

Required Diversity Statement: Discuss how your teaching methods and/or student interactions would meet the needs of diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation and ethnic backgrounds or community college learners.

Before encounter which methodology will be best for community Learners, let's summarize different components of diversity.

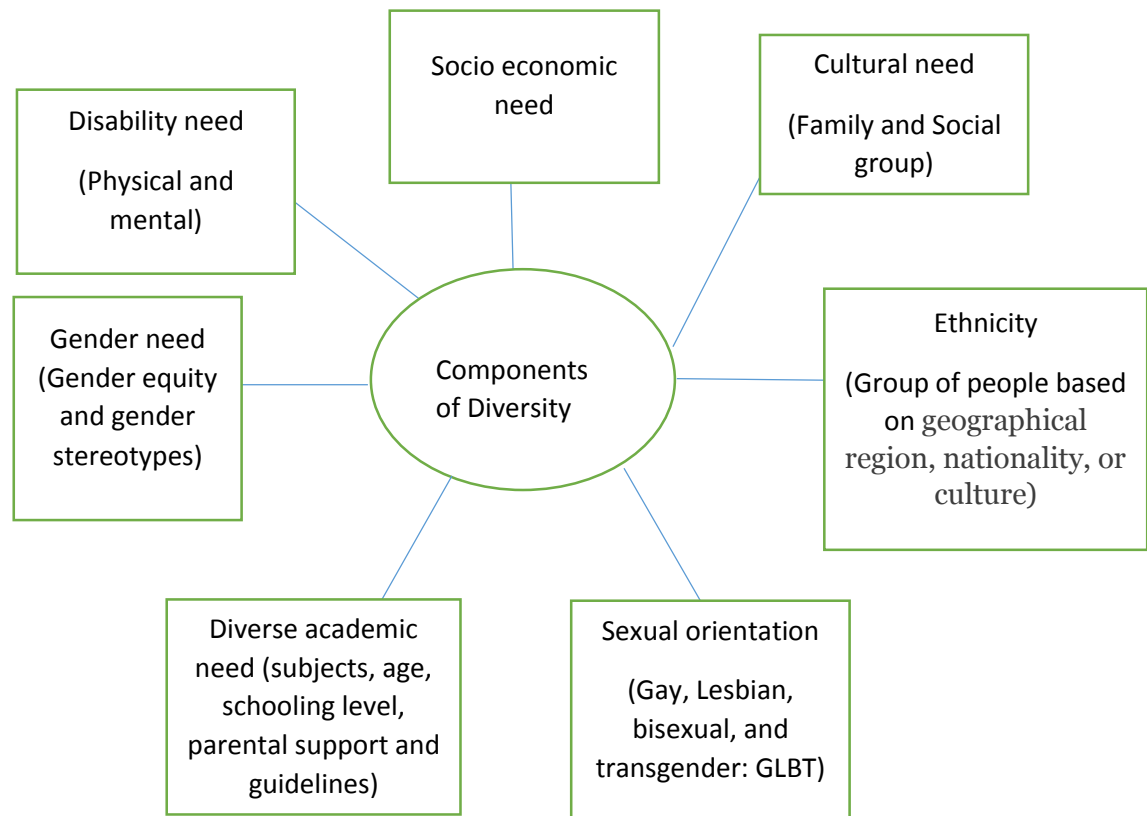


Figure: Diversity statement.

Sexual orientation:

Sexual orientation is an identity based on whether someone is attracted to people of a sex different from their own, the same sex, or both sexes(i.e. Heterosexual, homosexual, bisexual).Gender identity is a person's internal sense of being male, female, or somewhere else along the gender spectrum.

Main issues:

- Lack of legal or contractual employment benefits.
- Rights and protections against discrimination based on sexual orientation or gender identity.
- Public harassment.

Strategies:

- Educate yourself about facts vs. myths surrounding people (facts related to health and safety and launch various programs, training and events that supports in sharing in religion, sharing of opinion and right to form family.
- Decide on curriculum and Establish policies, rights, benefits, and protections that support students and employees.
- Partner with parents, guardians and community organizations to address GLBT issues in schools or in the community.

Cultural need:

Cultural competence is the ability to successfully teach students who come from a culture or cultures other than our own. Culture is the sum total of experiences, knowledge, skills, beliefs, values and interests represented by the diversity of students and adults in our schools or common people in to our community and society. Culture shapes a person's sense of who he or she is and where he or she fits in the society, community and family.

