



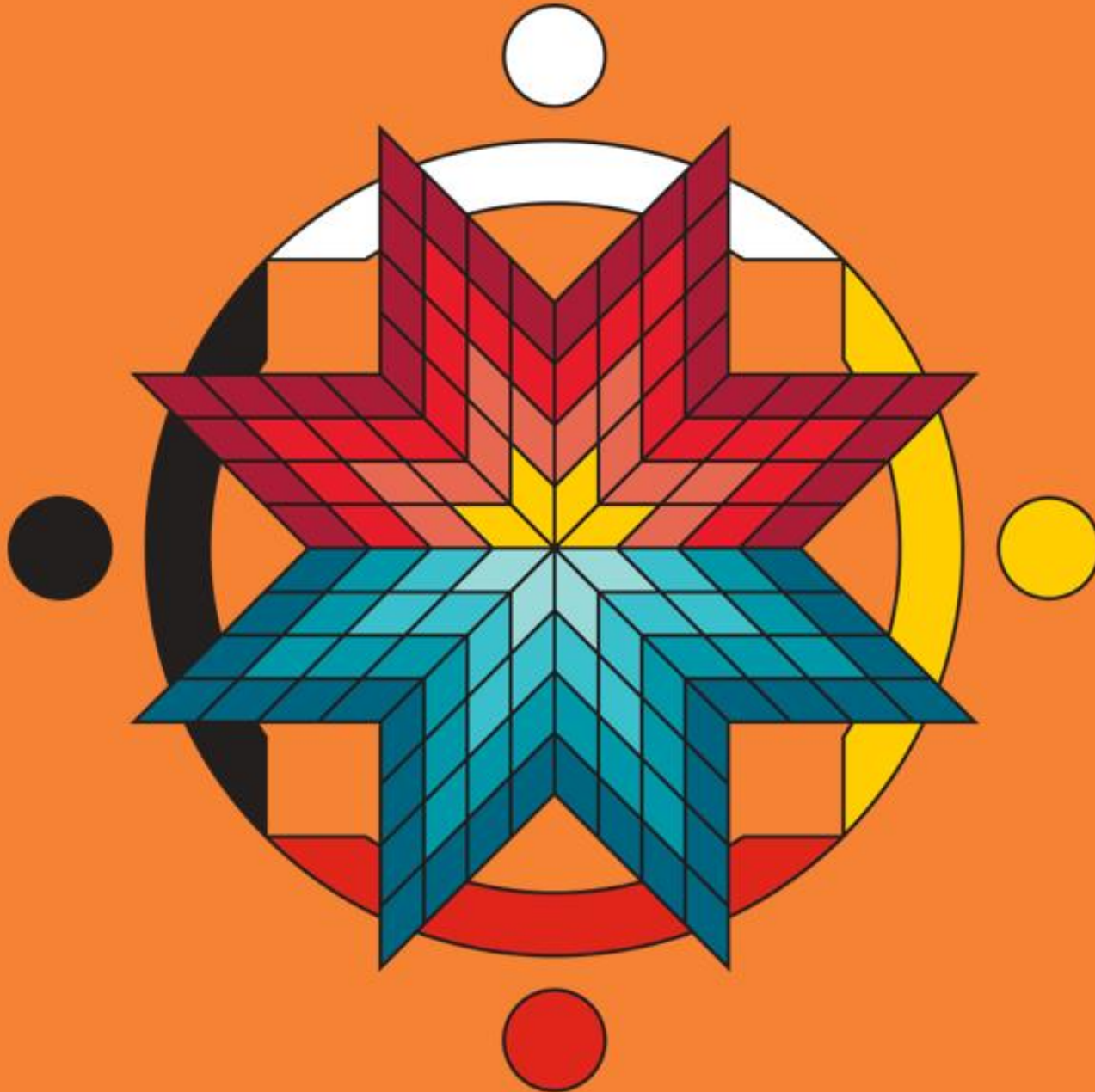
TEACHING &  
LEARNING  
EXCHANGE

evolVED

# Culturally Inclusive Teaching Strategies

Devonne Sitzer





## LAND ACKNOWLEDGEMENT

George Brown College is located on the traditional territory of the Mississaugas of the Credit First Nation and other Indigenous peoples who have lived here over time.

We are grateful to share this land as treaty people who learn, work and live in the community with each other.

