

Student Diversity

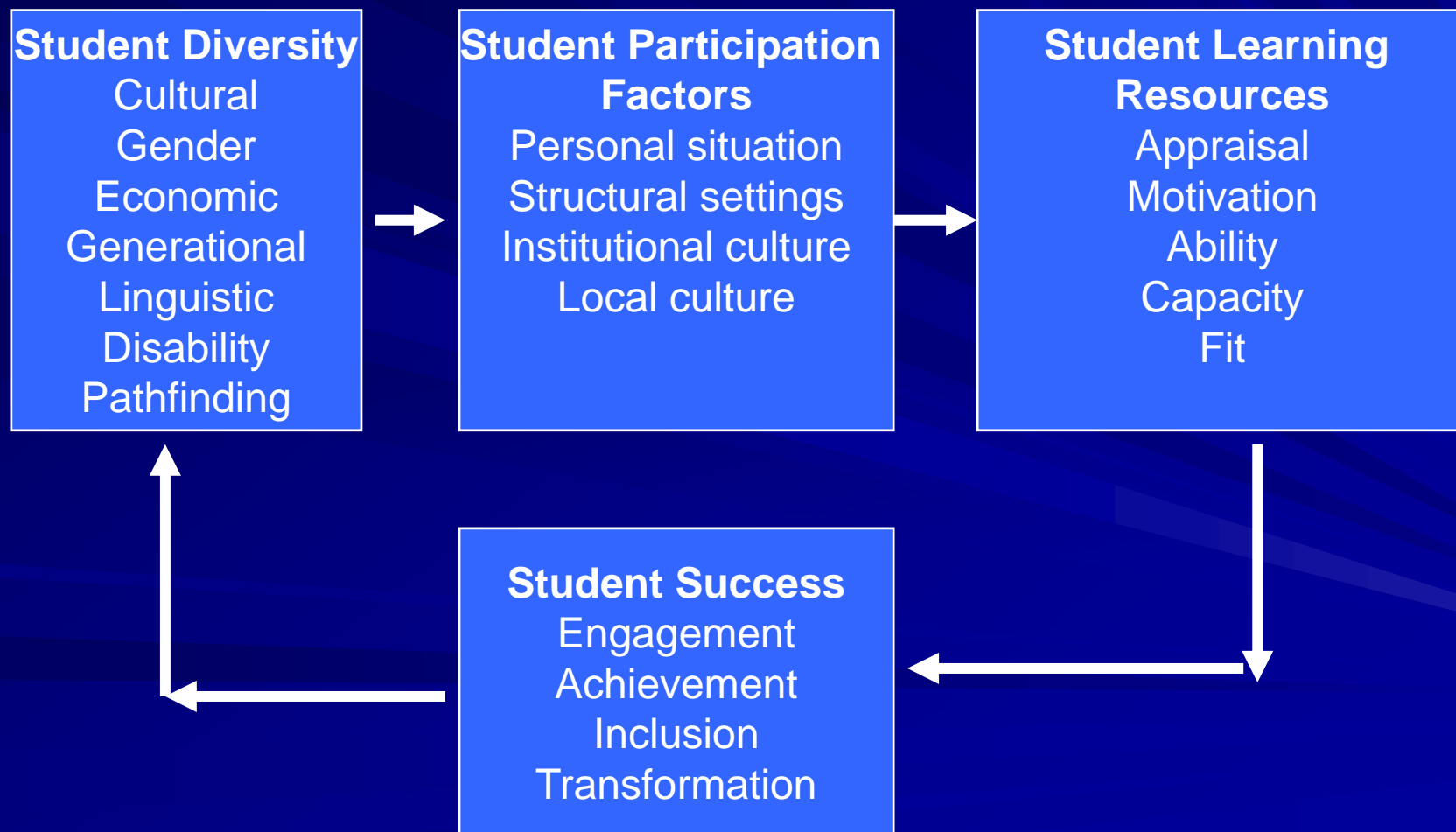
**FYE Curriculum Design Symposium
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Overview: *What will we cover?*

- How are students different?
- What are typical responses and emerging narratives to student diversity?
- What do we know about 'diversity friendly' cultures?
- How do we design with student diversity in mind?
- What activities are transition supportive?