Main Issues:

- Complex to understand different traditions, customs, ways of communication and values.
- Challenge to manage and respond cross-cultural communication.
- Student's cultural background.

Strategies:

- Get contact with each child's family with positive information via email attachment, post office mail, or audio video medium regularly.
- Finding and fulfilling the gap between family perceptions and student interest by the core knowledge of teacher with magnificent skills.
- Respectful questions to parents with home life and family live.
- Study of body language via mute audio/video.
- Best way to communicate with parents-"can you help me understand or what would you like me to know or do to address the issue/parents vs. teacher's feedback.

Curriculum and academia:

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Formal and informal, extended curriculum, teaching styles, relationships should aim to provide breadth, balance, coherence and relevance and to meet the requirements of national curriculum and community needs.

- Correlation between subjects and teaching methodologies. Different teaching styles correspondent with subject of course. That means different approach to teach math science, geography, computer science, etc.
- Correlation between levels of degree and course content. Try to figure out the volume of content in the different level of degree. The same course and same subject matter should be taught differently according to the need and volume of degree.
- Correlation between particular age group and teaching styles. Teaching styles must be different for children, youth and, adult. There must be some kind of correlation between them.
- Correlation between Parental support, and guidance and way of teaching. Parents and teacher has to work together for their children's and student's education development.

Disability:

Disability refers to physical or mental illness that restricts to work or think like a normal man/women.

Main Issues:

- Privacy issues.
- Production and pregnancy.
- Health related issues.
- Appropriate sexual behavior.

Strategies:

- Make class syllabus and list of required texts available by request to students before the start of the semester. This allows time for students to obtain materials in alternative formats and to begin reading assignments.
- Place a statement in your syllabus and make an appointment at the first meeting of the class such as: "if you are a student with a disability or believe you might have a disability that requires accommodations, please contact Dr. Brent Mosser in student service, 385 Garland, (410)516-4720. This approach preserves students' privacy and also indicates your willingness to provide accommodation as needed.
- Highlight major concepts and terminology both orally and visually.
- Emphasize main ideas and key concepts.
- Speak directly to students, use gestures and natural expressions to convey further meaning.
- Use visual aids such as diagrams, charts, and graphs; use color to enhance the message.
- Provide adequate opportunities for participation, questions and/or discussion.
- Provide timelines for long-range assignments.

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Ethnicity:

Racism is a system of advantage based on race and supported by institutions, policies and practices that benefit dominant groups and disadvantage subdominant groups. Racism is a social expression of power and privilege.

In contrast, ethnicity describes a grouping of people based on geographical region, nationality, or culture (e.g., Afro-Caribbean, Japanese, Hmong, and Kurdish).

Main Issues:

- Race and ethnicity drive many debates and policies in public education. Public policies such as the U.S. Supreme Court's limitations on postsecondary institutions' use of race-conscious measures in admitting racial minorities ("affirmative action") is just one example of race and ethnicity based policies that support a system that benefits one group and disadvantages another. This systemic support of racism is often reflected at both the institutional and individual/group level. At the individual/group level, schools are faced with increased incidents of race-related bullying, harassment and violence. At the institutional level, schools may consciously or unconsciously engage in racial bias in decisions on academic tracking, assignment to special education classes and promotion, and suspension or expulsion. Many school districts have few minority education employees relative to the racial makeup of the student population. Some districts lack culturally competent educators who are attuned to the cultural or linguistic needs of their students.

Strategies.

- Learn more about the social construction of race and racism in the United States, including how race provides systems of advantage and disadvantage
- Reflect on your own racial identity and how it has shaped your life experiences—personal inquiry is a necessary prerequisite to facilitating inquiry among others
- Foster a sense of safety around conversations on race by encouraging participants to take responsibility for their own learning and interactions, to respect each other, to avoid blame and snap judgments, and to allow for mistakes
- Create a meaningful blueprint that includes sustained inquiry, examination of challenges, and a plan to meet the needs of colleagues or students as they explore the emotional territory of race.
- In addition, in *Teaching for Diversity and Social Justice* (Routledge, 2007), Adams, Bell and Griffin offer the following "logical" or "psychological" sequence of learning activities to introduce students to concepts on race and ethnicity in a safe and effective manner:
- Begin with low-risk activities. Learners need to feel safe in order to express and examine deep feeling. Begin with activities moving from individual reflection to discussion in pairs or small groups before engaging in whole group discussions.