[Learn more about our land acknowledgement.](#)

# evolvED → → AGENDA

June 29, 2023



## AGENDA / LEARNING OUTCOMES

1. Intro.
2. Classrooms today and moving forward.
3. Culture and cultural awareness.
4. Activities and assessments – Do they understand?
5. Engagement strategies, gamification and interactive activities.
6. Supporting ALL students regardless of barriers.
7. Conclusion.
8. Q & A.



# Introduction – today's learning outcomes

- *Explore how we, as teachers, can develop our understanding of our students and be more culturally aware.*
- *Evaluate if learners understand and/or are following along.*
- *Discuss Engagement methods for learners through interactive activities (such as games, small group, and paired learning).*
- *Remove language barriers and support learners whose first language isn't English while ensuring content is delivered.*

# Hi, I'm Devonne!

- A bit of background.....
- I am a Red Seal Chef of 20 years.
- My passion is teaching!
- 10 years teaching at Ontario Colleges.
- 2 years teaching abroad as an exchange teacher in Taiwan at National Kaohsiung University of Hospitality and Tourism.



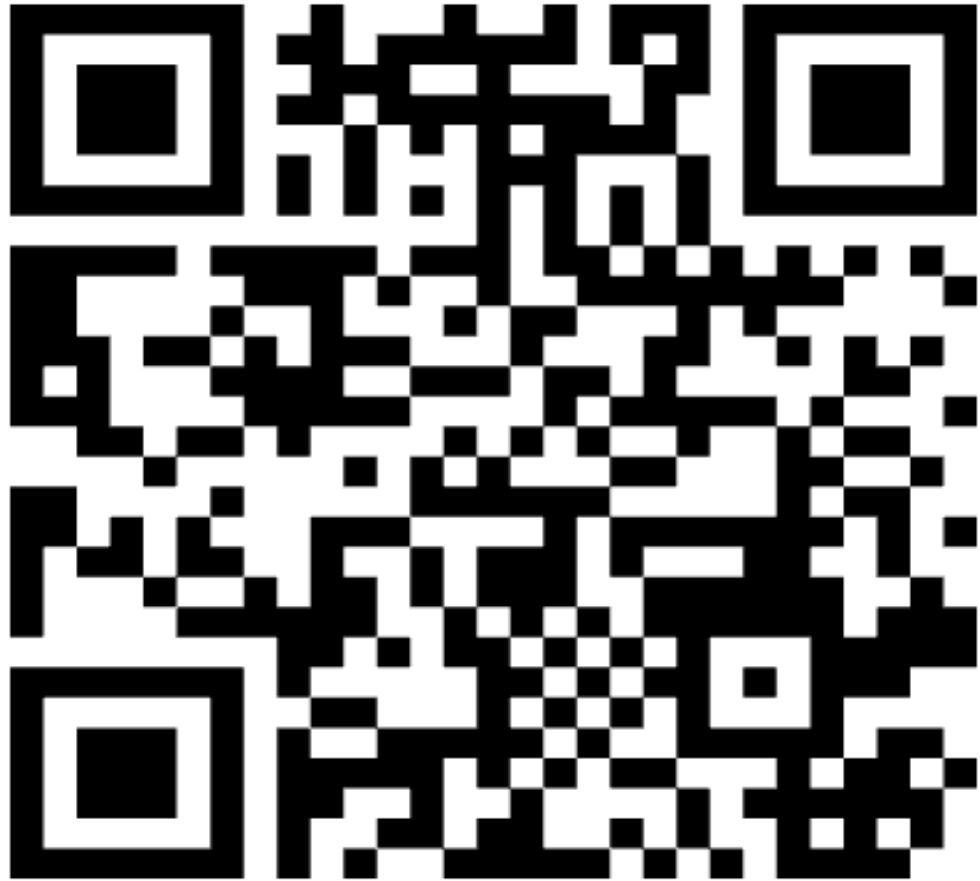
# George Brown is International!

