

What students say best supports their classroom learning for diversity and social justice

Focus group asked of students at ASI Board of Directors meeting, December 2020.

- Faculty should be aware of their own biases, keep an open mind, and provide a welcoming perspective to students. When an instructor is adamant and persistent in his/her beliefs, some students feel they need to conform to get a good grade.
- It's important for faculty to stay up to date with what is going on in the world and try to incorporate that into the curriculum so everyone is aware.
- Materials given in the class should be reflective of and what's out there - what's going on right now with diversity and social justice. Keep in mind who is writing the materials they are distributing to students.
- Faculty should strongly keep in mind who is specifically the audience in their class, what communities students are in, and cater to that specifically.
- Research papers on this topic are helpful to put research into one's own words.
- Professors should understand the resources available to students, be knowledgeable about the content, and also have empathy to deal with important and heavy topics. When professors do not understand what a student is saying, they may invalidate a student's feelings.
- Working in small groups is helpful to understand one's experience and relate more to students who have grown up in different communities.
- Synchronous classes help because these are topics students need to interact with each other on.