

FORWARD

Ten Principles for Teaching All Students

1. Find activities that allow quiet students, or those students needing more processing time, a chance to be heard by you and by classmates: Small group discussions, discussion boards, blog assignments, or assigning (even ungraded) reading responses to share in class. (Such assignments can also diffuse the impact of dominating students.)
2. Give students, men and women, equal attention in advising and mentoring. Keep track of time spent and topics covered, because our perceptions of these things often differ from reality.
3. Give students, men and women, equal attention and equally specific feedback. Have a colleague come to your classroom and count interactions and the time students speak. Help men and women improve the quality of their in-class responses.
4. Use formative assessments to solicit student feedback about the kinds of activities, assignments, and evaluations that work best for their learning.
5. Monitor classroom dynamics to ensure that discussion does not become dominated by more aggressive students, whether men or women.
6. Vary the classroom structure to include more than just competitive modes of learning. Offer opportunities for collaboration and teach both men and women how to collaborate effectively. Here's a start with some resources should you be interested in teaching collaboration strategies: <http://teaching.berkeley.edu/bgd/collaborative.html>.
7. Revise curricula if necessary to include both men's and women's experiences, and to include those experiences in more than just stereotypical ways. Make sure you use texts by men and women, people of color and whites. Augment your textbook with recent articles in the field, if necessary.
8. Increase wait time—the amount of time you allow for students to formulate an answer to a question in class. (Most of us wait fewer than 5 seconds before we begin to answer our own questions. Let silence be your friend . . . many students need that quiet moment to formulate a response.)
9. Avoid gendered language in classroom discussions, lectures, and in written materials that you distribute to the class. This includes the “universal” man, (words like mankind), and he, him, etc. when used for both women and men. (Research has shown that readers for many years have not interpreted these terms as inclusive, and contemporary readers, in fact, interpret them as specifically excluding.)
10. Do not ask female students to perform activities you would not request of male students or vice versa.

Bonus: You get lots of extra credit for this one: Learn and use the names of **all** your students, in so much as possible. Encourage students (and create opportunities) for them to learn and use each other's names.

Resources:

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- Lakoff, Robin. *Language and Woman's Place: Text and Commentaries*. New York: Oxford UP, 2004.
- Rosenthal, Rae. "Male and Female Discourse: A Bilingual Approach to English 101." *Focuses* 3 (Fall 1990): 99-113. Rpt. *The Writing Teacher's Sourcebook*. Ed. Gary Tate, Edward P.J. Corbett, and Nancy Myers. 3rd ed. New York: Oxford UP, 1994. 119-131.
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- Sandler, B.R., & Hall, R. (1986). *The campus climate revisited: Chilly for women faculty, administrators and graduate students*. Washington, D.C.: Association of American Colleges and Universities. [See <<http://www.aacu-edu.org/Initiatives/psew.html>> for further information]
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- Settles, I. H., Cortina, L. M., Stewart, A. J., & Malley, J. (2007). Voice matters: Buffering the impact of a negative climate for women in science. *Psychology of Women Quarterly*, 31, 270-281.
- Stake, J. E. (2003). Understanding male bias against girls and women in science. *Journal of Applied Social Psychology*, 33, 667-682.
- Tannen, Deborah. *Gender and Conversational Interaction*. New York: Oxford UP, 1993.
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