

Diversity in the Classroom and Media Influences

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Agenda

- ~ What is diversity
- ~ How to address diversity at school
- ~ Ambiguity
- ~ Gender Equity
- ~ Influence of Advertising



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What is Diversity?

- ~ Diversity : A variety of something
- ~ Presence in one population of a variety of:

- Cultures
- Opinions
- Ethnic groups
- Religions
- Socio-economic backgrounds
- Genders
- Races
- Languages
- Sexualities
- Physical/learning disabilities
- Nationalities
- Ages



Images from: Photo Clip Art by Hemera

UNI Diversity Definition



- ~ The rich differences that people bring to the UNI community.
- ~ It can refer broadly to culture, identity & ideology, or more specifically to age, gender, race, ethnicity, sexual orientation, religion, ability, gender identity, socioeconomic status, political affiliation, marital status, national origin or veteran status.
- ~ It is a dynamic concept, shaped by history, and changing as our understanding of the world and its people evolves.

Cultural Diversity



- ~ The way people live
- ~ The way people interact with the environment
- ~ Set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs /UNESCO/

Dimensions of Diversity

- ~ Primary (inherent)
 - age, ethnicity, gender, physical abilities/qualities, race and sexual orientation.
- ~ Secondary (can be changed)
 - educational background, geographic location, income, marital status, military experience, parental status, religious beliefs, and life experiences.



Images from: Photo Clip Art by Hemera

Curriculum Connection

- ~ Relevant across all grades and subject areas
- ~ Teaching & learning connected to local community & larger global issues.
- ~ Inclusive and integrated throughout the content areas

• <http://www.ed.gov/teachers/how/tech/international/index.html>
• <http://www.edchange.org/>

Diversity in the Classroom

- ~ You, the teacher, need to acknowledge diversity in your classroom and make accommodations so everybody feels valuable and welcome
- ~ Bias and discrimination often stems from ignorance and fear of the **unfamiliar**.



Classroom Accommodations

- ~ Remove materials & visuals that are bias or promote stereotypes.
- ~ Display images that represent all the children & families in your program.
- ~ If your group is not very diverse, display images of diversity that is present in your community or in society.



Accommodations continue

- ~ Add toys and materials that reflect the cultures of the children and families in your group.
- ~ Then expand to include materials that mirror the diversity in the world.
- ~ Mrs. Cunningham's Classroom Rules
 - www.youtube.com/watch?v=XaCh976wMIU



Activities

- ~ Nationalities: Research students' roots.
- ~ Style : Research national clothing
- ~ Language: Learn simple greetings or single words in many languages
- ~ Traditions : Investigate different holidays
 - <http://school.discoveryeducation.com/schrockguide/holidays.html>
- ~ Study propaganda
 - history, art, literature, philosophy, science...

Interactions

- ~ Make content & delivery relevant
 - Facilitate experiences in which they connect it with their everyday lives.
 - Connected teaching & learning to local community and larger global issues.
- ~ Recognize your students as your most important multicultural resources.



Interactions continue

- ~ Guest speakers and visitors
 - To share interesting stories or skills
 - To share stories of courage and success
 - To talk about problems



www.starpuke.com

Interactions continue

- ~ Partner with schools from different countries
 - Pen Pals or ePals (snail mail or e-mail)
 - Video conferencing
 - <http://www.globalschoolnet.org/>
 - Online collaborations
- ~ Foster creativity
 - <http://www.youtube.com/watch?v=RDnS8SLGJHc&NR=1>
 - <http://www.youtube.com/watch?v=Qx80vR8Nv3E>



Images from: Photo Clip Art by Hemera

Universal Symbols

- ~ Graphics (icons) used on signs that carry the same meaning to people all over the world.



What is Ambiguous?

