I. TEACHING A DIVERSE STUDENT BODY

Multiculturalism is a painful subject on campus today. Students don't want to discuss it. In group interviews, students were more willing to tell us intimate details of their sex lives than to discuss race relations on campus. In fact, when focus groups were asked about the state of race relations at their college, the usual response was silence (Levine and Cureton 72).

I was the only minority and one of the few women in my class and they weren't interested in hearing my experiences. There, silence was encouraged. "Don't be different, be quiet." It was never exactly told to you, but you felt it ("Vicki", as quoted in Goldberger 345).

These two passages refer to two different kinds of silences that can happen as our classrooms become more diverse—one is self-selected, the other enforced from without. Both indicate how painful but how necessary conversations about differences can be. Teaching and learning in a multicultural environment presents challenges to teachers as well. Occasionally, faculty and TAs feel a sense of pressure to broaden their curriculum or to be sensitive to student needs that seem unfamiliar or potentially disruptive. Teachers may fear that including additional examples or material will take too much time, provoke emotional arguments, or cause the students to label them as militant or as "having an ax to grind." Similarly, students may worry about saying the wrong thing, may be reluctant to acknowledge their own privileges, or may feel targeted or ignored in the classroom.

 As Wlodkowski and Ginsberg remind us, "No learning situation is culturally neutral" (7), not even ones that appear homogeneous on the surface. Although the passages above focus on visible differences, diversity exists, even when we can't "see" it. Pretending it doesn't exist or ignoring it altogether perpetuates the silences mentioned above and obstructs learning, thus preventing marginalized or underrepresented learners from being "heard in their own way and on their own terms, reflecting their own interests and ways of knowing and learning" (111).

Even though it might seem risky, acknowledging and addressing issues of diversity is important. Talking about differences can be challenging but mutually rewarding, because educational equality benefits all students. Moreover, a multicultural education can promote awareness of and knowledge about human diversity that moves us beyond stereotypes. By promoting respect for the similarities

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and differences among persons and cultures, such an educational experience, encourages positive relations between them (Watson 10). Acknowledging other cultures and worldviews and recognizing that factors such as race, class and culture "frame how people interpret, understand, and explain others' words and actions" (Brookfield and Preskill 129) can transform silences into productive discussions.

This chapter can help instructors create effective learning environments for students from diverse groups. Following are a series of sections dealing briefly with some of the characteristics of personal identity that combine to make our students unique,

followed by a list of suggestions for creating an inclusive classroom. Please note: By mentioning the multiple factors that make up our identities separately, we do not mean to suggest that these categories exist independently of each other or that any one factor is more or less responsible for one's personal identity. Instead, we hope to emphasize that each of your students is a unique individual with a variety of thoughts and perspectives.

Characteristics of Personal Identity

Multiple variables influence an individual student's behaviors and attitudes. These overlapping categories of identity include, but are not limited to, characteristics such as gender, race, ethnic group, social class, region of origin, religion, and level of ability. We need to be careful, of course, that generalizations about our students' behavior do not substitute one set of assumptions for another. Although groups who have characteristics in common often share norms of behavior, attitudes, or speaking styles, not every person endorses these views. It is important to remember that some "[m]inority groups draw great strength and character from racial, religious, or national solidarity" (Brookfield and Preskill 131), but that not all members of these groups identify with them. Some people of color, for example, do not experience strong cultural affiliations, and many biracial students prefer not to identify with a particular race. Furthermore, even those who do identify with a particular group will not share the same thoughts or actions. Assuming all members of a group think alike robs people of their individuality.

In short, though the following sections focus on issues particular to certain groups, we do not mean to suggest that homogeneity exists within any of these groups. The complexity of ethnic groups in the US challenges concepts such as ethnic learning styles or the ability to identify racial or ethnic group membership by physical characteristics or behavior (Banks 155). Rather than assuming that our students learn in only one style or another, we need to learn to recognize the differing ways in which students learn. By structuring our classes to include a variety of modes of learning, all the students in the course will be able to learn effectively. Being aware of some of the issues facing members of particular groups helps make us sensitive to the pressures faced by many students while treating each student as a whole person rather than as a stereotype.

