



The Millennials Have Landed...5 Secrets to Creating an Inclusive Classroom

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Success Tips

As You Enter...

Pick up a Success Tip card and list one way you create a warm inclusive classroom.

What is an inclusive classroom?

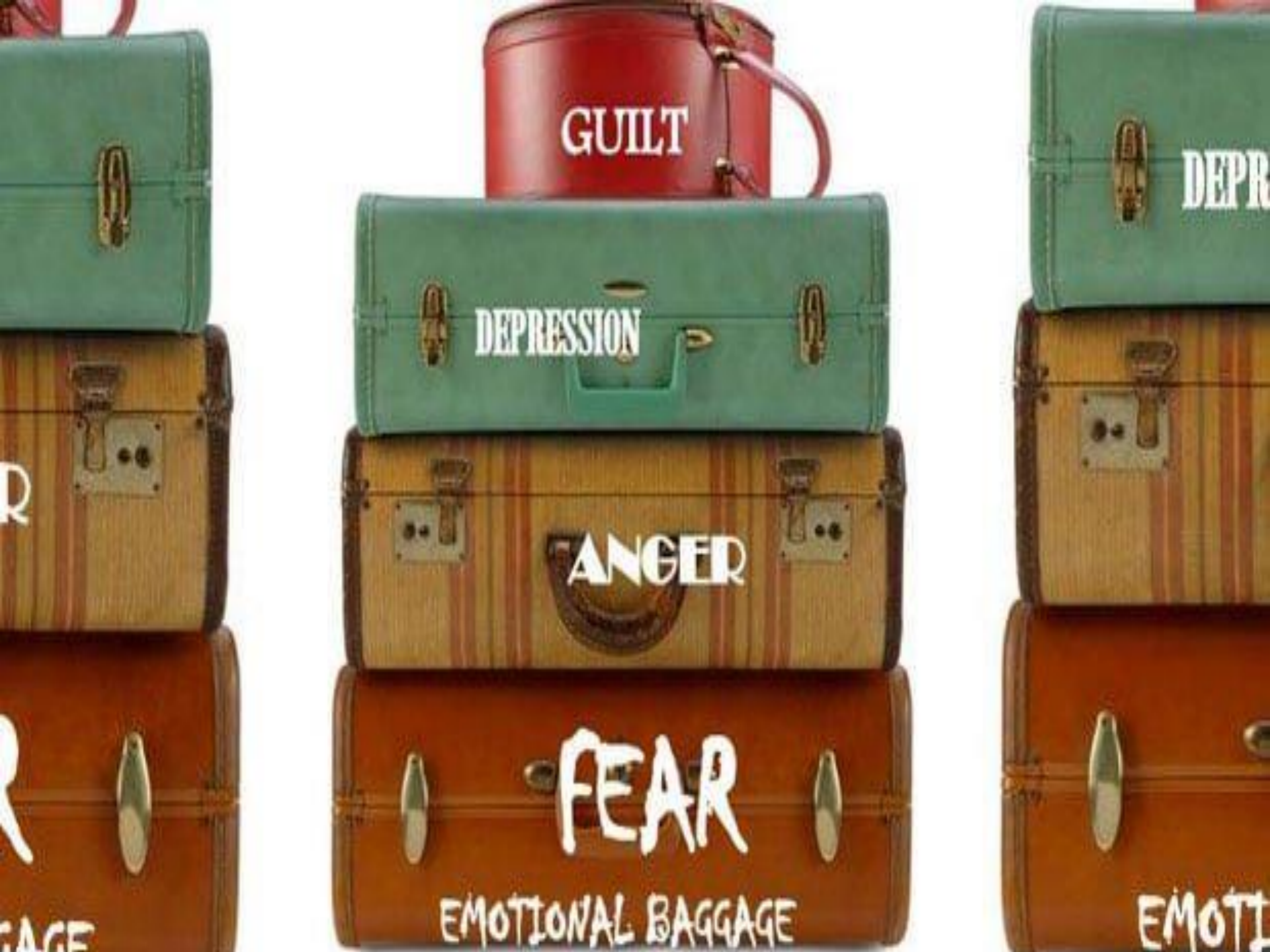
Imagine a classroom in which all students are fully respected, engaged and flow exists. Students are not only open to the ideas of others, but realize that there are ways of thinking that are different and distinct from their own ideas.

