



**Being an Educator: Your
Educational Priorities vs. Your
Delivery Strategy**

Session 2

Being an Educator

- The purpose of higher education in the US society.

Being an Educator - continued

- What should each student learn?

Learning occurs when...

Teaching occurs when...

Using your list of what each student should learn, identify at least 6 items that you believe can be both taught and learned in a residential setting.

Can We Really Reach Each Student?

Examples of delivery strategies:

- **One on one educational meetings – with students!**
- **Educational floor meetings**
- **Sequential educational programs**

One on Ones for Diversity Education

One-on-Ones were designed with the goal of providing students with an opportunity to explore their social identities and learn about social identities of others. After understanding themselves and learning about social identities of others, student explored what social identities of others they are most uncomfortable with. In the second semester, students will participate in the cultural plunge in order to explore and learn about social identity they are uncomfortable with. The goal is to provide students with the holistic experience of learning about themselves, others and to create an intentional learning experience through action learning.

One on One Sequence

Timing of One-On-Ones	1st One-on-One 9/5 – 9/26	2nd One-on-One 10/23-11/20	3rd One-on-One 1/5-3/21	4 th one on one Debrief-April
Objectives	<p>1-Self-reflect on personal social identities</p> <p>2-Reflect on issues of oppression of self and others</p> <p>3-Foster conversation toward developing empathy toward diversity issues</p>	<p>1-Reflect on experiences with people of different social identities</p> <p>2-Reflect on level of comfort with different social identities</p> <p>3-Begin creating intentional educational experience in regard to different social identities (cultural plunge)</p>	<p>1-Develop an action plan for learning about social identity they are least comfortable with</p> <p>2-Participate in the intentional learning experience (cultural plunge) – outside the one-on-one</p>	<p>1-Reflect on how their experience can contribute to building and maintenance of inclusive communities</p> <p>2-Reflect on their preconceived notions about social identities</p>
Educational Activity	Who Am I? – questionnaire	Pyramids of Fear – guide for a reflective conversation	Guided conversation and cultural plunge ideas sheet	Guided discussion – sharing experiences in the floor meeting
Facilitator	RA	RA	RA	RA/HD

One on One – sample questions

1. When were you first made aware of your race?
2. When did you discover your sexual identity?
3. Who taught you a lesson in regard to some sort of diversity awareness? What was that lesson?
4. When was a time when you confronted someone regarding an issue of diversity? What was the confrontation about? If haven't, why not?
5. When was a time you felt oppressed? Who was oppressing you? How did you feel?
6. Can you think of a time when someone was offended by what you said? How did that make you feel? How do you think it made them feel? How did his/her behavior change toward you.

Educational Floor Meetings

Floor meetings are the opportunity in which lesson plans can be facilitated to each community. Learning through floor meetings is very different from regular program/lesson plan at which students in attendance are from various floor communities. The connection, sense of pride, ownership and comfort that floor communities provide to each student are an advantage when facilitating mid-risk and high-risk activities. Student's strongest community (which for many freshmen is their floor community) often serves as a mirror to each student from which they observe themselves and others and through that process learn and change. All students are expected to be at their floor meetings. This ensures that lesson plans are delivered to each student.

Sequential Educational Programs

- Lesson plans for each floor community
- Focused around topics of social justice that students struggle with the most
- Intentionally planned for the entire year

Assessing the Effectiveness of our Delivery Strategies

Mid year assessment report

- 87% response rate (623 out of 720 students responded).
- 63% of the students reported that one on ones with their RA's has promoted them to explore areas of diversity as it relate to themselves and/or others.
- 67% of the students reported that their RA was able to engage them in conversation that caused them to question their own views and believes they have about other people.
- 68% of the students reported that activities during their floor meetings helped them to gain understanding of the oppression that minority groups in our society face.
- 69% of the students reported that activities during their floor meetings helped them to gain understanding of stereotypes they have about other people.
- 70% of the students reported that their RA's possess questions that make them think about issues of privilege and oppression.
- 86% of the students reported that they feel that their RA is invested in their understanding of issues of diversity.
- 99% of the students reported that since the beginning of the year they have made an effort to educate themselves about social groups different from their own.

Effectiveness of our Delivery Strategy

Based on your time in Russell thus far, please rate your attitude about people from those social groups compared to your attitude when you arrived in August	Very open	Open	No Change	Less open
Sexual Orientation	39%	29%	30%	2%
Race	43%	27%	29%	1%
Gender	51%	17%	31%	1%
Religion	45%	24%	30%	2%
Ability	42%	26%	30%	2%