Race or Ethnicity

The biracial and multiracial student population is increasing significantly, as are all groups of color. In fact, if current trends continue, the US Census projects that groups of color will make up about 47% of the nation's population by 2050 (Banks xxi). The categories of race and ethnicity apply to more than just students of color, however. All students enter the classroom with an ethnic and racial identity, whether consciously or unconsciously. Even though "race" is a contested term biologically, it is still used in daily interactions as a way to "categorize people according to certain visual or accented language traits to 'mark' them as racially/ethnically distinct" (Tatum 4). Given the social history of the United States, we cannot quickly discount "race" as a special factor in some of our students' development. All of our students bring their histories into our classrooms. Some of these histories can be problematic, because for many people of color "racism and cultural bigotry remain pervasive" (Brookfield and Preskill 129).

Life is often stressful for students of color on predominantly white campuses. Many times the power and presence of racism in this setting is underestimated (Tatum 77). People of color often feel overlooked, made representative for their race or ethnic group, or attacked personally or by association, while whiteness remains an invisible or normative category. Research even indicates that many instructors "communicate negative feelings to students of color and have a disproportionate number of negative verbal and nonverbal interactions with them" (Haberman; Irvine; Zeichner & Hoeft). These negative interactions include ignoring students of color, challenging them less often during discussion or problem-solving sessions, counseling them to take less-advanced courses in mathematics or science, and even accusing those who do well of cheating (a phenomenon also known as "spotlighting"). Such lack of attention and lower expectations from a succession of teachers can cause students of color to feel alienated from their academic environment and to have diminished confidence in their abilities.

One way to combat these feelings of alienation, isolation or tokenism is to establish positive faculty-student relations with all of your students. Studies indicate that "relationships with faculty are one of the most effective predictors of student outcomes" for black students on largely white campuses (Watson 79). Positive relationships lead to lower levels of alienation and higher retention and graduation rates. Another way to create a supportive environment is to acknowledge and address differences in the classroom and provide course material or examples that draw from a wide variety of cultures and experiences. Color-blindness is not the goal of a multicultural education, but awareness and appreciation of unique individuals is.

As mentioned earlier, it is also important to realize that vast differences exist between the various

cultures lumped together under such words as "ethnic," "minority," or "students of color." All African-American students, for example, do not know each other, nor do they all speak alike, think alike, or have similar life experiences. Similarly, Asian-American students may exhibit very different reactions and backgrounds than African-American students. Student behaviors or attitudes may also differ widely according to gender, social class, their specific cultural group, and even how long ago their families immigrated to the US.

To a learner whose home culture differs from the one dominant in many university classrooms, unspoken expectations of classroom interaction and communication—how one gets the floor, shows deference, concurs or disagrees, etc.—may seem confusing, alienating, or unfair. If we remain unaware of such possible cultural influences, they can cause misunderstandings in the classroom. For example, in many cultures (including Asian and Latino/a), silence before one's superiors, indirection in expressing one's thoughts, and avoiding direct eye contact all signal respect for authority. Students from such cultures may hesitate to speak out in class, to address the teacher's ideas directly, or to state strongly their ideas in writing. Thus, a professor might consider a Latino student who avoids eye contact during discussion as "apathetic" or "indifferent," while the student might simply be conforming to culturally delineated patterns of respect (Collett 178). On the other hand, the teacher's continued eye contact, meant to elicit comments or signal interest in the student's ideas, may make the student uncomfortable since a direct gaze could indicate either a direct confrontation (if directed to the same sex), or an attempt at seduction (if directed between the sexes). On neither side would the assumptions be correct. In general, increasing your knowledge about and sensitivity to ethnic, racial, and cultural groups other than your own will help you become a better teacher.

Gender

Because much research has been conducted on gender dynamics in education, we have included this information in a separate section. See chapter II for more on this topic.

Social Class

In the United States, social class remains an unspoken, largely invisible social characteristic (Brookfield and Preskill 143). The American myth of a classless society, where the issue of class is forgotten or is subsumed under issues of race, often holds sway at universities as well. At U.Va., in-state students who transfer from Piedmont Virginia Community College and other local two-year community colleges and

who come from working-class backgrounds comprise an easily overlooked underrepresented group. Such students, who may be slightly older than their counterparts, often perceive a difference between their class origins and identities and those of many of their instructors and peers. As a result, many working-class students suffer from anxiety over whether their performance in this new environment

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is adequate, from feelings of condescension from other students, and from feelings of social and academic isolation. By contrast, students with middle-class upbringings are often the least aware of class status, have a better sense of how to negotiate the university system, and tend to assume that if they work hard they will succeed (Warren 1998, 1). Because the educational quality of American high schools varies widely according to geographical location, which is itself tied to class, some rural or inner-city students may enter our classrooms less educationally experienced and with less confidence in their abilities than other students. To respond effectively to such students, we must understand their lack of experience as an effect of class and school quality and as the reflection of a lack of educational experience, not of inherent ability.

