
TEACHER AWARENESS: FROM ENGAGING WITH DIVERSITY TO LEARNING *FOR* DIVERSITY

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INTRODUCTION

- Diversity in Higher Education
 - Graduates attributes
 - Subject outcomes
- Overview of the project and key findings
- Principles/Approaches to Learning
 - Learning *about, from* and *through* diversity
 - Learning *for* diversity
- The journey of learning and constraints

DIVERSITY IN HIGHER EDUCATION

Government

- Shift toward internationalisation of higher education in the last twenty years (Liddicoat 2009)
- Retention of international students can take a one-way view (Ryan & Viete 2009)

Institution

- Graduate attributes related to being 'global citizens' but often loosely defined (Arkoudis et al. 2012)
- Limited understanding of the 'student experience' of diversity in practice (Burdett & Crossman 2011)

Classroom

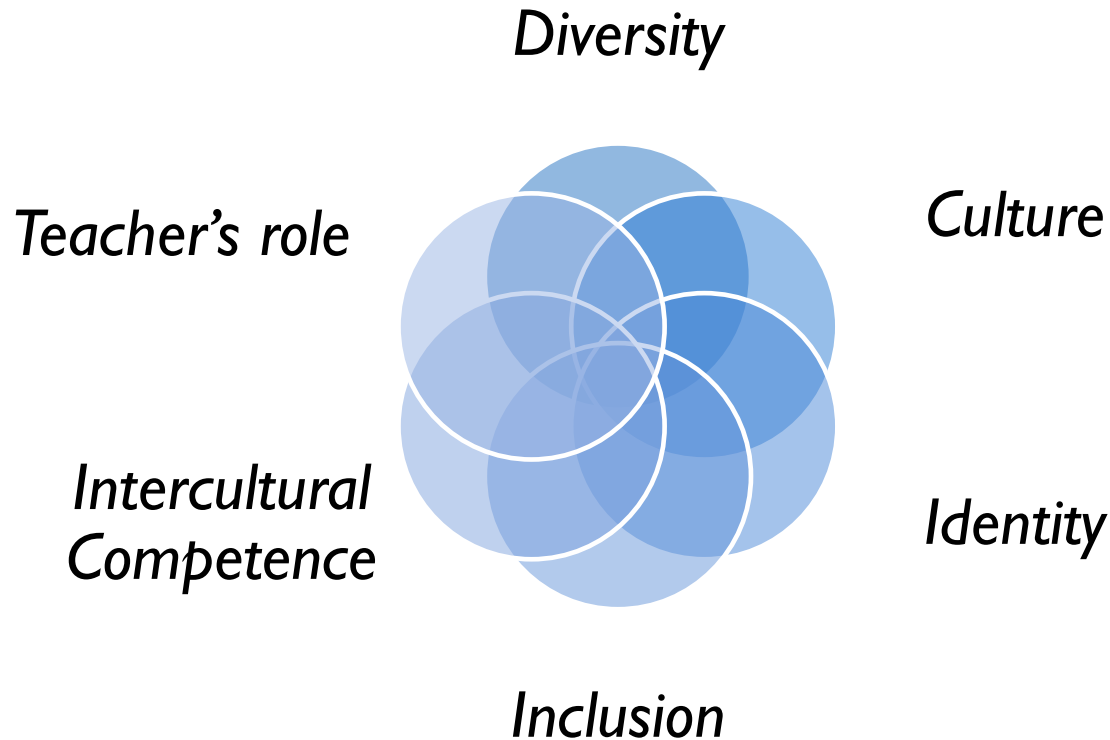
- Diverse classes does not necessarily result in 'global citizens' (e.g. Arkoudis 2006; Crossman 2011; Leask & Carroll 2011)
- Often not part of the subject outcomes
- Diverse classes require adjustments in approaches to learning which requires professional development

THE PROJECT

- Reflexive case study
 - Seven tutors including the researcher
 - Data collected in a higher education pathway provider
 - Pre-semester focus groups, classroom observations, critical incident reflections and individual interviews
 - Post-semester focus group and surveys
- Researcher as participant and influencer
 - My role as initiator, facilitator and colleague

