**Diversity in Higher Education: Pre-session task for Pre-sessional Teaching Staff**

**Pre-session tasks:**

1. **Unconscious Bias Tests**
2. **Your Cultural Identity in the classroom: Questions to think about**
3. **Optional reading**

**Teacher identity:**

1. **Harvard University Unconscious Bias Tests:** The purpose of this task is to think about the extent to which we as teachers are aware of our own biases. Do at least one before the session. Each one takes about 5 minutes. You’ll notice that some are US-focused, while others, e.g. ‘Disability’ (at the bottom of the list), race and gender are more universally relevant. NB While we will discuss how useful/ accurate the tests are, you will not be asked to reveal your results.

Project Implicit: Harvard Unconscious Bias Tests <https://implicit.harvard.edu/implicit/takeatest.html>

1. **Your Cultural Identity in the classroom: 8 Questions to think about**
2. Our students will hear many different accents and varieties of L1 or L2 English and encounter different teaching approaches during their academic careers and in their future professional lives. The following questions are intended to help you to think about your own cultural identity and cultural influences on your teaching.
3. If you use another accent or a different variety of your first language besides the one you use at home, in which contexts do you use it? (Please give details.)
4. Thinking about the accent or language variety that you speak at home or with friends, tick √ the level of prestige generally associated with it:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Low | Moderate | High | Perceived as high by its speakers, low by non-speakers | Other | Don’t know | Prefer not to say |
|  |  |  |  |  |  |  |

c) Can you explain your answer?

1. Is the accent or variety of English you use when teaching important? Why? / Why not?

………………………………………………………………………………………………………………………………………………

1. Which type of discourse did you mostly experience when *you* were a student: ‘authoritative’ (the lecturer spoke, we listened) or ‘persuasive’ (lecturers directed us towards sources of information and enabled us to reach our own conclusions) (Bakhtin, 1981)?

**Teaching practice:**

1. How have your student experiences (e.g. Q3) influenced *your* teaching, if at all?
2. Which communication style best describes your interaction with students? (Ting-Toomey, 1999)
3. Person-oriented: individual-centred, emphasis on informality & role suspension – symmetrical interaction; lecturer + student use first names
4. Status-oriented: role-centred, emphasis on formality & large power distance, asymmetrical interaction; use of titles to indicate difference in status
5. Other?

1. Have you ever adjusted your teaching approach based on the previous academic culture of your students?

If 'Yes', how and why? (If ‘no’, please explain. )

1. Pre-sessional students go on to study a range of academic subjects. They need to know that methods of knowledge creation and academic practice differ between the natural sciences and the social sciences. How could you explain these differences to your students? (Examples: disciplinary differences in research philosophy/ research methodology/ writing genres/ assessment practices/ notions of student autonomy/ ……………………..)
2. Some university students are interested in their subject and quickly grasp academic requirements such as extensive reading, adopting a critical approach and autonomous, deep learning - they ‘virtually teach themselves’ (Biggs, 1999:57); while others adopt a more superficial approach and make enough effort merely to pass. What can teachers do to enable less ‘academic’ students to engage in deeper learning?
3. **Optional reading:** The following texts (sent with pre-induction email) present some useful ideas regarding diversity and intercultural aspects of teaching and learning:

Assen, J. H. E., Kopops, H., Meijers, F., Otting, H. & Poell, R. F. (2018) How can a dialogue support teachers’ professional identity development? Harmonising multiple teacher positions. *Teacher and Teacher Education*, 73: pp.130-140

Dippold, D., Bridges, S., Eccles, S. & Mullen, E. (2018) Developing the global graduate: how first year university students narrate their experiences of culture. *Language and Intercultural Communication*, https//doi.org/10.1080/14708477.2018.1526939

Haggis, T. (2006) Pedagogies for diversity: retaining critical challenge amidst ears of ‘dumbing down’. *Studies in Higher Education*, 31:5, 521-535

Scudamore, R. (2013) *Engaging home and international students: A guide for new lecturers*. HEA <https://www.heacademy.ac.uk/system/files/rachelscudamorereportfeb2013.pdf>