Session Highlights

- Entrance Icebreaker– Success Tips
- Who are the Millennials
- Explore the 5 Secrets of Inclusion
- Learning Audit – Your Turn

Today's Students





GUILT

DEPR

DEPRESSION

R

ANGER

R

FEAR

AGE

EMOTIONAL BAGGAGE

EMOTI

Millennials

- Born between 1981-2002
- Optimistic about their success; high achievers
- Civic minded, but less religious
- Masters of Negotiating
- Believe it is cool to be a nerd
- Individualistic but like to be in groups/teams
- Digital natives—plugged in since the age of 4

(pew social trends 2010)

Digging Deeper Into Campus Diversity

Study finds students' negative diversity experiences, though less common than positive ones, hinder cognitive development and student learning.

By [Emily Tate](#) / February 6, 2017



Amid all the literature about the merits of college diversity, an important trend is often overlooked, according to a [new study](#) in *The Journal of Higher Education*. Although more students report having positive experiences by studying and living with those from different racial, religious, political, gender and ethnic groups, negative experiences are fairly common, too -- and they can impair student learning and cognitive development, according to the study.

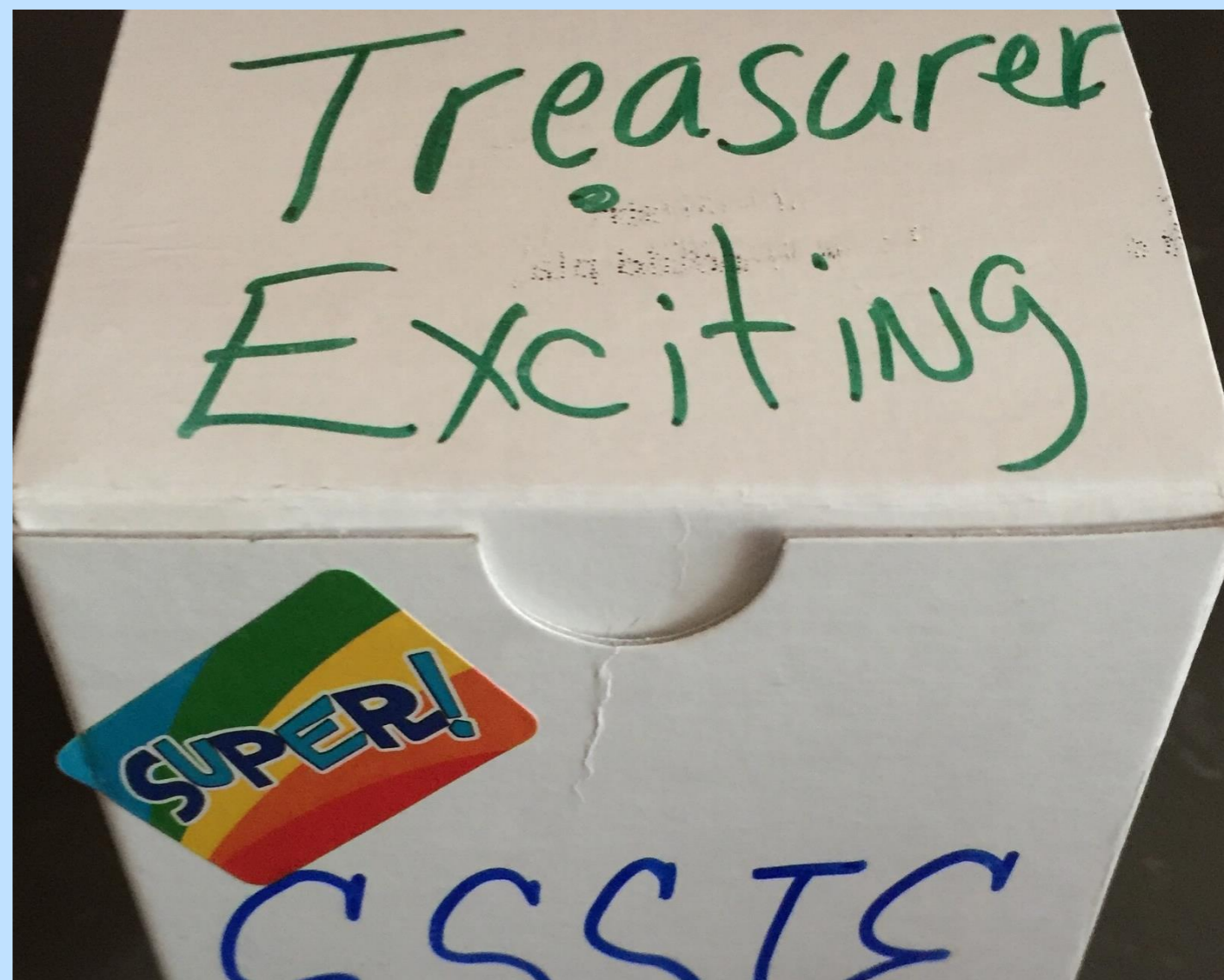


We all should know that diversity makes for a **rich tapestry**, and we must understand that all the threads of the tapestry are equal in value no matter what their color.

