to disclose their relationship with ODS in front of other students or after class when other students are still in the room.

What should instructors know to assist ODS?

One of the most common accommodations relates to exams. Students may need extra time or may need to take their exam alone in a distraction free environment. Students have their instructors complete a test proctor form. Instructors are HIGHLY encouraged to complete the form immediately. Often instructors forget to complete the form, and arrangements cannot be made on the day of testing.

Also, staff at ODS need to know about required textbooks well in advance of the class. Students who need to have the textbook provided in an alternate format (e.g., larger print or on computer) need to have the book scanned by staff at ODS. This procedure takes a very long time. Without the proper time allotment, students with disabilities will not have access to their textbooks at the same time as others in the class, which is their legal right.

ODS does not often provide note takers, but asks students to make arrangements with other students or the instructor. Instructors are highly encouraged to provide guided notes or copies of notes to any student with a disability. Guided notes may not be an accommodation for all students, but it helps students, especially those with "hidden" disabilities.