Because most instructors, even those who also come from a working-class background, hold an "idea of appropriate forms of classroom discourse…much closer to middle-class than working-class norms" (Brookfield and Preskill 145), they may rely on academic conventions or forms of speech that are disorienting and even intimidating to working-class students. One way to relieve student anxiety is to acknowledge and encourage a wide range of speaking forms, while being explicit about codes of discourse you or other students find offensive or too informal (e.g., excessive cursing, unfamiliar slang, etc.). Most importantly, don't mock, even affectionately, a student's preferred mode of talking. Other ways to address class-based differences include the following (Warren):

- **Help students learn "how to play the game."** Be very explicit about rules of operation and norms for your class and for the university.

- **Let students know how their work ranks**, why it is adequate or not (or why some of the work is adequate and some is not), and what you think they can do in the future.
- **Acknowledge and discuss class differences**. Point out value-laden language or class-based differences in discussion.

Sexual Orientation/Gender Identification

It is easy to ignore the presence of what Laurie Crumpacker calls the "invisible minority" of gay and lesbian students in our classrooms (qtd. in Chism 26), since such students must choose whether to make their orientation known to us and their classmates. This very choice is both the product and the source of special difficulties. Lesbian, gay, transgender, bisexual, and questioning students face overt hostility and rejection and the perpetuation of sexual stereotypes. To complicate matters further, this hostile climate exists while students may be struggling to come to terms with their sexual identities. No matter when such students may have discovered their sexual identity, they face the particular difficulty of "coming out" in a potentially hostile college environment, a social environment that still condones prejudiced remarks about sexual orientation that it no longer condones about race or gender. Techniques such as these can help you create a supportive environment for students:

- **Don't assume that all students are heterosexual**.
- **Don't give assignments that force lesbian and gay students either to lie or to "come out" to the class**. For example, in courses that use personal essays or discuss personal experience, be cautious about giving assignments or calling on students in a way that forces them to describe their social life (such as "Describe your ideal date" or asking a female student to "tell me about your boyfriend" or a male student to "tell me about your girlfriend"). If you do give such an assignment, give an alternative topic as well.
- **Don't ignore homophobic remarks made in your classroom.** In class, students may make remarks concerning sexual orientation that they would never make concerning race or gender. Such a reaction seems to be particularly common in first-year students and can occur more often in certain disciplines (such as psychology, English composition, and foreign language) where students' personal reactions to controversial subjects are often discussed. A less explicit uneasiness about issues of sexual orientation may also occur. Students may balk, for instance, at discussing texts that contain the term "lesbian" or that discuss gay issues. Ignoring such comments only perpetuates the problem. Instead, explain in clear terms why you find such comments

objectionable or engage the class in a brief discussion about the negative effects such comments may have. For more tips on how to deal with a discussion that becomes heated or out of hand, see chapter IV, "Dealing with Conflicts."

Religion

The increasing racial and ethnic diversity of our society brings with it an increasing religious diversity. Many religious students go through their college years feeling at odds with the basic structure of their institutions. For example, while universities tend to be closed on important Christian holidays, such as Christmas, almost all universities hold classes on the important religious holidays of non-Christian students, such as the Eid ul Fitr at the end of Ramadan or Yom Kippur. It is usually up to faculty and TAs to make individual arrangements in order not to place students who wish to attend services on these days at an inherent disadvantage. To relieve this problem, make it clear that you will honor important religious holidays without lowering your attendance standards. You can consult the Interfaith Calendar website (www.interfaithcalendar.org) for schedules of religious holidays to locate ones that occur during instructional time. You might also announce in your syllabus that students who ask to miss classes because of important religious holidays will not be penalized, but that they must notify you well ahead of time and make up the work.

