

# Tools for teaching: student body.

# Tools for teaching: student body.

Self evaluate!

# Tools for teaching: student body.

Self evaluate!

- Your male/female interactions create double standard?

# Tools for teaching: student body.

Self evaluate!

- Your male/female interactions create double standard?
- Undervalue comments from accented/non-native speakers?

# Tools for teaching: student body.

Self evaluate!

- Your male/female interactions create double standard?
- Undervalue comments from accented/non-native speakers?
- Assume certain racial/ethnic groups do better?

# Tools for teaching: student body.

Self evaluate!

- Your male/female interactions create double standard?
- Undervalue comments from accented/non-native speakers?
- Assume certain racial/ethnic groups do better? worse?

# Tools for teaching: student body.

Self evaluate!

- Your male/female interactions create double standard?
- Undervalue comments from accented/non-native speakers?
- Assume certain racial/ethnic groups do better? worse?
- Comfortable around people with different racial,

# Tools for teaching: student body.

Self evaluate!

- Your male/female interactions create double standard?
- Undervalue comments from accented/non-native speakers?
- Assume certain racial/ethnic groups do better? worse?
- Comfortable around people with different racial, ethnic,



# Tools for teaching: student body.

Self evaluate!

- Your male/female interactions create double standard?
- Undervalue comments from accented/non-native speakers?
- Assume certain racial/ethnic groups do better? worse?
- Comfortable around people with different racial, ethnic, sexual identity?

# Tools for teaching: student body.

Self evaluate!

- Your male/female interactions create double standard?
- Undervalue comments from accented/non-native speakers?
- Assume certain racial/ethnic groups do better? worse?
- Comfortable around people with different racial, ethnic, sexual identity?
- Comfortable talking about knowledge/experience with diversity?

# Tools for teaching: student body.

Self evaluate!

- Your male/female interactions create double standard?
- Undervalue comments from accented/non-native speakers?
- Assume certain racial/ethnic groups do better? worse?
- Comfortable around people with different racial, ethnic, sexual identity?
- Comfortable talking about knowledge/experience with diversity?
- How do you handle doubts/ambivalence about multicultural issues?

# Tools for teaching: student body.

Self evaluate!

- Your male/female interactions create double standard?
- Undervalue comments from accented/non-native speakers?
- Assume certain racial/ethnic groups do better? worse?
- Comfortable around people with different racial, ethnic, sexual identity?
- Comfortable talking about knowledge/experience with diversity?
- How do you handle doubts/ambivalence about multicultural issues?

# Strategies: general

- Be aware of biases.

# Strategies: general

- Be aware of biases.
- Treat students as individual

# Strategies: general

- Be aware of biases.
- Treat students as individual !

# Strategies: general

- Be aware of biases.
- Treat students as individual !!



# Strategies: general

- Be aware of biases.
- Treat students as individual !!!

# Strategies: general

- Be aware of biases.
- Treat students as individual !!!

# Strategies: general

- Be aware of biases.
- Treat students as individual !!!

# Strategies: general

- Be aware of biases.
- Treat students as individual ! ! ! ! !

# Strategies: general

- Be aware of biases.
- Treat students as individual !!!!!!

# Strategies: general

- Be aware of biases.
- Treat students as individual !!!!!!

# Strategies: general

- Be aware of biases.
- Treat students as individual !!!!!!
- Monitor climate.

# Strategies: general

- Be aware of biases.
- Treat students as individual !!!!!!
- Monitor climate.
- Recognize complexity of these issues.



# Communication/Fostering Respect.

- Be attentive to terminology.

# Communication/Fostering Respect.

- Be attentive to terminology.  
(E.g. Asian American versus ..., when in doubt be more specific...)

# Communication/Fostering Respect.

- Be attentive to terminology.  
(E.g. Asian American versus ..., when in doubt be more specific...)
- Learn about groups other than your own.

# Communication/Fostering Respect.

- Be attentive to terminology.  
(E.g. Asian American versus ..., when in doubt be more specific...)
- Learn about groups other than your own.
- Equalize confidence in student abilities.