- 30,000+ full-time students\*
- 30% of our students are international\*
- 64% of my students are international *(coming from Israel, Colombia, India, Vietnam & more) (June 2023)*



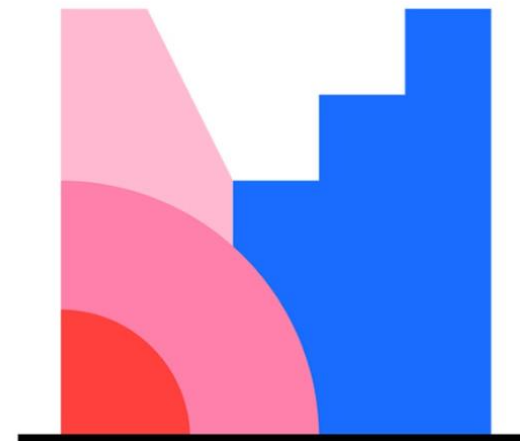
\*Source <https://www.georgebrown.ca/media/gbc-international-viewbook-english-2023-2024>

# What does Culture and Diversity in your class look like?



<https://www.menti.com/almfaldpfery>

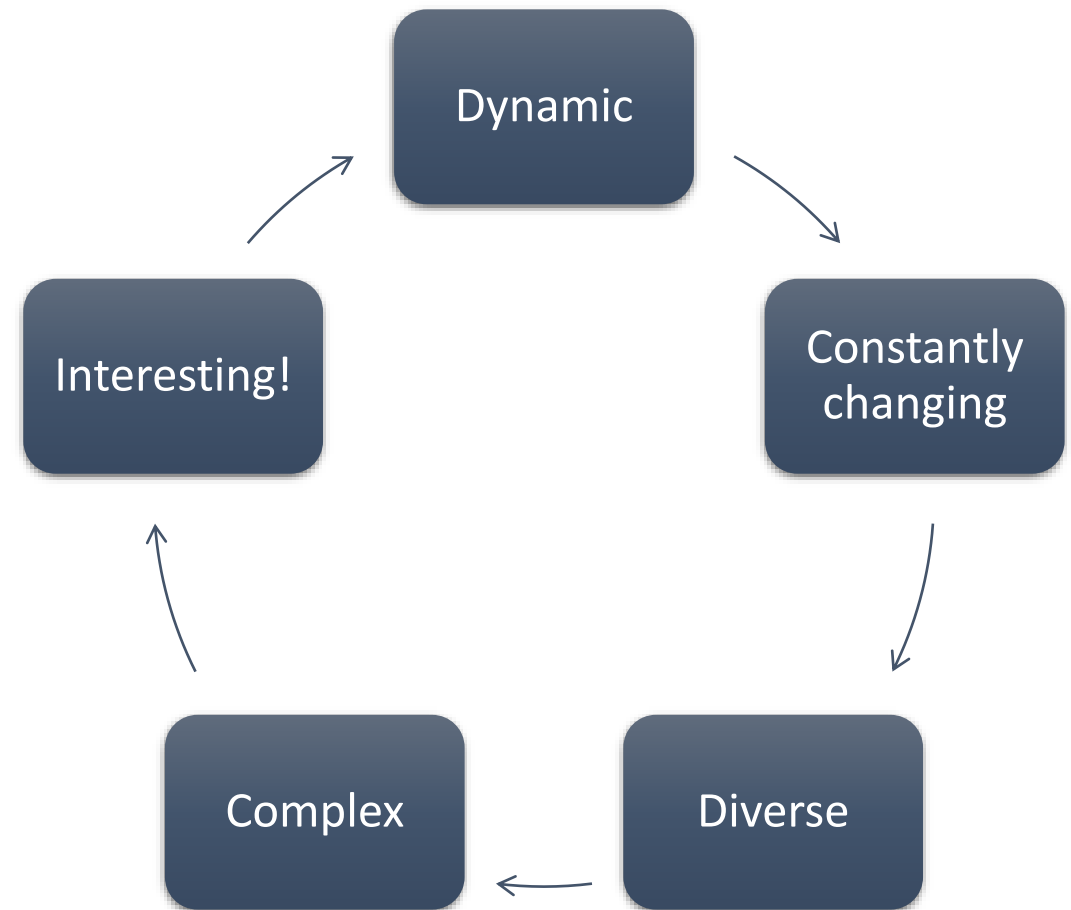
The voting code **6775 3338**



**Mentimeter**

# Culture Diversity in our classrooms

- Diversity may include...
  - Cultural Identity.
  - Lifestyle.
  - Background.
  - Communication Style.
  - Moral values, ethics, race, gender, status and individuality.