Religious differences, as well as the general differences between non-religious and religious students, reflect one of the deepest divisions in contemporary American society and one of the most problematic for the college classroom. Such splits occur throughout the university but are particularly apparent in disciplines such as philosophy and religious studies. Since religious beliefs (along with many fundamental beliefs that people hold dear) cannot be proven by the strict bounds of logic, how do we talk about them in our classrooms? What do we do, for instance, when a student's faith collides with the material presented? Such difficult questions may never be easily addressed. Yet if we acknowledge such differing viewpoints, we can become more effective teachers. We can lead our students through one of the most difficult, but most important, issues in the diverse classroom–how to acknowledge and respectfully examine vastly different beliefs. As you prepare to do so, consider the following suggestions:

- **Don't criticize any religion or religious belief if such criticism is not important to the course material**. When it is, use a tone and choice of words that show respect for those who hold those beliefs or practice that religion.
- **When possible, allow your students alternate but equivalent assignments on topics that might**

offend them. For instance, examples of contemporary student behavior that assume all students are sexually active may offend those celibate for cultural or religious reasons. Similarly, the type of assignment discussed in the section on sexual orientation, such as "describe your ideal date," can also produce anxiety or resistance in religious students from cultures where dating is uncommon (such as traditional Islamic cultures).

- **Make a clear distinction for your students between faith and proof.** Acknowledge students' beliefs in subjects they feel strongly about, but challenge unwarranted or illogical assumptions.
- **Emphasize dialogue and collaborative thinking.** Try using the word "suppose" (or words to that effect) to introduce ideas that might seem challenging to some students' belief systems and to keep the conversation open.

Creating an Inclusive Classroom Environment

According to research, traditional teaching methods are often ineffective for learners outside of the majority culture (Wlodkowski & Ginsberg 147). For example, studies have shown that many students, including women and students of color, may be more likely to prosper academically in settings with more collaborative and "connected" modes of learning—ones that acknowledge personal experience, examine the relationships between persons and ideas, and encourage students to work together to produce knowledge (Belenky *et al*). Wlodkowski and Ginsberg point out, for that matter, that "[m]ost human beings—European Americans, people of color, women, international students—favor learning experiences that are collaborative and participatory" (69). Establishing a classroom tone that is friendly, caring and supportive, and that lets students explore the relationship between course material and personal and social experiences enhances, rather than undermines, students' learning.

Analyzing the type of learning environment you are creating for your students is one way to begin. As you prepare for class, consider the following questions (adapted from Wladkowski & Ginsberg 16-17):

- **Are the classroom norms clearly stated**, so that students accustomed to different norms in their homes or communities are able to understand and negotiate them? (You can model these and give examples.)
- **What implicit values of your discipline might disturb or bewilder some students?** (You can encourage students to present alternative perspectives, to debate ideas, or to create panels representing different viewpoints.)

- **Do your examples or illustrations acknowledge the experiences of people from different backgrounds in non-stereotypical ways?**
- **Are the students welcome to share from their own lives and interests?** Are they treated as individuals?
- **Have you examined your own conscious or unconscious biases about people of other cultures?** That is, how would you answer the following questions: Am I comfortable around students from a culture or background different than my own? Do I have different expectations of students of color than I do of white students? Of male or female students? (For a longer list of related questions, see the online article *Tips for Teachers: Encouraging Students in a Racially Diverse Classroom,* http://bokcenter.harvard.edu/docs/TFTrace.html.)

Studies also suggest that some students do better or participate more frequently in classrooms with cooperative learning projects and open discussions. For those students from supportive and interdependent ethnic minority communities, competitive learning environments can cause feelings of isolation or alienation (Wlodkowski and Ginsberg 67; see also Cuseo; Johnson and Johnson). In such environments, class discussion can seem like a game where one "wins" access to the conversation by speaking up or raising one's hand more quickly than others (Krupnick 21). Classrooms that operate solely according to this model risk alienating some students and reward others who speak quickly, often at the expense of fully worked-out thought. Ways to help make competitive learning environments seem less intimidating include explaining the implicit rules and stakes clearly (e.g., who can speak when, how you will respond, that it's safe to make mistakes or ask questions because that helps teachers know when students do or don't understand a point, etc.) and injecting a sense of fun or healthy competition into them by using games or staged debates as learning tools.

Another way to create an inclusive classroom is to use cooperative learning techniques. Under this system, the teacher provides clearly structured small-group activities that encourage everyone to participate. These techniques incorporate varied learning preferences and styles of participation and help create learning environments accessible to all students (see Johnson *et al.*). Care does need to be taken to make sure that such groups do not reproduce the social dynamics of the classroom on a smaller scale, so, for the best results, the teacher must not only form groups consciously, but must also monitor group work carefully. Whichever methods you choose to make your classroom more inclusive,

know that remaining sensitive to and flexible about the ways diverse populations communicate, behave and think, will help create a supportive learning environment for all students.