# Communication/Fostering Respect.

- Be attentive to terminology.  
(E.g. Asian American versus ..., when in doubt be more specific...)
- Learn about groups other than your own.
- Equalize confidence in student abilities.
- Don't protect any group of students.

# Communication/Fostering Respect.

- Be attentive to terminology.  
(E.g. Asian American versus ..., when in doubt be more specific...)
- Learn about groups other than your own.
- Equalize confidence in student abilities.
- Don't protect any group of students.  
challenge/criticize evenly.

# Communication/Fostering Respect.

- Be attentive to terminology.  
(E.g. Asian American versus ..., when in doubt be more specific...)
- Learn about groups other than your own.
- Equalize confidence in student abilities.
- Don't protect any group of students.  
challenge/criticize evenly.
- Praise evenhandedly.

# Communication/Fostering Respect.

- Be attentive to terminology.  
(E.g. Asian American versus ..., when in doubt be more specific...)
- Learn about groups other than your own.
- Equalize confidence in student abilities.
- Don't protect any group of students.  
challenge/criticize evenly.
- Praise evenhandedly. Not lavishly.



# Communication/Fostering Respect.

- Be attentive to terminology.  
(E.g. Asian American versus ..., when in doubt be more specific...)
- Learn about groups other than your own.
- Equalize confidence in student abilities.
- Don't protect any group of students.  
challenge/criticize evenly.
- Praise evenhandedly. Not lavishly.
- Be aware of misinterpretations of students nonverbal behavior.

# Communication/Fostering Respect.

- Be attentive to terminology.  
(E.g. Asian American versus ..., when in doubt be more specific...)
- Learn about groups other than your own.
- Equalize confidence in student abilities.
- Don't protect any group of students.  
challenge/criticize evenly.
- Praise evenhandedly. Not lavishly.
- Be aware of misinterpretations of students nonverbal behavior.  
(Cultural differences:

# Communication/Fostering Respect.

- Be attentive to terminology.  
(E.g. Asian American versus ..., when in doubt be more specific...)
- Learn about groups other than your own.
- Equalize confidence in student abilities.
- Don't protect any group of students.  
challenge/criticize evenly.
- Praise evenhandedly. Not lavishly.
- Be aware of misinterpretations of students nonverbal behavior.  
(Cultural differences: nodding,

# Communication/Fostering Respect.

- Be attentive to terminology.  
(E.g. Asian American versus ..., when in doubt be more specific...)
- Learn about groups other than your own.
- Equalize confidence in student abilities.
- Don't protect any group of students.  
challenge/criticize evenly.
- Praise evenhandedly. Not lavishly.
- Be aware of misinterpretations of students nonverbal behavior.  
(Cultural differences: nodding, smiling,

# Communication/Fostering Respect.

- Be attentive to terminology.  
(E.g. Asian American versus ..., when in doubt be more specific...)
- Learn about groups other than your own.
- Equalize confidence in student abilities.
- Don't protect any group of students.  
challenge/criticize evenly.
- Praise evenhandedly. Not lavishly.
- Be aware of misinterpretations of students nonverbal behavior.  
(Cultural differences: nodding, smiling, physical distance.)

# Pedagogy/Discussion.

- Nongendered terms, if possible.

# Pedagogy/Discussion.

- Nongendered terms, if possible.
- Correct pronunciation of names

# Pedagogy/Discussion.

- Nongendered terms, if possible.
- Correct pronunciation of names ??



# Pedagogy/Discussion.

- Nongendered terms, if possible.
- Correct pronunciation of names ?? (Perhaps, I am whining.)
- Culture much?

# Pedagogy/Discussion.

- Nongendered terms, if possible.
- Correct pronunciation of names ?? (Perhaps, I am whining.)
- Culture much?  
Question Assumptions vs. Don't Challenge Authority.

# Pedagogy/Discussion.

- Nongendered terms, if possible.
- Correct pronunciation of names ?? (Perhaps, I am whining.)
- Culture much?  
Question Assumptions vs. Don't Challenge Authority.  
Literary allusions, memes?

