

TOPIC: DIVERSITY CONSCIOUSNESS AND SUCCESS

SUMMARY: Research, workplace data, and feedback from employers and college graduates alike attest to the critical importance of a repertoire of diversity skills. Through education, self-examination, commitment, and the constant practice of these skills, each of us has the power to improve our diversity consciousness. This will enhance our chances for success. By developing these skills, we become better students and more valued employees. Conversely, ignoring these skills will be very costly. The **Activity Chart** gives a brief overview of the activities found in this section. A complete description of each activity follows this chart.

LEARNING OUTCOMES: Students will be able to:

- Explain diversity consciousness.
- Analyze diverse definitions of success.
- Explain the connections between sociocultural theory and success.
- Create a list of diversity skills.
- Compare and contrast individual and organizational benefits of diversity consciousness.
- Discuss the benefits of an exemplary diversity training programs for the workplace.
- Enumerate the costs of inadequate diversity consciousness.

ACTIVITIES FOR DIVERSITY CONSCIOUSNESS AND SUCCESS

The following chart provides a quick overview of the activities for **Diversity Consciousness and Success**. A complete description, including directions, approximate time for completion, evaluation, use in a traditional, hybrid or online class, and necessary materials or equipment (if any). As you review this material and the activities within, consider the following:

- These activities are designed to provide you with choices and flexibility. As an instructor, you know your students and their needs. Select and adapt those activities that best fit your students and the course material.
- I have indicated the format of the activities. Activities include those suited to face-to-face interaction and/or hybrid and online environments.
- The activities provided for this module are suggestions. You may want to use certain ones in conjunction with activities that you have created, such as journal writing, online activities, group discussions, and service learning. Well-designed and well-integrated activities are an integral part of learning about diversity.

Activity	Description	Application
#1 The Meanings of Success	This activity provides students with opportunity to explore and analyze different definitions of success.	☒ Traditional ☒ Hybrid ☒ Online
#2 Skills in a Global Economy	Students examine the knowledge and skills they need in an increasingly complex, global environment.	☒ Traditional ☒ Hybrid ☒ Online
#3 A Girl Like Me	Students use sociocultural theory to view and critique a documentary created by young African-American women.	☒ Traditional ☒ Hybrid ☒ Online
#4 Youtube.com Expert Groups	Students familiarize themselves with subtopics found in “Diversity: Consciousness and Success” by selecting, sharing, and discussing YouTube videos.	☒ Traditional ☒ Hybrid ☒ Online
#5 Internet Lesson	Students analyze the relationship between individuals' definitions of success and their cultural backgrounds.	☒ Traditional ☒ Hybrid ☒ Online

MyStudentSuccessLab ASSESSMENTS and ACTIVITIES

MyStudentSuccessLab (www.mystudentsuccesslab.com) is an online solution designed to help students acquire and develop the skills they need to succeed. Here students can access peer-led video presentations and develop core skills through interactive exercises and projects. Rich assessments based on Bloom's Taxonomy and tied to learning outcomes provide students with the opportunity to identify their strengths and weaknesses and to communicate them more effectively. MyStudentSuccessLab helps students develop academic, life, and career skills that will transfer to ANY course or experience.

Critical Thinking

MSSL topic	MSSL Activity	Description	Related Learning Objective	Time on Task	Suggested Use
Critical Thinking	Video: Critical Thinking Student Interview	A series of freshmen and upper classmen student interviews discussing critical thinking issues	- Identify and develop the skills of critical thinking - Explain the value of critical thinking	25-30 min	Homework or in-class video with discussion questions
Critical Thinking	Practice 1: Open Your Mind to Think Critically	A multi-media activity that helps students understand the definition and steps of the critical thinking process, and how to identify and classify different viewpoints	- Describe critical thinking - Identify and develop the skills of critical thinking - Explain the value of critical thinking - Consider information from different viewpoints	15 min	Extra practice or homework
Critical Thinking	Practice 3: Thinking Critically about a Global Issue	A multi-media activity that asks students to uncover bias, weigh evidence, and make an	- Analyze assumptions and bias in information - Consider information from different	25-35 min	Extra practice or homework