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- Move from concrete to abstract. For students to understand the concepts of race and oppression, they must first see examples of these concepts that are rooted in concrete experiences.
- Move from personal to institutional/societal. Before examining how race affects institutions or society, students should first explore the impact of race on a personal level.
- Move from difference to dominance. Allow students to talk about their own experiences as members of a racial or ethnic group and listen to others talk about their experiences before introducing concepts of societal dominance, social power and privilege.

Gender need:

Socially-constructed roles and responsibilities that societies consider appropriate for men and women. Equal rights, opportunities and responsibilities for men and women. One of the chief aims of its gender equality policy is to strengthen the economic independence of women and raise the percentage of women in employment. This means getting more women into work and making it possible for men and women to share work and care responsibilities more equitably.

Issues:

- Persistent gap in access to opportunities and decision-making power for women and men.
- Globally, women have fewer opportunities for economic participation than men, less access to basic and higher education, greater health and safety risks, and less political representation.
- Women's empowerment is a critical aspect of achieving gender equality.
- Relationship between men and women in society.
- The actions and attitudes of men and boys play an essential role in achieving gender equality.
- Education is a key area of focus.
- HIV/AIDS is becoming an increasingly impactful issue Maternal health is also an issue of specific concern.
- In many countries, women have limited access to prenatal and infant care, and are more likely to experience complications during pregnancy and childbirth.

Strategies:

- What can teachers do to encourage women to express themselves in the classroom? And, what can teachers do to foster empathy and listening skills in young men so they will learn to value other perspectives? In short, teachers must create an environment which gives women permission to speak. Teachers can begin to do so by including all students, promoting respect, encouraging different learning styles, and broadening the curriculum.
- Learning student's names, backgrounds, and goals.
- Plate spinning and icebreaker's work.
- Including all students and promoting respect are paramount responsibilities of the teacher who is attempting to foster a gender-equitable classroom another effective means by which to promote such a classroom is by recognizing and encouraging different learning styles.
- Mutual understanding and respect.

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Socio-economic:

Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation.

Population, health, index, economy, education, infrastructure, environment, governance and institutional capacities are the factors.

Issues:

- Poverty: Poverty is a socio-economic issue. Socio-economic issues are factors that have negative influence on an individuals' economic activity including: lack of education, cultural and religious discrimination, overpopulation, unemployment and corruption. Poverty is also a variable that determines one's socio-economic status - meaning, an individual's or group's position within a hierarchical social structure which depends on a combination of variables, including occupation, education, income, wealth, and place of residence.

Strategies:

1. Building a respectful relationship
 - The teacher calls me by my name.
 - The teacher answers my questions.
 - The teacher talks to me respectfully.
 - The teacher notices me and says "Hi."
 - The teacher helps me when I need help.
 - Non-verbal signals of respect
2. Make learning relate to a supportive context.

Students should use formal language (Martin Joost, 1972 adapted by Payne) and teacher's consultative language for communication to be conducive to learning.

To provide accurate interventions, teachers should assess students' resources according to these categories.

- Financial: Money to purchase goods and services.
- Emotional: The ability to control emotional responses, particularly to negative situations, without engaging in self-destructive behavior. This internal resource shows itself through stamina, perseverance, and good decision making.
- Mental: The mental abilities and acquired skills (such as reading, writing, and computing) needed for daily life.
- Spiritual: Some belief in a divine purpose and guidance.
- Physical: Good physical health and mobility.
- Support systems: Friends, family, and resource people who are available in times of need.

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3. Relationships and role models: Frequent contact with adults who are appropriate role models, who nurture the child, and who do not engage in self-destructive behavior.
4. Knowledge of unspoken rules: Knowing the unspoken norms and habits of a group.
5. Teach hidden rules and survival skills that work in different environments.
6. Chart and monitor progress and plan interventions.
7. Move from concrete to abstract when teaching.
8. Teach students to ask questions.

