



Teaching and Learning in a Diverse Classroom:
"Let America be America..."
-Langston Hughes (1938)

KCP Initiative
Michigan Department of Career Services
PO Box 30714
Lansing, MI 48909

Speakers

Robert Sylwester, Emeritus Professor of Education at the University of Oregon

will speak on the dramatic new developments in the cognitive neurosciences which are providing an unprecedented understanding of the universality, modular organization and extended development of the brain. He has written several books and 150+ journal articles. His most recent books are *A Celebration of Neurons* (Association for Supervision and Curriculum Development, 1995), *Student Brains, School Issues* (1998, Simon and Schuster/Skylight), and *A Biological Brain in a Cultural Classroom* (2000, Corwin Press). The Education Press Association of America gave him Distinguished Leadership Awards for his 1993 and 1994 syntheses of cognitive research, published in *Educational Leadership*. He has made numerous conference and in-service presentations on educationally significant developments in brain/stress theory/research. He writes a monthly column for the Internet magazine www.BrainConnection.com. Recent articles include "On Teaching Brains to Think" (*Educational Leadership*, April, 2000); "In Search of the Roots of Adolescent Aggression" (*Educational Leadership*, September, 1999); "Reducing Students' Refusal and Resistance" (with Hill Walker, *Teaching Exceptional Children*, July/August, 1998).

David Pilgrim, Professor of Sociology at Ferris State University is the creator and curator of the internationally recognized Jim Crow Museum at Ferris State University www.fems.edu/HTMLS/News/jimcrow. These racist images reflect and shape black-white relations and offer lessons on tolerance and intolerance in contemporary United States culture. For fifteen years Dr. Pilgrim has taught and written about race relations at the university level. In 1998, he received the Michigan Board of Governors' Distinguished Teaching Award. He was a recipient of the Ferris Award for Academic Excellence in 2000. He has also made numerous presentations about race relations at professional meetings, colleges, universities, schools, and civic groups. His publications include *Race Relations above the Veil: Speeches, Essays, and Other Writings* (Wyndham Hall Press, 1989), and entries on the criminal justice system, black-on-black crime, black memorabilia, and "Lovings vs. Virginia" in the African American Encyclopedia (Salem Press, 1996, 2000). His fiction has been published among other places in *Callaloo* (1999, Vol. 22, No. 4), *Reader's Break: A Literary Anthology* (1997, 1996), and *Obsidian II* (1995, Vol. 10, No. 1).

James A. Banks, Professor of Education and Director of the Center for Multicultural Education at the University of Washington has written 18 books in multicultural education and in social studies education. He is past president of the American Educational Research Association and the National Council for the Social Studies. His books include *Teaching Strategies for Ethnic Studies*, 6th Edition; *Multicultural Education: Issues and Perspectives*, 4th Edition (with Cherry A. McGee Banks); *Teaching Strategies for the Social Studies*, 5th Edition (1999); and *Educating Citizens in a Multicultural Society* (Teachers College Press, 1997). He has contributed to such journals as the *Educational Researcher*, *Phi Delta Kappan*, *Social Education*, *Educational Leadership*, and the *Journal of Negro Education*. In 1986, Professor Banks was named a Distinguished Scholar/Researcher on Minority Education by the American Educational Research Association Committee on the Role and Status of Minorities in Educational R&D. He received that committee's Distinguished Career Award in 1996. In 1994, he was the recipient of the American Educational Research Association's Research Review Award. In 1998, he received the Teachers of English and Other Languages President's Award. Professor Banks has served as a consultant to school districts, professional organizations, and universities throughout the United States and in Canada, Great Britain, Virgin Islands, Guam, the Netherlands, Sweden, Australia, Israel, Portugal, Japan and China.

Conference Purpose

This year marks the 11th annual conference focusing on achieving parity in enrollment, retention, and graduation for underrepresented minorities in higher education. The first ten conferences resulted in increased awareness, campus networks being established, identification of successful teaching methods specific to sciences and mathematics, and a growing base of support as we recognize the crisis that exists as it relates to helping minorities, and the consequences if we fail to achieve it.