		informed decision on an issue.	viewpoints Identify and develop the skills of critical thinking		
Critical Thinking	Activity 1: Critical Thinking--Presentation	This activity provides students a PowerPoint template that guides them to apply the Everyday Critical Thinking model to a self-selected issue. (Students can submit for grading via doc sharing or LMS; See Appx A for Grading Rubric)	- Apply critical-thinking techniques - Identify and develop the skills of critical thinking	2-3 hours	Graded homework
Critical Thinking	Activity 2: Journal/Critical Thinking activity	Part 1: Short e-journal activity to reflect on why critical thinking is so important in the workplace. Part 2: Students set a goal to apply or improve critical thinking skills.	- Set goals to improve your critical thinking - Explain the value of critical thinking	30-45 min	Reflection activity Goal setting activity

Learning Preferences

MSSL topic	MSSL Activity	Description	Related Learning Objective	Time on Task	Suggested Use
Learning Preferences	Video: Learning Preferences Student Interview	A series of freshman and upper classmen student interviews discussing learning styles	Explain how learning preferences relate to study strategies	25-30 min	Homework or in-class video with discussion questions
Learning Preferences	Practice 1: Learning About Your Learning Preferences	This multimedia activity has students take a learning preferences assessment and analyze the results	- Describe different learning preferences - Determine your learning preferences	8-10 min	Extra practice or homework
Learning Preferences	Practice 2: How Learning Preferences Affect Study Skills	Students identify study and class tactics that suit their learning preferences.	- Explain how learning preferences relate to study strategies - Identify classroom and study tactics for different learning preferences	15-20 min	Extra practice or homework
Learning Preferences	Practice 3: Creating a Game Plan to Study Effectively	This multimedia activity has students consider teaching styles and how to adapt to each style.	- Assess how teaching styles relate to learning preferences - Apply your understanding of teaching styles to adjust in any learning situation	20-25 min	Extra practice or homework

Learning Preferences	Activity 1: Learning Preferences-- Essay	Students prepare a study plan for a student and instructor whose styles do not mesh. Can submit for grading via LMS or doc sharing. (See Appx A for Grading Rubric.)	• Apply your understanding of teaching styles to adjust in any learning situation • Recommend effective learning strategies for your learning preferences	20-25 min	Graded homework
Learning Preferences	Activity 2: Journal/Goal Setting activity	Part 1: Short e-journal activity to reflect on learning preference strengths and weaknesses. Part 2: Students set a goal to build a lesser developed learning preference.	• Build a lesser developed learning preference	30-45 min	Reflection activity Goal setting activity
Learning Preferences	Extra Practice	Test items with feedback for correct and incorrect answers. Test items cover all topic learning objectives (see Overview in the Learning Path)	Additional Extra Practice items assess these learning objective: • Examine Gardner's Multiple Intelligences theory • Explore different learning preference and intelligence theories	Self-paced so time is variable	Extra practice or homework

ACTIVITY #1: The Meanings of Success

What to do:

1. Ask students to answer the following questions:

- How do you define success?
- How have your life experiences shaped your attitudes regarding what constitutes success?
- What three names are at the top of your list of successful people? For each person, explain why you included her or him.

2. Have students share their responses, and compare and contrast their definitions of success.

How much time: This activity can be completed in a class period

How to evaluate: Have students examine their lists of successful people. Are there any traits or talents that seem to distinguish most or all of the people on their lists? If so, what are they?

How to use: Can be used in a traditional, hybrid, or online class. For an online class, students can use a wiki or discussion board to work together or post their responses on Twitter (instructor should assign a common hashtag so students can find each other's "tweets").