# Pedagogy/Discussion.

- Nongendered terms, if possible.
- Correct pronunciation of names ?? (Perhaps, I am whining.)
- Culture much?  
Question Assumptions vs. Don't Challenge Authority.  
Literary allusions, memes?
- Value all comments.

# Pedagogy/Discussion.

- Nongendered terms, if possible.
- Correct pronunciation of names ?? (Perhaps, I am whining.)
- Culture much?  
Question Assumptions vs. Don't Challenge Authority.  
Literary allusions, memes?
- Value all comments.  
e.g., return to comments that were talked over.

# Pedagogy/Discussion.

- Nongendered terms, if possible.
- Correct pronunciation of names ?? (Perhaps, I am whining.)
- Culture much?  
Question Assumptions vs. Don't Challenge Authority.  
Literary allusions, memes?
- Value all comments.  
e.g., return to comments that were talked over.
- Openness/Safety.

# Pedagogy/Discussion.

- Nongendered terms, if possible.
- Correct pronunciation of names ?? (Perhaps, I am whining.)
- Culture much?  
Question Assumptions vs. Don't Challenge Authority.  
Literary allusions, memes?
- Value all comments.  
e.g., return to comments that were talked over.
- Openness/Safety.  
free to explore ideas,

# Pedagogy/Discussion.

- Nongendered terms, if possible.
- Correct pronunciation of names ?? (Perhaps, I am whining.)
- Culture much?  
Question Assumptions vs. Don't Challenge Authority.  
Literary allusions, memes?
- Value all comments.  
e.g., return to comments that were talked over.
- Openness/Safety.  
free to explore ideas,  
set limits on personal/disrespect comments.
- Evenhanded in ..



# Pedagogy/Discussion.

- Nongendered terms, if possible.
- Correct pronunciation of names ?? (Perhaps, I am whining.)
- Culture much?  
Question Assumptions vs. Don't Challenge Authority.  
Literary allusions, memes?
- Value all comments.  
e.g., return to comments that were talked over.
- Openness/Safety.  
free to explore ideas,  
set limits on personal/disrespect comments.
- Evenhanded in ..  
calling on students,

# Pedagogy/Discussion.

- Nongendered terms, if possible.
- Correct pronunciation of names ?? (Perhaps, I am whining.)
- Culture much?  
Question Assumptions vs. Don't Challenge Authority.  
Literary allusions, memes?
- Value all comments.  
e.g., return to comments that were talked over.
- Openness/Safety.  
free to explore ideas,  
set limits on personal/disrespect comments.
- Evenhanded in ..  
calling on students, listening,

# Pedagogy/Discussion.

- Nongendered terms, if possible.
- Correct pronunciation of names ?? (Perhaps, I am whining.)
- Culture much?  
Question Assumptions vs. Don't Challenge Authority.  
Literary allusions, memes?
- Value all comments.  
e.g., return to comments that were talked over.
- Openness/Safety.  
free to explore ideas,  
set limits on personal/disrespect comments.
- Evenhanded in ..  
calling on students, listening, addressing with name,

# Pedagogy/Discussion.

- Nongendered terms, if possible.
- Correct pronunciation of names ?? (Perhaps, I am whining.)
- Culture much?  
Question Assumptions vs. Don't Challenge Authority.  
Literary allusions, memes?
- Value all comments.  
e.g., return to comments that were talked over.
- Openness/Safety.  
free to explore ideas,  
set limits on personal/disrespect comments.
- Evenhanded in ..  
calling on students, listening, addressing with name, prompting for more,

# Pedagogy/Discussion.

- Nongendered terms, if possible.
- Correct pronunciation of names ?? (Perhaps, I am whining.)
- Culture much?  
Question Assumptions vs. Don't Challenge Authority.  
Literary allusions, memes?
- Value all comments.  
e.g., return to comments that were talked over.
- Openness/Safety.  
free to explore ideas,  
set limits on personal/disrespect comments.
- Evenhanded in ..  
calling on students, listening, addressing with name, prompting for more,  
giving students time to answer,