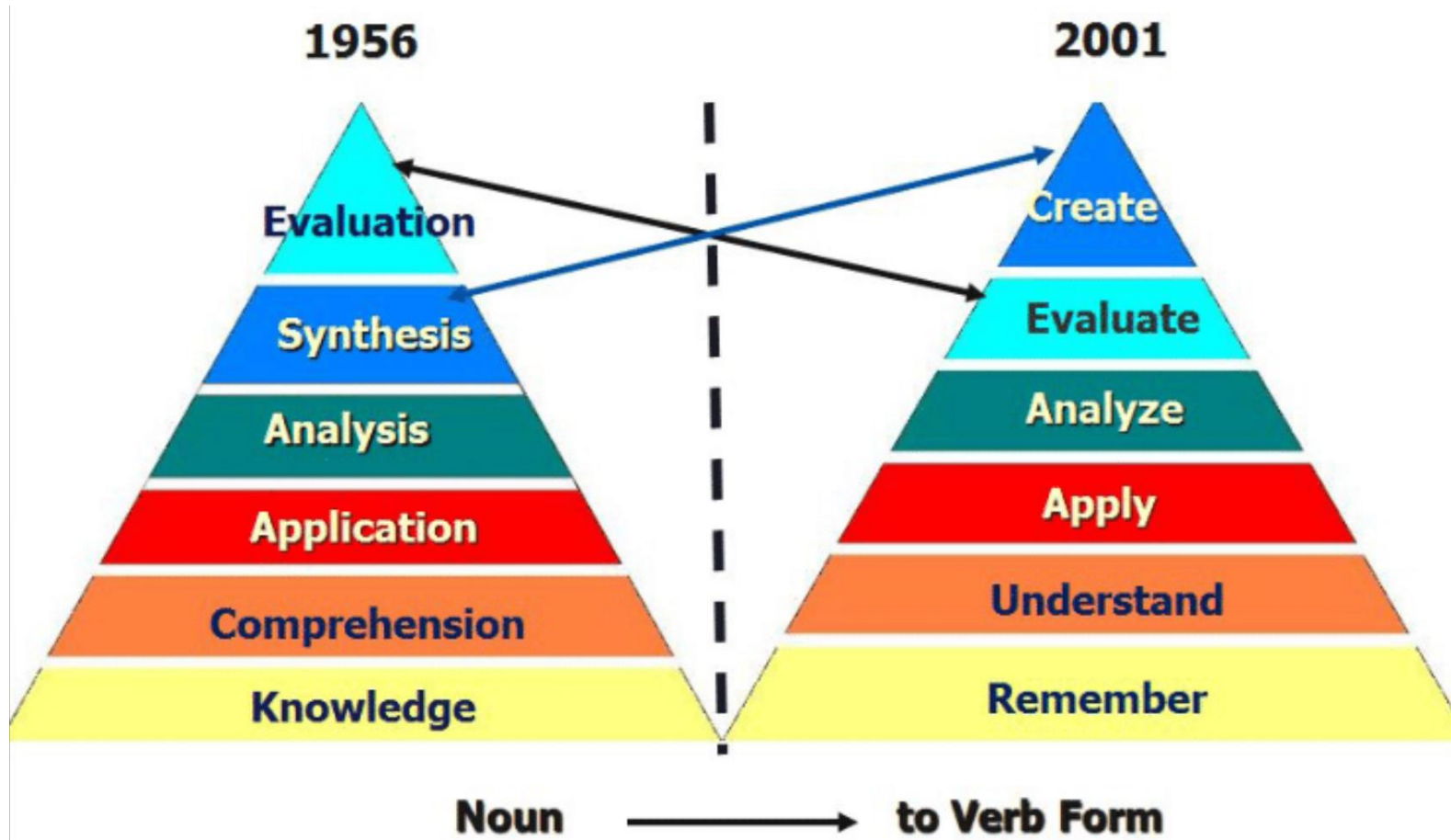
# Our Role as Teachers (and our responsibility)

- We are defined by our own cultural backgrounds and experiences – be aware.
- Understand who they are and where your students come from.
- Foster an inclusive classroom environment.
- Create varied assignments and activities.
- Cultural variability – teach in inclusive ways for various learning styles.
- Embrace a heightened awareness of your own UDL teachings.

= Proactive teaching!



# Blooms Taxonomy before and now



# “Doing” is key!

***“Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results.”***

— John Dewey

# Example: Asia vs. North America

- Teacher-centered with much respect given to hierarchy position and status.
- Students expect teacher to outline paths of learning, lessons could be detail in content and coverage.
- Students expected to respect teachers, harmony in class with minimal questions asked by students.
- Relationship is important and often extends beyond classroom.
- Communication is implicit and indirect.
- Structural learning situation preferred; examination predominately used.
- Success based largely on academic performance, brings pride oneself and family.