Materials needed: None

ACTIVITY #2: Skills in a Global Economy

What to do: To be completed individually *or* in small groups.

According to a recent national study by Hart Research Associates, only one in four employers believe that two- and four-year colleges are doing a good job in terms of preparing students to excel in a global economy. Specifically, these employers cited the importance of both knowledge and skills in the area of diversity that students can apply to real-world settings.

Put yourself in the place of an employer in your field of study. Your task is to create eight specific interview questions designed to discern which prospective employees are most prepared to function in an increasingly complex global environment of cross-cultural interaction and decision-making.

1. List the eight questions and explain what knowledge and skills they measure.
2. If you were asked these questions, how would you respond? Explain.
3. Has your formal education been instrumental in providing you with the knowledge and skills targeted in these eight questions? Explain why or why not.

How much time: This activity may require one or a number of class periods to complete.

How to evaluate: Help students focus on the validity of their own questions. In other words, how well do their questions measure what they intend to measure?

How to use: Best used in a traditional, hybrid, or online class.

Materials needed: None

ACTIVITY #3: A Girl Like Me

Directions for Instructor: To be completed individually *or* in small groups.

What to do: Go to YouTube.com. Search for video “A Girl Like Me.” This documentary examines the challenges young African-American women encounter in their attempts to define and value themselves. After viewing it, analyze these experiences and feelings using sociocultural theory.

How much time: This activity may be completed in a single class period, or assigned during one class period and processed in a subsequent class period.

How to evaluate: In their analyses, how well do students show: 1) they understand sociocultural theory, and 2) can apply sociocultural theory?

How to use: Can be used in a traditional, hybrid or online class. For an online class, students can use a wiki or discussion board to work together or post their responses on Twitter (instructor should assign a common hashtag so students can find each other’s “tweets”).

Materials needed: Computer with access to the Internet

ACTIVITY #4: Expert Groups - YouTube Lesson on Diversity Consciousness and Success

What to do: Break the class into small groups of 3, 4, or 5 students

Assign each group a different subtopic of Diversity Consciousness and Success from the list below:

- 1) What is diversity consciousness?
- 2) Diversity education
- 3) Definitions of success
- 4) Why diversity skills are important
- 5) Individual/organizational benefits of diversity consciousness
- 6) Diversity training

Instruct each member of each group to find a different, creative and thought-provoking YouTube video that addresses their assigned subtopic. Attention needs to be paid to the quality of the information given in the video and the source.

After each member selects a video, the group comes back together, watches all videos, and discusses what they learned. Group members then create their own presentation on the material about which they have become “experts.” This presentation can range from a PowerPoint show to a multimedia presentation, which includes clips from the videos they watched and/or their own video creations, to a well-constructed wiki including links to videos. Each group should submit a printed list of the URLs for each of their videos.

Each “Expert Group” then reports back to the class by giving their presentation and responding to questions.

Have students reflect on their ability to work as a team, and how their diversity impacted their ability to complete their assignment.

How much time: This activity is assigned during one class period and processed in a subsequent class period.

How to evaluate: Consider the quality of the information presented in the videos and relevance to the subtopic, group’s preparedness and presentation, contributions by each member of the group, and the group’s responses to questions from class.

How to use: Can be used in a traditional, hybrid or online class. For an online class, students can use a Wiki or discussion board to work together or post their responses on

Twitter (instructor should assign a common hashtag so students can find each other's "tweets").

Materials needed: Computer with high-speed Internet access

ACTIVITY #5: Internet Lesson

What to do: Go to Google.com and key in “my definition of success.”

Read through the links and find at least six markedly different personal definitions of success. List them (including the URLs for each). Compare and contrast.

How much time: This activity is assigned during one class period and processed in a subsequent class period.

How to evaluate: Analysis of definitions; evidence of critical thinking.

How to use: Can be used in a traditional, hybrid or online class.

Materials needed: Computer with high-speed access to the Internet