# Pedagogy/Discussion.

- Nongendered terms, if possible.
- Correct pronunciation of names ?? (Perhaps, I am whining.)
- Culture much?  
Question Assumptions vs. Don't Challenge Authority.  
Literary allusions, memes?
- Value all comments.  
e.g., return to comments that were talked over.
- Openness/Safety.  
free to explore ideas,  
set limits on personal/disrespect comments.
- Evenhanded in ..  
calling on students, listening, addressing with name, prompting for more,  
giving students time to answer, giving credit,

# Pedagogy/Discussion.

- Nongendered terms, if possible.
- Correct pronunciation of names ?? (Perhaps, I am whining.)
- Culture much?  
Question Assumptions vs. Don't Challenge Authority.  
Literary allusions, memes?
- Value all comments.  
e.g., return to comments that were talked over.
- Openness/Safety.  
free to explore ideas,  
set limits on personal/disrespect comments.
- Evenhanded in ..  
calling on students, listening, addressing with name, prompting for more,  
giving students time to answer, giving credit, feedback,

# Pedagogy/Discussion.

- Nongendered terms, if possible.
- Correct pronunciation of names ?? (Perhaps, I am whining.)
- Culture much?  
Question Assumptions vs. Don't Challenge Authority.  
Literary allusions, memes?
- Value all comments.  
e.g., return to comments that were talked over.
- Openness/Safety.  
free to explore ideas,  
set limits on personal/disrespect comments.
- Evenhanded in ..  
calling on students, listening, addressing with name, prompting for more,  
giving students time to answer, giving credit, feedback, and making eye  
contact.



# Defensive Climate in Computer Science Classroom.

By Barker et.al.

# Defensive Climate in Computer Science Classroom.

By Barker et.al.

Observed 10 classes for 254 hours.

# Defensive Climate in Computer Science Classroom.

By Barker et.al.

Observed 10 classes for 254 hours.

Tracked: attendance, sex, appearance, physical layout, interactions (student-student, faculty-student). 650 page book of observations.

# Defensive Climate in Computer Science Classroom.

By Barker et.al.

Observed 10 classes for 254 hours.

Tracked: attendance, sex, appearance, physical layout, interactions (student-student, faculty-student). 650 page book of observations.

Content Analysis: read through data, labelled, established classification scheme.

# Defensive Climate in Computer Science Classroom.

By Barker et.al.

Observed 10 classes for 254 hours.

Tracked: attendance, sex, appearance, physical layout, interactions (student-student, faculty-student). 650 page book of observations.

Content Analysis: read through data, labelled, established classification scheme.

Two categories emerged:

# Defensive Climate in Computer Science Classroom.

By Barker et.al.

Observed 10 classes for 254 hours.

Tracked: attendance, sex, appearance, physical layout, interactions (student-student, faculty-student). 650 page book of observations.

Content Analysis: read through data, labelled, established classification scheme.

Two categories emerged:

(1) Impersonal Environment and guarded behavior.

# Defensive Climate in Computer Science Classroom.

By Barker et.al.

Observed 10 classes for 254 hours.

Tracked: attendance, sex, appearance, physical layout, interactions (student-student, faculty-student). 650 page book of observations.

Content Analysis: read through data, labelled, established classification scheme.

Two categories emerged:

- (1) Impersonal Environment and guarded behavior.
- (2) Informal Student Hierarchy.

# Defensive Climate in Computer Science Classroom.

By Barker et.al.

Observed 10 classes for 254 hours.

Tracked: attendance, sex, appearance, physical layout, interactions (student-student, faculty-student). 650 page book of observations.

Content Analysis: read through data, labelled, established classification scheme.

Two categories emerged:

- (1) Impersonal Environment and guarded behavior.
- (2) Informal Student Hierarchy.



# Social Environment.

CS Classes:

# Social Environment.

CS Classes: What do you think they found?

# Social Environment.

CS Classes: What do you think they found?

Impersonal Environment and guarded behavior.

# Social Environment.

CS Classes: What do you think they found?

Impersonal Environment and guarded behavior.

# Social Environment.

CS Classes: What do you think they found?