There are many school of thoughts for teaching methods or student interactions to meet the needs of diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation and ethnic background or community college learners. Every person has their own approach to choose the best methodologies to encounter these all above factors of diversification. As much as my personal experience and knowledge, I will follow the given common methodologies and strategies:

Authority, or lecture style:

The authority model is teacher-centered and frequently entails lengthy lecture sessions or one-way presentations. Students are expected to take notes or absorb information. This style is acceptable for certain higher-education disciplines and auditorium settings with large groups of students. The pure lecture style is most suitable subjects like history that necessitate memorization of key facts, dates, names, etc.

Cons: It is a questionable model for teaching children because there is a little or no interaction with the teacher.

Demonstrator, or coach style:

The demonstrator retains the formal authority role while allowing teacher to demonstrate their expertise by showing students what they need to know. This style gives teachers opportunities to incorporate a variety of formats including lectures, multimedia presentations and demonstration.

Cons: Although it's well suited for teaching mathematics, music, physical education, arts and crafts, it is difficult to accommodate student's individual needs in larger classrooms.

Facilitator or coach style:

Facilitators promote self-learning and help students develop critical thinking skills and retain knowledge that leads to self-actualization. This style trains students to ask questions and helps develop skills to find answers and solutions through exploration; it is ideal for teaching science and similar subjects.

Cons: challenges teacher to interact with students and prompt them toward discovery rather than lecturing facts and testing knowledge through memorization.

Delegator or group style:

The delegator style is best -suited for curriculum that requires lab activities, such as chemistry and biology, or subjects that warrant peer feedback, like debate and creative writing. Guided discovery and

inequality-based learning places the teacher in an observer role that inspires students by working in tandem toward common goals.

Cons: considered a modern style of teaching, it is sometimes criticized as newfangled and geared teacher as consultant rather than the traditional authority figure.

Hybrid, or blended style:

Hybrid, or blended style, follows an integrated approach to teaching that blends the teacher's personality and interests with student's needs and curriculum-appropriate methods. Achieves the inclusive approach of combining teaching style cluster and enables teachers to tailor their styles to student needs and appropriate subject matter.

Cons: Hybrid style runs the risk of trying to be too many things to all students, prompting teachers to spread themselves too thin and dilute learning.

What teaching style is best for today's student?

Today's ideal teaching style is not an either/or proposition but more of a hybrid approach that blends the best of everything a teacher has to offer according to the curriculum, socioeconomic, cultural and student's needs.

Modern methods of teaching require different types of teachers-from the analyst/organizer to the negotiator/consultant. Here are some other factors to consider as teachers determine the best teaching method for their students.

Empty vessel: This theory assumes a student's mind is essentially empty and needs to be filled by the "expert" teacher.

Active vs. Passive: Traditional lecture approach believe that an overemphasis on group-oriented participatory teaching styles, like facilitator and delegator, favor gifted and competitive students over passive children with varied learning abilities, thereby exacerbating the challenges of meeting the needs of all learners.

Knowledge vs. information: knowledge implies a complete understanding, or full comprehension, of a particular subject. A blend of teaching styles that incorporate facilitator, demonstrator, and lecturer techniques helps the broadest range of students acquire in-depth knowledge and mastery of a given subject.

Interactive classrooms: Teaching with multimedia tools.

Constructivist teaching methods:

This method tend to be group focused and inquiry driven, which includes modeling, coaching, and test preparation through rubrics scaffolding.

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Strategies for teaching culturally diverse students:

- Build relationships with students.
- Appreciate and accommodate the estimates and difference among the students' culture.
- Focus on the ways students learn and observe students to identify their task orientations.
- Teach students to match their behaviors to the setting.
- Use a variety of instructional strategies and learning activities.
- Consider students culture and language skills when developing learning objectives and instructional activities.
- Incorporate objectives for affective and personal development.
- Communicate expectations.
- Provide rationale.
- Use advance and post organizers.
- Provide frequent reviews of the content learned.
- Facilitate independence in thinking and action.
- Promote student on-task behavior.
- Learn more about cultures other than your own by attending community events, cultural festivals, lectures, workshops and expanding your socialization network.

Conclusion:

Regardless of what style a teacher adopts, it is important for teachers to develop positive attitudes, set goals and establish high expectations for students. All instructors, when developing their teaching styles, has to keep in mind these three goals (effective classroom management skills, lesson mastery) as well as the primary objective of education i.e. 'Student learning'.