FINDINGS

Shared *mis*/understandings found in the study



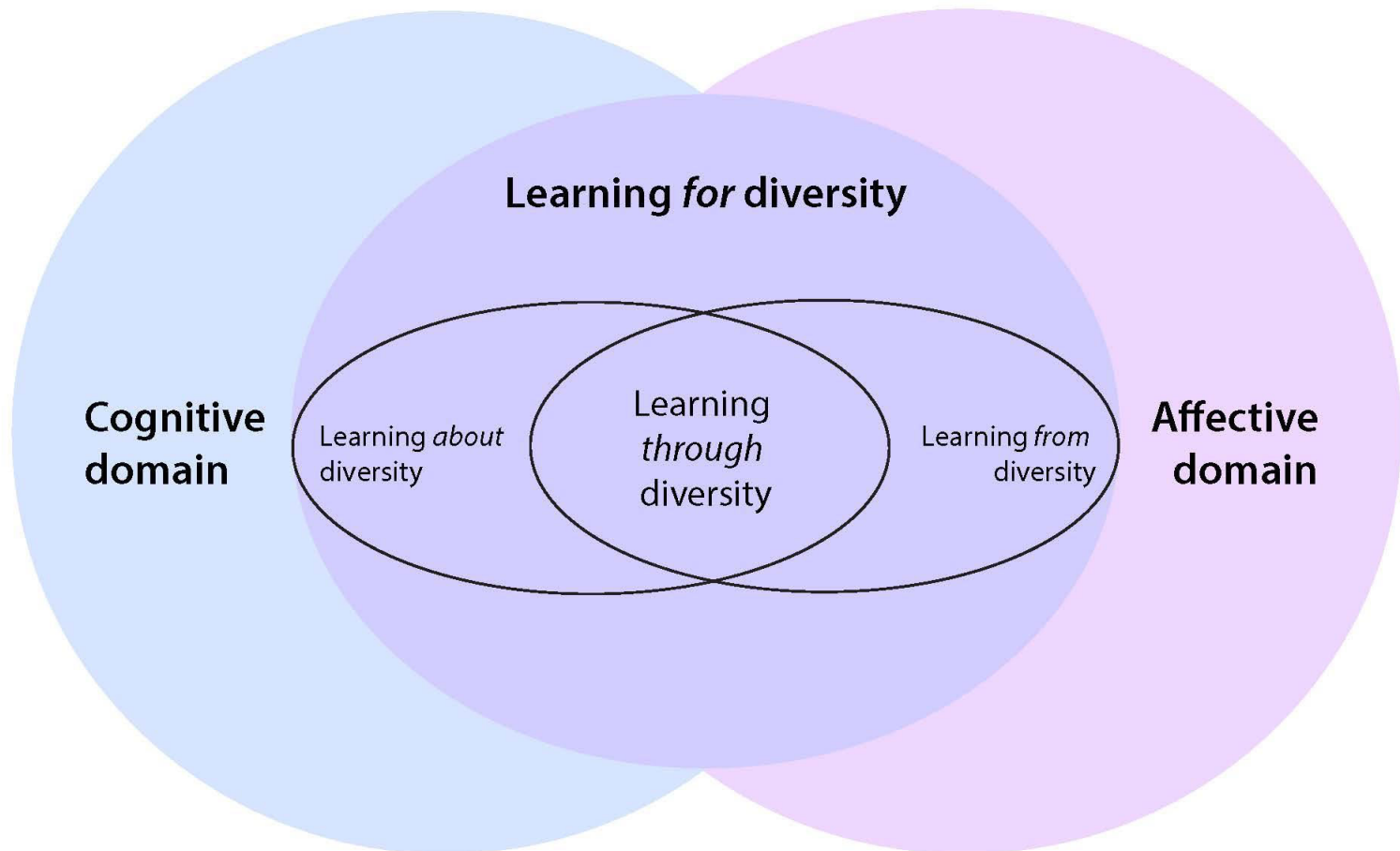
APPROACHES TO LEARNING

- Diversity presents challenges and opportunities
- Learning approaches in diverse contexts
 - Learning *about* diversity
 - Learning *from* diversity
 - Learning *through* diversity
 - Learning *for* diversity

APPROACHES TO LEARNING

Learning approach	Description	Domain
About	Learning by <i>knowing</i> about others and who they are.	Predominantly Cognitive
From	Learning from <i>being</i> with others.	Predominantly Affective
Through	Learning through <i>collaborating</i> with others.	Cognitive with affective elements
For	Learning as <i>appreciating</i> identity in self and others.	Affective with cognitive elements

LEARNING FOR DIVERSITY



POTENTIAL OPPORTUNITIES AND CONSTRAINTS

- Learning *for* diversity entails thinking about how culture shapes identity (Garcia 2011) and reproduces values (Srinivasan 2017)
- Learning *for* diversity is relationship-driven (affective), reflexive and unpredictable
- The role of the teacher is reconceptualised as cultural learner – collaborative Journey of Learning
- Constraints and challenges
 - Potential to disrupt one's world view (Otten 2003) – teachers may avoid it
 - Time pressures
 - Assessment focused – not an outcome

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