~Maya Angelou, Diversity Offering a Place for Everyone~

5 Secrets to Create an Inclusive Classroom

- Box Introductions
- Keep it Simple - Listen
- Student Interactions
- Share Your Story
- Give the a Say



Academic Autobiography of Jane Doe

Human experience is structured in time and narrative. We comprehend our lives not as disconnected actions or isolated events but in terms of a narrative. We think in stories in order to weave together into a coherent whole the unending succession of people, dates, and facts that fill our lives...We tell stories of a life in order to establish meaning and to integrate our remembered past with what we perceive to be happening in the present and what we anticipate for the future. (from Anderson, H. & Foley, E. (1998). *Mighty stories, dangerous rituals*. San Francisco: Jossey-Bass, pp. 4-5.

This **mandatory Academic Autobiography Assessment** requires you to construct a narrative, which introduces you and accurately describes your life as a student.

- **Paragraph 1-Introduce yourself.** How old are you? How many siblings do you have? What do you like to do when you are not in school? What do you like to read? What kind of food do you like to eat? What time of music do you enjoy? Tell me about your favorite movie, TV show or video game. What do people say that you are good at doing? How do your friends describe you?
- **Paragraph 2-Talk about your Academics Past-**What are your earliest memories of being a student? How important was school to you? To your family? How would you describe your elementary/high school academic performance? Was there a crucial turning point for you as a student? (This would be a time where the “light bulb” came on to tell you to buckle down and study.)
- **Paragraph 3-Talk about your Academics Present-**What is your current academic situation. Be very specific and honest. (I will be the only one reading this paper.) Level of motivation? What are your academic strengths? Weaknesses? What interfering factors inhibit your current academic performance?
- **Closing Paragraph-Talk about your Academics Future-**What are the specific academic goals you have for this semester? (Do not just say, “I want to make an ‘A’ in all my classes,” be specific.) How would you describe the student you want to become? What changes will you have to undergo to meet this goal?

Student Interactions

Create College
Success
Groups early.
Get Students
Connected!

Game – I Have, You
Have



Student Interactions

Hat full of Quotes

- Pull a slip out of the hat bag.
- Read and reflect on your quote.
- Gather with others who pulled the same quote (see colors)...All similar colors gather.
- Discuss quote and share with group the best interpretation.





**LISTEN TO
ME!**

Guided Journal – Personal Responsibility

By reading and writing about personal responsibility, I have learned that I am the conductor of my own life. Everything I think or feel is a mindset and I have a choice!! All throughout high school, I did my assignments late, or right before class, or whatever it was and managed to still make very acceptable grades. I never studied for tests or did extra credit, I did the bare minimum and got used to that. In college now, there are no teachers pushing to have assignments in their hands or online by the due date or specific time and it is all on me. I am the conductor of my college life and I have to encourage myself, reward myself, I have to do this for me to be successful in life and not have a "victim mindset". My choice is to take control of my grades, how I dedicate my time to homework and school and etc. I choose to change my education values for a positive outcome.

Student

Teaching research, Teaching tips August 10, 2016

Small changes in teaching: Giving them a say

by Adam Bridgeman

In a series of articles in The Chronicle from his book "Small Teaching: Everyday Lessons From the Science of Learning", James M. Lang presents simple and practical ideas which can produce big learning gains without requiring large changes in teaching or use of technology. In the fifth article, he gives some suggestions for giving students some control over their own learning:

1. **Student-generated exam questions:** giving students some or most of a lecture to work in groups writing exam questions can help focus revision and think about what they have struggled to understand. A couple of these could then be used on a test. Asking students to write and vote on multiple choice questions, perhaps with a platform like PeerWise, can also be used as a way of developing understanding and identifying misconceptions. Some of the questions can be used in the tests and others released for formative assessment.
2. **Open assessments:** leave a small part of the unit assessment to be decided by the students in one of the first classes, perhaps from a list. Ownership of the task will help to **build self-motivation and deeper engagement.**
3. **Class constitutions:** involving the students in setting "class rules" can help **establish a community of learners with a shared purpose.** Examples of "rules" for negotiation could include how phones are used in class, how participation is assessed and expectations for teachers to respond to discussion board posts.