Impersonal Environment and guarded behavior.

Stimulus: Little use of names, or personal information (other than guessed by appearance or other obvious.)

# Social Environment.

CS Classes: What do you think they found?

Impersonal Environment and guarded behavior.

Stimulus: Little use of names, or personal information (other than guessed by appearance or other obvious.)

“The woman in the red shirt”

# Social Environment.

CS Classes: What do you think they found?

Impersonal Environment and guarded behavior.

Stimulus: Little use of names, or personal information (other than guessed by appearance or other obvious.)

“The woman in the red shirt”

Noted: fewer than 30 students enrolled, fewer attended.

# Social Environment.

CS Classes: What do you think they found?

Impersonal Environment and guarded behavior.

Stimulus: Little use of names, or personal information (other than guessed by appearance or other obvious.)

“The woman in the red shirt”

Noted: fewer than 30 students enrolled, fewer attended.



# Social Environment.

CS Classes: What do you think they found?

Impersonal Environment and guarded behavior.

Stimulus: Little use of names, or personal information (other than guessed by appearance or other obvious.)

“The woman in the red shirt”

Noted: fewer than 30 students enrolled, fewer attended.

Response: No self-disclosure: limited before-class chitchat. Lack of questions, isolated students.

## Informal Student Hierarchy.

“Formal hierarchy formed by acquisition and display of status by participants in a social situation and display of status by participants in a social situation and is relevant to the values shared by members.”

## Informal Student Hierarchy.

“Formal hierarchy formed by acquisition and display of status by participants in a social situation and display of status by participants in a social situation and is relevant to the values shared by members.”

What is status in computer science?

## Informal Student Hierarchy.

“Formal hierarchy formed by acquisition and display of status by participants in a social situation and display of status by participants in a social situation and is relevant to the values shared by members.”

What is status in computer science?

Do you see people establishing status in your section?

## Informal Student Hierarchy.

“Formal hierarchy formed by acquisition and display of status by participants in a social situation and display of status by participants in a social situation and is relevant to the values shared by members.”

What is status in computer science?

Do you see people establishing status in your section?

How?

## Informal Student Hierarchy.

“Formal hierarchy formed by acquisition and display of status by participants in a social situation and display of status by participants in a social situation and is relevant to the values shared by members.”

What is status in computer science?

Do you see people establishing status in your section?

How?

- Professor: “a very smart person, who knows how to create software.”

## Informal Student Hierarchy.

“Formal hierarchy formed by acquisition and display of status by participants in a social situation and display of status by participants in a social situation and is relevant to the values shared by members.”

What is status in computer science?

Do you see people establishing status in your section?

How?

- Professor: “a very smart person, who knows how to create software.”
- Professor: “created game software, ...smart students like that...”

## Informal Student Hierarchy.

“Formal hierarchy formed by acquisition and display of status by participants in a social situation and display of status by participants in a social situation and is relevant to the values shared by members.”

What is status in computer science?

Do you see people establishing status in your section?

How?

- Professor: “a very smart person, who knows how to create software.”
- Professor: “created game software, ...smart students like that...”
- Student: “I tried to make sure that ideas from non-technical people could be heard by not making judgements.”



## Informal Student Hierarchy.

“Formal hierarchy formed by acquisition and display of status by participants in a social situation and display of status by participants in a social situation and is relevant to the values shared by members.”

What is status in computer science?

Do you see people establishing status in your section?

How?

- Professor: “a very smart person, who knows how to create software.”
- Professor: “created game software, ...smart students like that...”
- Student: “I tried to make sure that ideas from non-technical people could be heard by not making judgements.”
- TA: spends whole class on how easy project is.

## Informal Student Hierarchy.

“Formal hierarchy formed by acquisition and display of status by participants in a social situation and display of status by participants in a social situation and is relevant to the values shared by members.”

What is status in computer science?

Do you see people establishing status in your section?

How?

- Professor: “a very smart person, who knows how to create software.”
- Professor: “created game software, ...smart students like that...”
- Student: “I tried to make sure that ideas from non-technical people could be heard by not making judgements.”
- TA: spends whole class on how easy project is.  
TA: “You will have no problems. It will be simple.”