# Reflect on your own teaching styles with CANDY!

Time to open the mystery envelopes!

Based on the colour of candy, get into groups and discuss...

- What do you do to connect? RED.
- What does valuing diversity look like in your classroom? BLUE.
- Have you created an inclusive opportunities for a variety of learners – If so, how? Green.
- 5 minutes.





# Activities & Games

- Learning in small groups/teams
  - Encourages collaboration.
  - Less teacher assistance.
  - Exposed to new or different views.
  - Practice language skills.
- “Candy Questions”
  - Each colour of candy (M&M’s® or Skittles®) represented a question. In order to eat the candy, the student must correctly answer the question.
- “Around the World”
  - Presents students with questions on “flashcards”. Students stand at the back of the classroom to begin. With each question, the student who answers fastest moves closer to the front of the classroom with the one moving it all the way to the front of the classroom winning a prize.



# Activities & Games Cont.



- “Think-Pair-Share”
  - Collaborative discussion strategy designed to provide students with time to think and formulate their individual thoughts and ideas about a given topic or concept before forming a pair with a peer to share.
- “Twitter”
  - Students sum up lesson and interact with messages, “tweets”.
- “Tech apps” – Padlet, Google docs, Socrative.
- Think outside the box



# Do they get it???



# Assessments

- Exit tickets: Use exit tickets as a quick formative assessment at the end of a lesson. (Post it notes work great!)
- Ask open-ended questions that require students to explain their thinking or provide examples.
- Self & Peer assessment.
- Digital tools and technology – Poll everywhere, Kahoot, Quizlet or Socrative.



Poll Everywhere



# Feedback

- At the beginning of the class/course consider asking ...

“What kind of teacher do you want?”

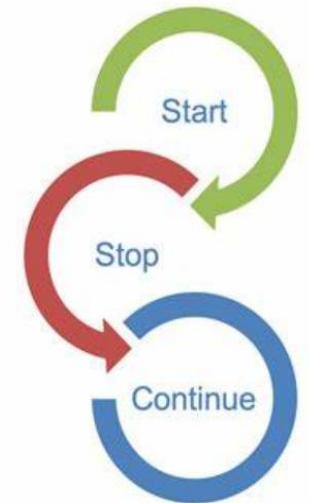
Provide post-it notes and have them leave it on the door when they leave.



- Check in midway through see where class is at.

Remember “Stop Start Continue”.

- Finish with *Poll Everywhere* or *Mentimeter*.





What is this?



**Rhubarb**

# Supporting ESL Students



When supporting international learners whose first language isn't English, it's essential to address language barriers while simultaneously teaching content effectively.

- Keep your expectation high for all students!
- Provide Differentiated Assessments: Consider oral presentations, visual projects, or demonstrations, which allow students to showcase their understanding in different ways.
- Use all senses.
- Use pictures, videos and bring in samples when possible.

# Conclusion

- No teacher education course can cover every potential conflict!
- Using UDL with Culturally responsive teaching methods help to make our teachings deeper, wider and more culturally inclusive.
- Be clear. Set expectations. Be consistent.
- Think outside the box; vary your lessons to reach all students.
- Have fun and connect with your students and provide a supportive and inclusive environment.

# Q & A



**Thank You!!!**



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# THANK YOU!

## Conference Agenda

START	END	DESCRIPTION	LOCATION
8:00 AM	8:55 AM	Registration & Breakfast	Atrium
9:00 AM	9:30 AM	Land Acknowledgement, Hand Drum and Opening Remarks with Dr.Gervan Fearon	SJC 406 with online option
9:30 AM	10:45 AM	Keynote Speaker: Brenda McDermott	SJC 406 with online option
10:45 AM	11:00 AM	Music and Move to Session 1	
11:00 AM	11:45 AM	Concurrent Session Block 1	On-campus with online option
11:45 AM	12:50 AM	Luncheon	
1:00 PM	2:00 PM	Plenary Conversation with John Weigelt	SJC 406 with online option
2:00 PM	2:15 PM	Music and Move to Session 2	
2:15 PM	3:00 PM	Concurrent Session Block 2	On-campus with online option
3:00 PM	3:30 PM	Wine & Cheese Social	Atrium
3:30 PM	4:00 PM	President Awards & Concluding Remarks	Atrium