The conference seeks to achieve full participation levels of underrepresented minorities in Michigan's institutions of higher education. If retention rates are not improved, minorities will never reach parity in terms of bachelor's degrees.

Equity in the Classroom XI

Teaching and Learning in a Diverse Classroom:

"Let America be America..."⁹⁹

Ferris State University • Big Rapids, Holiday Inn



Thursday, March 22, 2001

8:00 a.m.-9:45 a.m.

Registration, Holiday Inn, Big Rapids

10:00 a.m.

Plenary Session

Inserting a Developing Brain into a New Century

Robert Sylwester, Emeritus Professor of Education, University of Oregon

12:00 p.m.-1:15 p.m.

Lunch

1:30 p.m.-3:00 p.m.

Concurrent Session 1

1-A: *Fundamentals of Critical Thinking and the Art of Instruction* (Continued through 2-A)

Richard Paul, Director of Research and Professional Development at the Center for Critical Thinking, and Chair of the National Council for Excellence in Critical Thinking, is an internationally recognized authority on critical thinking with six books and over 100 articles. Dr. Paul's wide-ranging knowledge, practical strategies, and enthusiasm make him highly sought-after as a conference presenter.

As students learn to think more critically, they become more proficient at historical, scientific, mathematical thinking. They develop skills, abilities, and values crucial to success in everyday life. After a brief review of the basic concept of critical thinking, participants in this workshop will be introduced into ways instruction can be designed so that students of diverse levels of knowledge and understanding can learn effectively together.

1-B: *Problem-Based Learning*

Kristi L. Arndt, Samford University

This is the first session of a two-session problem-based learning demonstration. To observe the entire process, please attend both sessions. **For the second session of this demonstration see 3-B.** During this session a diverse group of college students presented with a real-life situation will work collaboratively, guided by a faculty facilitator, to identify what they need to learn in order to better understand the situation.

1-C: *Visual Thinking Strategies and the Diverse Classroom*

Nancy Jones, Lisa Blackburn, Detroit Institute of Arts

The Visual Thinking Strategies (VTS) method of art education engages groups of learners in an active process of discovery which encourages their aesthetic growth and the development of the higher level thinking skills of observation, interpretation, and comparison. Participants in this workshop will learn how to utilize the observational and analytic techniques of VTS in their classrooms. They will learn how to use the basic VTS techniques of looking, asking questions, listening, paraphrasing, focusing, and linking to facilitate the development of their students' higher level thinking skills.

1-D: *Learning/Memory: Acquiring/Editing/Recalling/Forgetting*

Robert Sylwester, Emeritus Professor of Education, University of Oregon

Recent cognitive neuroscience developments are changing our understanding of learning and memory. Emotion drives attention, which drives learning/memory/problem solving, and just about everything else we do. This non-technical presentation will (1) explain our current understanding of learning and memory, and of the intriguing roles that emotion/attention and narrative/sleeping/dreaming appear to play in it, and (2) suggest how educators can use this information to enhance adult student learning and memory.

1-E: *Integrating Cultural Diversity and Gender Roles: A Classroom Perspective*

Bertie M. Greer, University of Detroit-Mercy

Changing demographics are steadily affecting today's college campuses which are changing from majority male to majority female. This and the continual increase in cultural diversity present new and challenging obstacles for the college instructor. Providing a safe learning environment is necessary, regardless of the subject matter discussed. This session will discuss issues of cultural diversity and gender roles that effect students' expectations and their classroom success.

1-F: *Promoting Learning for Engineering Students Within and Beyond the Classroom*

Paul Plotkowski, Bogdan Adamczyk, and Eduardo Sanchez-Rojas, Grand Valley State University

The tools and strategies used by the Padnos School of Engineering in coordination with the Office of Minority Affairs to recruit, retain, and graduate minority students will be shared with session participants. For example, in a recent year, the percentage of African Americans in the graduating class of the Padnos School was more than double that of the institution as a whole. Workshop topics include: understanding student background and preparation, the importance of early student involvement with the School of Engineering, integrated programming practices, in-class strategies for pre-calculus and calculus-ready students, pervasive and explicit minority student targeted strategies, the role of support programs, and coordination of efforts.

