

Diversity and Inclusive Teaching

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Research

Gurin, et al., “Diversity and Higher Education: Theory and Impact on Educational Outcomes.” *Harvard Educational Review*, 2002.

Theory

How does diversity lead to cognitive development and personal growth?

- Piaget on “disequilibrium & discrepancy”
- Coser on “complex social situations”

Study of Diversity & Learning Outcomes



- Survey of 11,383 students from 84 institutions
- 1985 and again in 1989
- Controls for pre-college ability, secondary school characteristics, parental education, selectivity of institution

Findings

Cognitive learning outcomes:

- “preference for complex rather than simple explanations”
- “tendency to think about underlying processes involved in causal analysis”
- Corroborated by several studies (Dey, 1991; Kitchener, et al, 2000; Hu and Kuh, 2003)

Democratic Learning Outcomes

- Belief that difference is compatible with democracy
- Interest in understanding alternate perspectives

Experimental Study



Antonio, et al. “Effects of Racial Diversity on Complex Thinking in College Students,” *Psychological Science*, 2004.

Small group discussions of social issue, varied racial composition

Rubric for evaluating “Integrative Complexity” demonstrated in discussions

Definition

Integrative Complexity is defined as
“degree to which students’ cognitive
style involved differentiation and
integration of multiple perspectives.”

Findings

- Minority students in a group of white students lead to higher cognitive complexity.
- Racial diversity of a students' close friends and classmates had a greater impact on IC than diversity of discussion group itself.

Location, Location, Location

- The effect of informal interactional diversity was nearly always maintained and was considerably larger than the effect of classroom diversity.”

WHY?

CASE STUDIES:

What would you do?