Implementing Integrated Multicultural Instructional Design in a Freshman Seminar

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Presenters

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Agenda

• Brief introduction to the PIRIMID model (see separate handout for guiding principles)
• Description of PsTL 1907W
• Implementing IMID
• Course evaluation results: SRTs, course evaluation questionnaire, focus group
• Small-group discussion
Integrated Multicultural Instructional Design (IMID)

Our vision of IMID resembles a pyramid. Its foundation is a collaborative community of postsecondary administrators, faculty, student development and academic support professionals, and students who express their commitment to diversity, multiculturalism, and social justice throughout the educational process.
Promoting Inclusion & Retention through IMID (PIRIMID) Model

From the perspectives of first the learner and then the educator, the four sides of the IMID pyramid depict:

• How we learn / how we teach
• What we learn / what we teach
• How we access academic support services / how we support learning
• How we demonstrate what we have learned / how we assess learning
PIRIMID Model

(Graphic by Irene Duranczyk, PsTL, U of MN)
PsTL 1907W: Exploring Diversity in the U.S. Through a Popular Culture Lens

• 3 credits; met once per week for 2.5 hours
• 15 students: Very diverse group
• Writing intensive
• CLE Diversity & Social Justice in the U.S.
• Practicum student: Danni Song
• Visiting scholar: Zhou Zhou
• See syllabus handout
Implementing IMID in PsTL 1907W: How We Teach

• Began with emphasis on everyone getting to know one another
• Explored diversity & social justice through ads, film, TV, dance, music, rap, art
• No lecture or exams
• Students developed the discussion Qs
• Multiple formats for discussion (e.g., “Speed Discussion”)
“Speed Discussion”
(Photo by Danni Song)
Implementing IMID in PsTL 1907W: What We Teach

- Explored numerous aspects of social identity: Age, race, ethnicity, religion, gender, sexual orientation, citizenship, language, disability, etc.
- Students can pursue their own interests, both in terms of different aspects of social identity and multimedia
Implementing IMID in PsTL 1907W: How We Support

- Textbook with sections on evaluating & documenting sources, examples of mind maps for organizing writing
- Reading on pop culture as a field of academic study
- Scaffolding of writing assignments
- Information about campus resources
- Examples of student work
Implementing IMID in PsTL 1907W: How We Assess

• Begin with low-stakes assignments
• Different types of writing for different audiences
• Balancing writing-intensive expectations (at least 50% of grade) with creative alternatives—individual & small group, presentations (also scaffolded), choice of art forms/media
• Example: Culture jamming
Final Projects for PsTL 1907W

• Projects balanced final paper requirement (neither were high stakes, both were scaffolded)
• Formats up to students (indiv. or gp., road map by 5th week, anything BUT a paper)
• Encouraged student creativity, and more fun to grade, too!
Examples of Student Projects

• Poetry, spoken word
• Short stories, fables
• Children’s book
• Videos:
  http://www.youtube.com/watch?v=_Toflcygd9k,
  http://www.youtube.com/watch?v=0GF9PyRdfjA&feature=youtu.be
• Community engagement: See slides 15-18
Poem/Performance: “Black Girl”

Some people think racism doesn’t exist
Maybe because we have a black president
I personally think that racism is still alive today
Like a flesh eating virus it creeps in anyone in every way
I still get the glares, the stares, the why the hell is she here?
Affirmative action that’s the only reason why you’re here
Because you obviously can’t endure the next four years
I can walk into a store and be judged
But I’ll brush it off and just shrug
My shoulders because now I can see
Why she greeted the white girl but not me
In high school it was “hey black people got money too”
You have nice clothes what do your parents do?
Some people think racism doesn’t exist
Maybe because we have a black president
You might think we live in a
“We are the world” world
But no matter how far I go
The world sees another
Black girl
Our Day

- Went to Habitat house at 8am until 4pm
- Split up into groups
Painting at Habitat for Humanity
Preparing a Fence for Painting
Why Service Matters

Mental Health & Housing

When families have few affordable housing options they may be forced to live in substandard housing that puts their mental health at risk.

It is commonly known that mental illness can lead to homelessness, but a 2005 study showed how often it goes the other direction. Homelessness causes mental illness more often than people realize.1

Studies show that stable housing can be the most effective way to begin treatment of mental health illness for people experiencing homelessness (called “housing first”). Once in stable housing, mental health services and case management can be more effective.2

A person who sees physical signs of decay in their neighborhood is more likely to feel depressed than someone whose neighborhood looks in order, even if both neighborhoods are actually in the same condition.3

Substandard housing problems...

- overcrowding
- noise
- mold and pest intrusion
- faulty heating and plumbing
- undergoing foreclosure
- lack of affordability

1. worries about paying mortgage or rent
2. fear of eviction, foreclosure, homelessness
3. frequent moves

...can lead to these short term mental health conditions...

- stress
- depression
- anxiety
- aggression
- social withdraw

...that create these long term conditions:

- chronic mental illness
- high blood pressure
- diabetes
- obesity
- heart conditions
- substance abuse
- suppressed immunity

1. Estimates vary, but a 2005 study found that 70% of people who are homeless in the United States have mental illness.4
Course Evaluation Results

• University SLOs: On 10-point scale, where 1 = “not at all” and 10 = “outstanding,” means ranged from 8.43 to 9.21

• Course objectives: Means ranged from 8.50 to 9.43

• Implementation of IMID: Means ranged from 9.21 to 9.50; mode was 10 for all items
SRT Results

• On 6-point scale, means ranged from 5.64 to 5.93
• Median and mode were 6 for all items
• “The instructor treated me with respect”: $M = 5.93$
Focus Group Results

“What have you learned about diversity and social justice in the U.S. as a result of your participation in PsTL 1907W?”

“I just really appreciated discussing diversity and really having to think about it 'cause, yeah, I've talked about it in a lot of other classes but not this in-depth and . . . going into different aspects of diversity rather than just race and I think the discussion methods and everything really made all of us think critically about it.”
Focus Group Results

“This class used the Socratic method . . . . Students develop their own discussion questions and discussion is seldom facilitated by the faculty member. How did you feel about that?"

“. . . when we ask the discussion questions instead of the instructor it like insures that what we're talking about is things that we are interested in and curious about instead of just what the faculty member might think is important.”
Focus Group Results

“Now that you have completed the course, do you believe that popular culture can be an appropriate lens for studying cultural diversity? Why or why not?”

“I definitely think pop culture's a good way to study cultural diversity. . . . it's relevant to us today, it's easy to relate to, and in this class with the freedom in the assignments we got to pick which parts of pop culture were especially interesting to us and we got to explore that aspect of cultural diversity. . . .”