Teaching A Diverse Student Body

General Principles

- Keep your expectations high and provide support so that students can reach them.
- Give all students equal attention in class and equal access to advising outside class. Don't overlook capable but less experienced students.
- Give all students equal amounts of helpful and honest criticism. Don't prejudge students' capabilities.
- Revise curricula if necessary to include different kinds of racial and cultural experiences and to include them in more than just stereotypical ways.
- Monitor classroom dynamics to ensure that no students become isolated.
- Vary the structure of the course to include more than just individual and abstract modes of learning.
- Don't call on any student as a "spokesperson" for his or her perceived group.
- Recognize and acknowledge the history and emotions your students may bring to class.
- Respond to non-academic experiences, such as racial incidents, that may affect classroom performance.

Specific Teaching Strategies

Criteria and Course Expectations:

Give your students a sense not only of what they need to learn, but also of why they should learn this, why you feel your material, and indeed your field, is important and interesting. Teach them not only "what," but also "so what?"

Do not assume a certain level of experience, but examine the specific needs of the students in your class. Particularly if you are teaching introductory courses, do not assume that all students automatically know what it means to write a literature, psychology or history paper, how or when to skim a text, or even that all their papers must have a well-defined linear argument (Angelo). Rather, attempt to find out what your students do know and work from there.

Don't merely explain the rules, but also the reasons behind the rules. Students are often simply taught rules for academic discourse, particularly writing (e.g., put your thesis at the end of the first paragraph, don't use "I," etc.). Instead, show them the underlying reasons for such rules.

Model what you want your students to do. Show them through your behavior what it means to be a sociologist or a chemist.

Classroom Dynamics:

Establish ground rules or specific guidelines and appropriate rules of behavior for the class early in the semester. You can also enlist students to help come up with and enforce these rules.

Don't confuse student responses that indicate an emotional investment in the subject with "irrational" or "unscholarly" reactions. Students from one culture might regard a class discussion as interesting and intense because it evokes excited and personal responses; others might regard the same discussion as overly emotional, chaotic, or rude.

Anticipate sensitive issues and acknowledge racial, class or cultural differences in the classroom when appropriate. Aside from personal or cultural styles, issues of race, gender, religion, or sexual orientation may produce deep feeling in the classroom. When discussing such controversial issues, you should expect emotional responses or even conflict. Such emotion is not necessarily negative unless it makes students unduly upset, inhibits class discussion, or causes students to behave rudely. In such cases you may need to intervene and remind the students of your rules for classroom discussion. See chapter IV for a list of other techniques to use if the discussions become more heated.

Break up patterns of segregation in the classroom if it is tied to patterns of nonparticipation. It's usually better to break up such patterns without simply assigning new seats (which students naturally resent). Instead, assign small groups across racial/ethnic or gender lines, and when you reconvene to discuss issues among the whole class, don't give students time to move back to their accustomed seats. To avoid lecturing to or sitting next to only one group of students, move purposely around the room or think of ways to get students to reposition themselves, since those students sitting closest to you will be most likely to talk. Note also that patterns of segregation often depend upon which students have minority status in the classroom and may differ accordingly.

Small-Group Work:

If some students are hesitant to speak up in class, have them contribute in small groups first. (For further information on small group techniques, see the books on cooperative learning listed in Appendix II.)

Consider setting up study groups or assigning collaborative projects that require meetings outside of class. Interaction among students and between students and faculty, particularly through activities built around substantive academic work, has proven to have a positive impact upon students' success in college (Astin 1992, Light). Small study or discussion groups have proven particularly helpful (Light 70-71), yet some students are less likely than others to begin or join such groups on their own (Light 18).

1. Assign students to groups for collaborative learning projects. Projects such as peer editing, group papers, laboratory assignments, or presentations enable students to work *with* each other. Such groups can meet either in or out of class, and can be either short- or long-term. Such a structure requires careful planning and encouragement and may not be appropriate for all classes.
2. If your students meet in groups outside class, they need to be able to contact one another. Enabling the email function in Instructional Toolkit will allow students to find the email addresses for other students in the class. Only those who have agreed for their email address to be made public will appear there, so any students who do not wish to give out such information may choose to arrange project meetings with their group after class.