T E L L

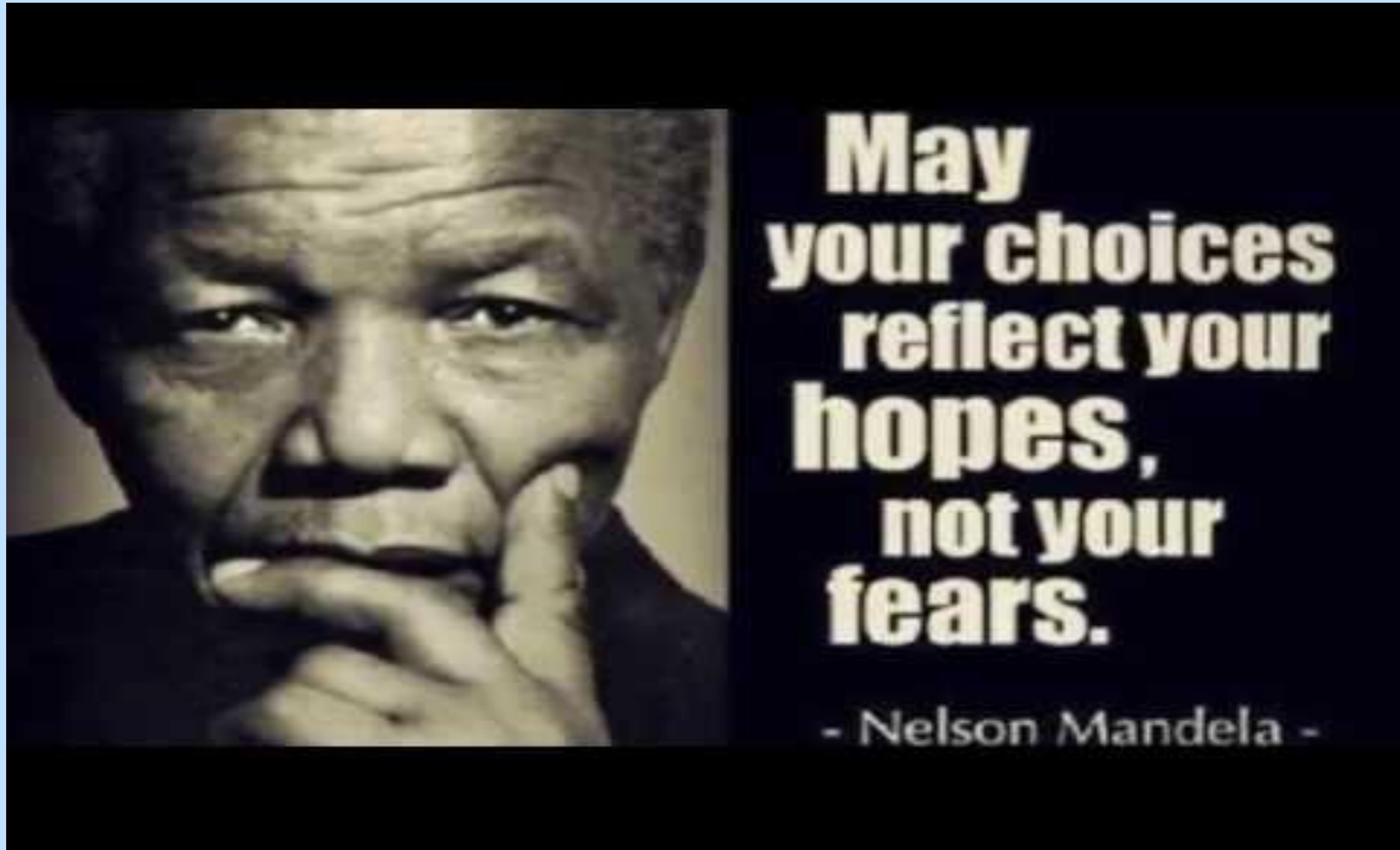
T H E M

Y O U R

S T O R Y

Our Story Narratives

Ginsberg and Wlodkowski stated the *our story* narratives have taken a variety of forms. Students have created PowerPoint presentations with photos ranging from grandparents and early family celebrations to world travel. The diversity of approaches has been as intriguing as the stories (2009).



Everyone has a story.

