

# Best teaching practices for diverse learners

[Education](#)



Part Best Teaching Practices for Diverse Learners  
Type of Learner: Best Teaching Practices Cultural Diversity Learner  
The following are suggested best teaching practices for cultural adversity learners (Guide for Reflective Practice: Cultural Diversity in Learning and Teaching, 2007):

- approach every interaction thinking each student is well intentioned and respond positively
- orient the students of the learning activities, outcomes, academic standards and expectation
- provide and direct students toward resources that will help the students understand and adopt appropriate practice
- explain terminologies clearly and consisely and invite them to seek clarification if they don't understand what is being discussed
- whenever possible, allow students plenty of time to answer questions or comments
- remember that there are some slang expressions that may not be understood by all students thus it is helpful to paraphrase or restate the expression in " plain English"
- encourage students to reflect on their cultural influences, remembering that diversity is a learning opportunity for all
- provide examples from diverse cultural groups without stereotyping the students
- avoid treating the students as a representative of his/her cultural group but a unique individual
- present material in a way that includes a diversity of international, national and local perspectives

## 2. Gender Diversity Learner

<https://assignbuster.com/best-teaching-practices-for-diverse-learners/>

For gender diversity learners, the following are the best teaching practices to follow (Davis, 2003):

Treat each student as an individual, and respect each student for who he or she is.

Convey the same level of respect and confidence in the abilities of all your students.

Don't try to "protect" any group of students.

Whenever possible select texts and readings whose language is gender-neutral and free of stereotypes.

Make it clear that you value all comments.

Don't shortchange any students of advice you might give to a member of your own gender or ethnic group

Web addresses of online resources used:

Guide for Reflective Practice: Cultural Diversity in Learning and Teaching, (2007). Retrieved 16 July 2011 from [http://sydney.edu](http://sydney.edu.au/arts/disability/downloads/CDLT_selfreflection_Guide.pdf)

[au/arts/disability/downloads/CDLT\\_selfreflection\\_Guide.pdf](http://sydney.edu.au/arts/disability/downloads/CDLT_selfreflection_Guide.pdf)

Davis, B. (1993). Diversity and Complexity in the Classroom: Considerations of Race, Ethnicity, and Gender. Retrieved 16 July 2011 from <http://teaching.berkeley.edu/bgd/diversity.html>

Part 2:

Select one strategy from your list. How can this strategy be applied to both types

of learners you identified? Can this single strategy be effective for all learners? Why or why not?

“Treat each student as an individual, and respect each student for who he or she is.” This can be applied to both types of learners because both the <https://assignbuster.com/best-teaching-practices-for-diverse-learners/>

cultural and gender diverse learners are sensitive on how people treat them. It is very important that they are treated as individuals with unique characteristics and qualities. They must not be stereotyped to the groups where they belong. They have the right to be treated equally with others. This strategy can be said to be effective for all learners. Every student wishes to be treated equally without making a big issue on the culture, gender or group he or she belongs. A student just wants to be respected for who he or she is. It should not matter whether a certain person belongs to a certain race, origin, culture, ethnicity, what is important is that he or she is willing to learn and thus must be given the right to education.