3. You can also set up an electronic discussion group for the course using Toolkit. This function allows students to post questions or ideas and to receive comments from you and other students outside of class. Some U.Va. instructors have found that discussion groups allow normally quiet or shy students to express themselves and even take a lead in conversations with classmates. (For information on setting up a discussion group or on Toolkit more generally, see http://toolkit.virginia.edu)

When including projects and activities that use group learning, encourage group interaction and support. Pay careful attention to group dynamics:

1. Assign and monitor small groups to ensure that some students do not become excluded from full participation. Proponents of cooperative learning recommend that you create heterogeneous groups and avoid having friends together in one group. Students who choose their own groups often inadvertently exclude some students. Even in collaborative environments, interracial or intercultural tensions can arise. If you pay attention, you can head off such difficulties by speaking to students privately, reassigning roles within the group, breaking up the group into smaller components, or reassigning groups.
2. Monitor small groups periodically to make certain each member of the group is given comparable responsibility and control. Try to ensure that everyone in the group is assigned equal responsibility, and that some students do not become relegated to more trivial tasks. To do so, you may need to note how students fulfill the assignment and modify your procedures, intervening if more assertive students begin to dominate. For example, in male-female partnerships in scientific experiments, studies have shown that the male student often performs the experiment while the female student writes down the observations (Rosser 59). In such cases the female student does not participate directly. To counter such problems, make the rules of the assignment clear (e.g., each person will help perform the experiment) and request that the teams add this point to their honor pledge, or assign different responsibilities to individuals as part of the instructions (X performs the experiment, Y notes the results, and so on).

Discussion and Lecture:

Create a safe environment for discussion by asking all students to talk in turn and listen actively to their peers and assist those students who need help understanding or responding to a concept.

Avoid using falsely inclusive terms or statements like "women" when you mean European or European American women or "all women/men" when you mean only heterosexual individuals. Vary the concrete examples and case studies you use to include a variety of social characteristics, such as race or gender.

Include multicultural examples, visuals, and materials as much as possible in lectures. Include multiple perspectives on the syllabus, in class discussion, and in assignments, when possible. If you include course material or examples that place a group in the position of oppressed victim, be sure to provide examples of empowerment for balance. Other ways to involve multiple perspectives include playing devil's advocate, engaging in a debate about the possible interpretations of a text, and assigning the work of relevant minority scholars.

Photo by Tom Cogill

Take care to pronounce students' names correctly and in the proper order. Do not shorten or simplify the student's name without his/her clear approval. Although mistakes are always possible in a large class and at the beginning of a course, do your best not to call students by the wrong name. Many students of color report that such misnaming makes them feel that to the professor "they are all alike." If you are not sure what to call the student, ask for the name when you call on him/her. If you are European or African American, remember that Asian and Latino students may arrange their given and family names in an order different from that you are accustomed to.

Don't ask any student to be a representative spokesperson for his or her perceived group or look pointedly at or away from these same students when you discuss issues of race, class, gender, etc. Do not ask or expect students to be knowledgeable about their ethnic heritage, history, language, or culture unless they volunteer such information.

Be direct and honest about your own engagement with or bias toward or against the material. This gives students permission to be honest about their own responses.

Vary your teaching methods to include visual or active learning when appropriate. Studies have found that kinesthetic and visual learning experiences are more effective than discussion for certain underrepresented groups (Brookfield and Preskill 134-135). Though not all members of a group will have the same preferences, it is safe to assume that every group of individuals will contain a variety of learning styles.

Assessment:

Give frequent evaluations of students' progress. Tell students who are at risk exactly what their deficiencies are and what they need to do to remedy them. If possible, speak to such students individually. If you ask a student to attend the Writing Center or departmental small-group tutoring sessions, follow up to see if the student has done so. Do not assume particular groups of students will be at risk, but also do not refrain from critiquing their work through misplaced good intentions. If less experienced students are to improve their performance, they must know exactly where they stand, and what they can do to remedy their deficiencies.

Consider monitoring your classroom behavior, by being videotaped, having a colleague observe your class, or relying on the Anonymous Feedback function of Instructional Toolkit, to see if you pay more attention to certain students, or if the students think that you are paying such attention. You might also add questions to the standard evaluations to elicit student perceptions about the dynamics of class participation.