Summary

We know that students come into our classrooms with a variety of culture viewpoints and identities that cannot be checked at the door. A positive learning environment in which everyone feels respected and included promotes a student's learning and fosters development of their talents. Yes, student learning outcomes are important and must be met. However, get to know your students early, listen to them, create student success groups where they have an opportunity to work in groups. Share a piece of "YOU" with them. You are not a robot. Last, but not least, Allow them to have ownership in your class. Give them an opportunity of making classroom decisions. So, now you know at least five strategies to help create an inclusive classroom not only for millennials, but for all students.

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Thank you!

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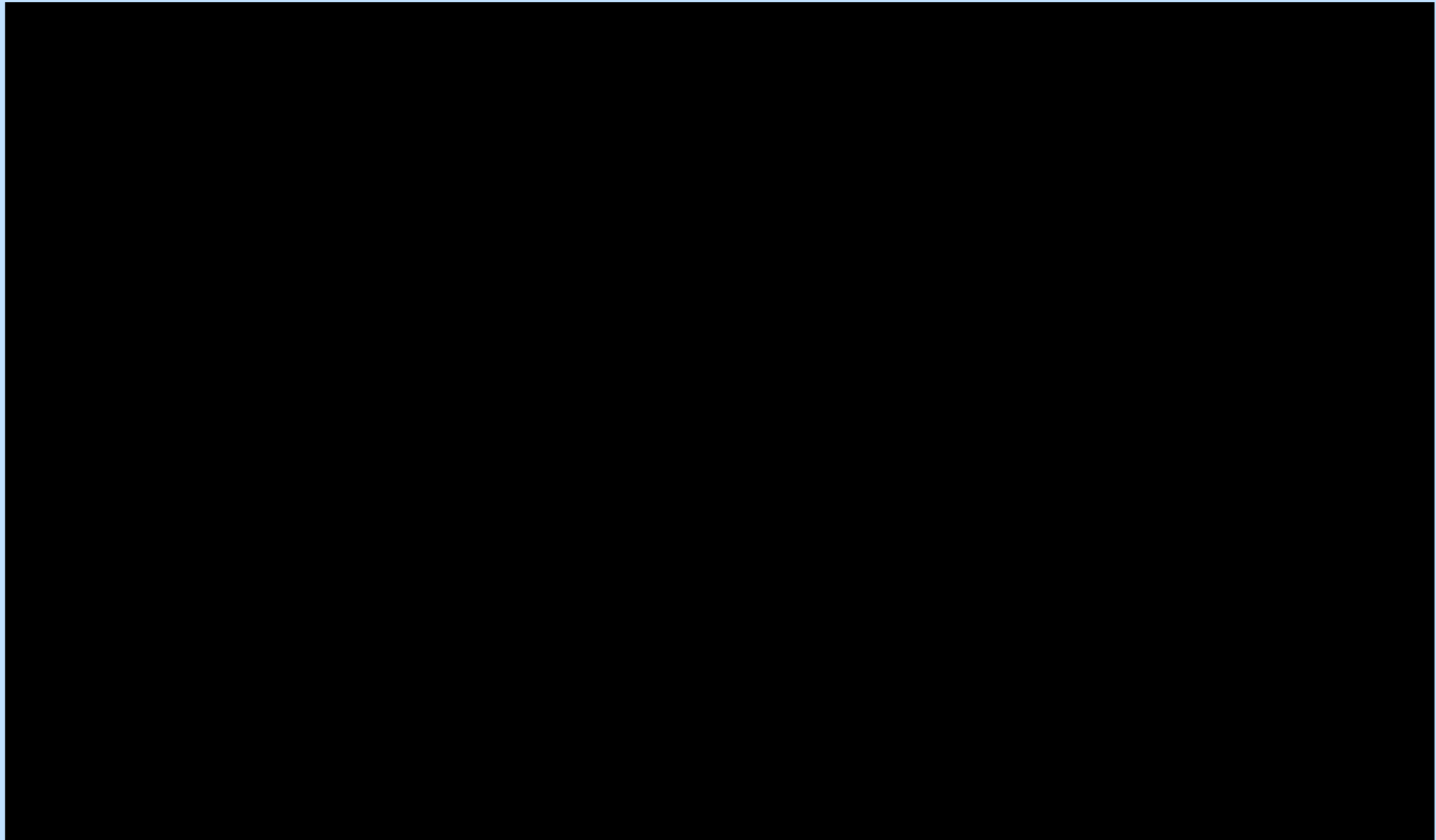
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CENGAGE
Learning™

<https://www.youtube.com/watch?v=XYTtcLUWyCU&feature=youtu.be>

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Everyone has a story.