Transition into University: *How are students different?*



States of Diversity: *What are some typical responses?*

1. Denial
2. Frustrated awareness

3. Tolerance
4. Remediation

5. Active engagement
6. Inclusive social change

A Tale of two Paradigms: *What are our academic narratives?*

Traditional Teacher Centred Conception

Teaching and delivery

Separation of academic and pastoral

Silos

Social Darwinism

Student deficits

Emerging Student Centred Conception

Design and facilitation

Integration of academic and pastoral

Partnerships

Shared responsibility

Student resources

What makes a difference: *What do we know about 'diversity friendly' cultures?*

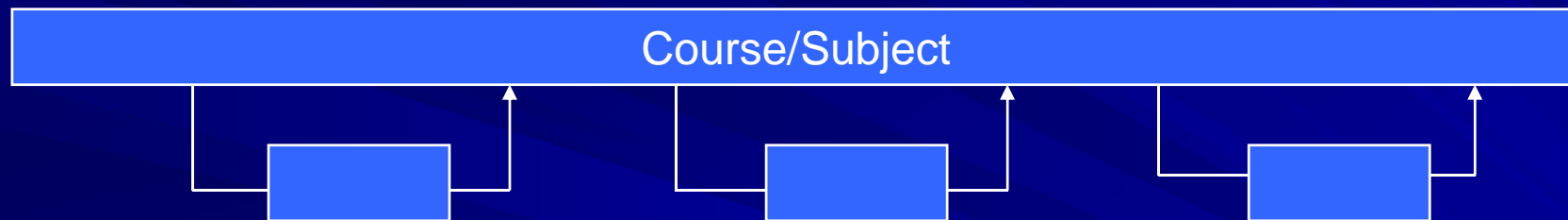
- Identity markers and touch-points
- Safety and respect
- Inter-group interaction
- Efficacy expectations
- Assumption testing-two-way
- Self-management of leaders
- Policy-practice alignment
- Breaking of the student diversity-quality nexus conflation
- Conscious design and necessary structure
- Flexibility and responsiveness
- Identifiable support pathways/navigation beacons

Designing for Diversity: *What are some options?*

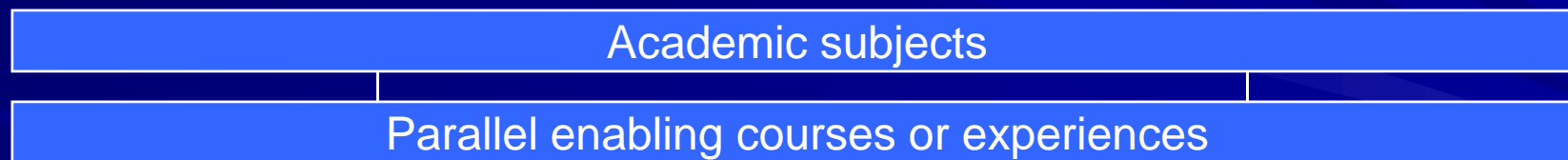
A. Preparatory



B. Supplemental-remedial



C. Complementary



D. Integrated Inclusive



Key Propositions: *What do we know from the literature?*

- **Departure is not destination:** 'Time on task' is the key predictor of academic success.
- **Relationships are 'protective':** Investing in community building pays off.
- **Success may be a revolving door:** Student retention/attrition is an over-determined phenomena and require multiple attempts.
- **Students cannot live by support alone:** 'More support' is not necessarily 'effective support'--- both challenge and support are required
- **Those that need often don't ask:** Paradox of student help-seeking

Practical Magic: *What are 'transition-supportive' goals?*

- Perceived relevance
- Developing 'early efficacy' as a learner
- Active engagement in the learning community (tasks, roles and settings)
- Enhancing self-regulation
- Facilitating higher-order learning
- Mutual responsibility

Practical Magic: *What activities are 'transition supportive'?*

- Peer mentoring
- Group work
- Project work
- Authentic assessment
- Variety of learning tasks/modes
- Community building
- Surfacing un-discussable/taboo topics
- Formative feedback and feed-forward
- Self-assessment of approaches and skills
- Process reviews

Take away message

*Ultimately what we do and how far we are prepared to go depends on the extent to which we **believe in our students!***