## Informal Student Hierarchy.

“Formal hierarchy formed by acquisition and display of status by participants in a social situation and display of status by participants in a social situation and is relevant to the values shared by members.”

What is status in computer science?

Do you see people establishing status in your section?

How?

- Professor: “a very smart person, who knows how to create software.”
- Professor: “created game software, ...smart students like that...”
- Student: “I tried to make sure that ideas from non-technical people could be heard by not making judgements.”
- TA: spends whole class on how easy project is.  
TA: “You will have no problems. It will be simple.”  
Student: “Did you do the project?”

## Informal Student Hierarchy.

“Formal hierarchy formed by acquisition and display of status by participants in a social situation and display of status by participants in a social situation and is relevant to the values shared by members.”

What is status in computer science?

Do you see people establishing status in your section?

How?

- Professor: “a very smart person, who knows how to create software.”
- Professor: “created game software, ...smart students like that...”
- Student: “I tried to make sure that ideas from non-technical people could be heard by not making judgements.”
- TA: spends whole class on how easy project is.  
TA: “You will have no problems. It will be simple.”  
Student: “Did you do the project?”  
TA: “No. ...I’ve written five languages commercially – this is all scraps to me. “

## Informal Student Hierarchy.

“Formal hierarchy formed by acquisition and display of status by participants in a social situation and display of status by participants in a social situation and is relevant to the values shared by members.”

What is status in computer science?

Do you see people establishing status in your section?

How?

- Professor: “a very smart person, who knows how to create software.”
- Professor: “created game software, ...smart students like that...”
- Student: “I tried to make sure that ideas from non-technical people could be heard by not making judgements.”
- TA: spends whole class on how easy project is.  
TA: “You will have no problems. It will be simple.”  
Student: “Did you do the project?”  
TA: “No. ...I’ve written five languages commercially – this is all scraps to me. “  
**Only 26 passed.**
- TA: “this test is a slam dunk. Everybody will get a 100%”

## Informal Student Hierarchy.

“Formal hierarchy formed by acquisition and display of status by participants in a social situation and display of status by participants in a social situation and is relevant to the values shared by members.”

What is status in computer science?

Do you see people establishing status in your section?

How?

- Professor: “a very smart person, who knows how to create software.”
- Professor: “created game software, ...smart students like that...”
- Student: “I tried to make sure that ideas from non-technical people could be heard by not making judgements.”
- TA: spends whole class on how easy project is.  
TA: “You will have no problems. It will be simple.”  
Student: “Did you do the project?”  
TA: “No. ...I’ve written five languages commercially – this is all scraps to me. “

Only 26 passed.

- TA: “this test is a slam dunk. Everybody will get a 100%”
- Student (loudly): “I have my own web business...”

## Informal Student Hierarchy.

“Formal hierarchy formed by acquisition and display of status by participants in a social situation and display of status by participants in a social situation and is relevant to the values shared by members.”

What is status in computer science?

Do you see people establishing status in your section?

How?

- Professor: “a very smart person, who knows how to create software.”
- Professor: “created game software, ...smart students like that...”
- Student: “I tried to make sure that ideas from non-technical people could be heard by not making judgements.”
- TA: spends whole class on how easy project is.  
TA: “You will have no problems. It will be simple.”  
Student: “Did you do the project?”  
TA: “No. ...I’ve written five languages commercially – this is all scraps to me. “

Only 26 passed.

- TA: “this test is a slam dunk. Everybody will get a 100%”
- Student (loudly): “I have my own web business...and (blah. blah. blah..)”

# Defensive Climate

Faculty “..actively seeking ways to encourage interaction in their classes and to re-enfranchise those students who are underrepresented in the major.”



# Defensive Climate

Faculty “..actively seeking ways to encourage interaction in their classes and to re-enfranchise those students who are underrepresented in the major.”

“Still, the types of interaction we saw in these courses, impersonal communication, guardedness, and jockeying for superior status, ...create...and maintain a defensive communication climate which works against these goals.”