- ~ Having more than one possible meaning or interpretation thus...
 - Allowing a diverse audience to identify with an image based on their own perception

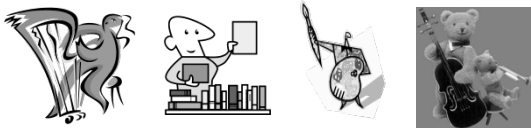


www.piggyback.com

Ambiguous Graphics



- ~ Not specific to any human race, gender
 - Personification or animation of animals or subjects



Ethnic Ambiguity

- ~ mixed ethnicity, a global look, blended people, Generation EA
- ~ face whose heritage is hard to pin down
- ~ desirable for commercials, films, and magazines.



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www.p-o-j-e-c-l.com

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Photo by Steve Landis

Color Blind Generation



- ~ "Today what's ethnically neutral, diverse or ambiguous has tremendous appeal both in the mainstream and at the high end of the marketplace." (Ron Berger, NY advertising and trend research company)
- ~ "Culture and heritage are an integral part of life, but there is more to it than just color" (Interviewed in British night club. Guardian Unlimited Jan 4, 2004)
- ~ "We are the new mix. We are the remix generation." (Interviewed in British night club. Guardian Unlimited Jan 4, 2004)

Media Influences

- ~ Strong social and cultural impact upon society
 - Fulfillment of basic human needs
 - Product placement (advertising)
 - Creating/ Reinforcing Stereotypes



Uses and Gratifications model

- ~ The need of:
 - Surveillance /Information
 - Personal Relationships/ Integration
 - With media and with others
 - Diversion/ Escape
 - Entertainment
 - Personal Identity
 - <http://tinyurl.com/32a6bv>
 - <http://www.bbc.co.uk/dna/h2g2/A770961>

Blumler & Katz

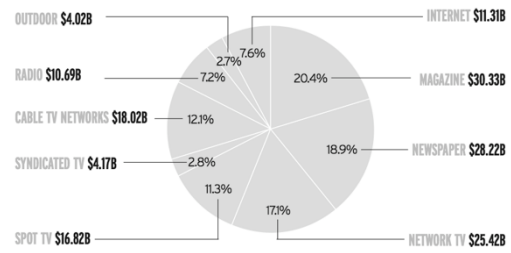
Personal Identity need

- ~ Reaffirming the identity and positioning of ourselves within society
- ~ Finding reinforcement for personal values
- ~ Finding models of behavior
- ~ Identifying with valued others (in the media)
- ~ Gaining insight into oneself

Video: Killing Us Softly 3

- ~ Advertising's Image of Women
 - Dr. Jean Kilbourne
 - <http://tinyurl.com/2rowzd>
- ~ Virtual Perfection
 - Dove Evolution
 - <http://www.youtube.com/watch?v=iYhCnOjf46U>
- ~ Onslaught
 - <http://www.youtube.com/watch?v=bseHFrdTm8k>

U.S. Ad split by medium (2007)



Adage.com

Media Violence: Statistics'08

- ~ 61% of TV programs contain some violence
- ~ 44 % of the violent interactions involve perpetrators who have some attractive qualities worthy of emulation.
- ~ Of all violent scenes on television, 86 % feature no blood or gore.
- ~ Only 16 % of violent programs feature long-term, realistic consequences of violence.
- ~ 70 top-selling video games- 89% contained some kind of violence

<http://www.safeyouth.org/scripts/faq/mediaviolstats.asp>

Advertisement's Influence

- ~ Distorted concepts of:
 - love & sexuality
 - romance
 - success & normalcy
 - self image
- ~ Image is a Power!



Ad distortions

- ~Objectification
- ~Redefining Beauty
- ~Sexuality
- ~Violence
- ~Profiling
- ~Sexuality & Violence

Marginalization of Men...

- ~ Nurture vs. macho
- ~ Bullying
- ~ Name calling
- ~ Male roles
- ~ Role model in the classroom



Positive Changes

- ~ Girls and Science
- ~ Celebrating Diversity
- ~ Campaign for real beauty
- ~ Cyber space - freedom of critique, forum for discussion and peer evaluation
 - Blogs, podcasts, chatrooms, social networks....

In a "global village" of 100 people...

www.odt.org/Pictures/popvillage.pdf

- ... only 1 would have a college education.
- What difference are you going to make in our global village...?



Dreamstime.com