3:15 p.m.-4:45 p.m.

Concurrent Session 2

2-A: *Fundamentals of Critical Thinking and the Art of Instruction.* (Continuation of 1-A) See 1-A.

2-B: *Problem-Based Learning* - See 1-B.

For the second session of this demonstration see 4-B.

2-C: *Visual Thinking Strategies* See 1-C.

2-D: *Learning/Memory: Acquiring/Editing/Recalling/Forgetting* See 1-D.

2-E: *Integrating Cultural Diversity and Gender Roles: A Classroom Perspective* See 1-E.

2-F: *Performance Art in the Diverse Classroom*

Barry Mehler, Ferris State University
Performance art is a method of involving students both intellectually and emotionally in topics that are controversial and difficult to discuss using normal lecture techniques. Using minimal costuming and props the professor takes on a character, such as a Klansman and speaks in the voice of the Klansman. The professor is freed to convey the emotional and psychological state of historical or sociological characters. This session will include a performance and a discussion of the pedagogical problems inherent in this medium.

5:00 p.m.-6:00 p.m.

University of Michigan Undergraduate and Law School Lawsuits

John Matlock, Lester Monts, Ted Spencer, University of Michigan

This session will provide an update of the two cases, review U-M admissions practices including changes over the past five years, and discuss how data was collected in a longitudinal research project to demonstrate the educational benefits of having a diverse student body.

5:00 p.m.-6:00 p.m.

Reception

6:00 p.m.-8:00 p.m.

Dinner and Plenary

Lessons from the Jim Crow Museum: Using Racist Images to Teach Tolerance

David Pilgrim, Professor of Sociology, Ferris State University

Friday, March 23, 2001

7:00 a.m. -8:00 a.m. Continental Breakfast

8:00 a.m. -9:30 a.m.

Concurrent Session 3

3-A: *Fundamentals of Critical Thinking and the Art of Instruction* (Continued through 4-A) See 1-A.

3-B: *Problem Based Learning*

This is a continuation of session 1-B.

Following a period of self-directed study, the group members will reconvene to continue their work with the problem. After the demonstration, the facilitator and students will respond to questions from the audience about the PBL process.

3-C: *Visual Thinking Strategies*

See 1-C.

3-D: *Constructing Identity: Questions Affecting Student Success and Classroom Interactions*

Michael D. Phillips, Brigham Young University

This workshop focuses on the fundamental issue of identity construction among students and how it affects academic performance as well as the teaching/learning environment in the classroom and beyond. In this session we will discuss the seeming cultural fragmentation associated with the rise of distinct identity markers.

3-E: *Integrating Cultural Diversity and Gender Roles: A Classroom Perspective*

See 1-E.

3-F: *Promoting Learning for Engineering Students Within and Beyond the Classroom*

See 1-F.

9:45 a.m.-11:15 a.m.

Concurrent Session 4

4-A: *Fundamentals of Critical Thinking and the Art of Instruction* (Continuation of 3-A) See 1-A.

4-B: *Problem-Bered Learning* - See 3-B.

This is a continuation of session 2-B.

4-C: *Visual Thinking Strategies* See 1-C.

4-D: *Constructing Identity: Questions Affecting Student Success and Classroom Interactions* See 3-D.

4-E: *Integrating Cultural Diversity and Gender Roles: A Classroom Perspective* See 1-E.

4-F: *Performance Art in the Diverse Classroom* See 2-F.

11:30 a.m.-12:30 p.m.

Plenary Session

Diversity, Citizenship Education and Curriculum Transformation

James A. Banks, Professor of Education and Director of the Center for Multicultural Education, University of Washington

12:30 p.m. Pick-up-and-go Lunch

Teaching and Learning in a Diverse Classroom:

"Let America Be America..." Langston Hughes (1938)

Conference Registration Deadline:
March 5, 2001

Please indicate your attendance by checking the appropriate box(s).

Thursday, March 22, 2001

Plenary Session

Luncheon

Please circle choice:

Concurrent Session 1 A B C D E F