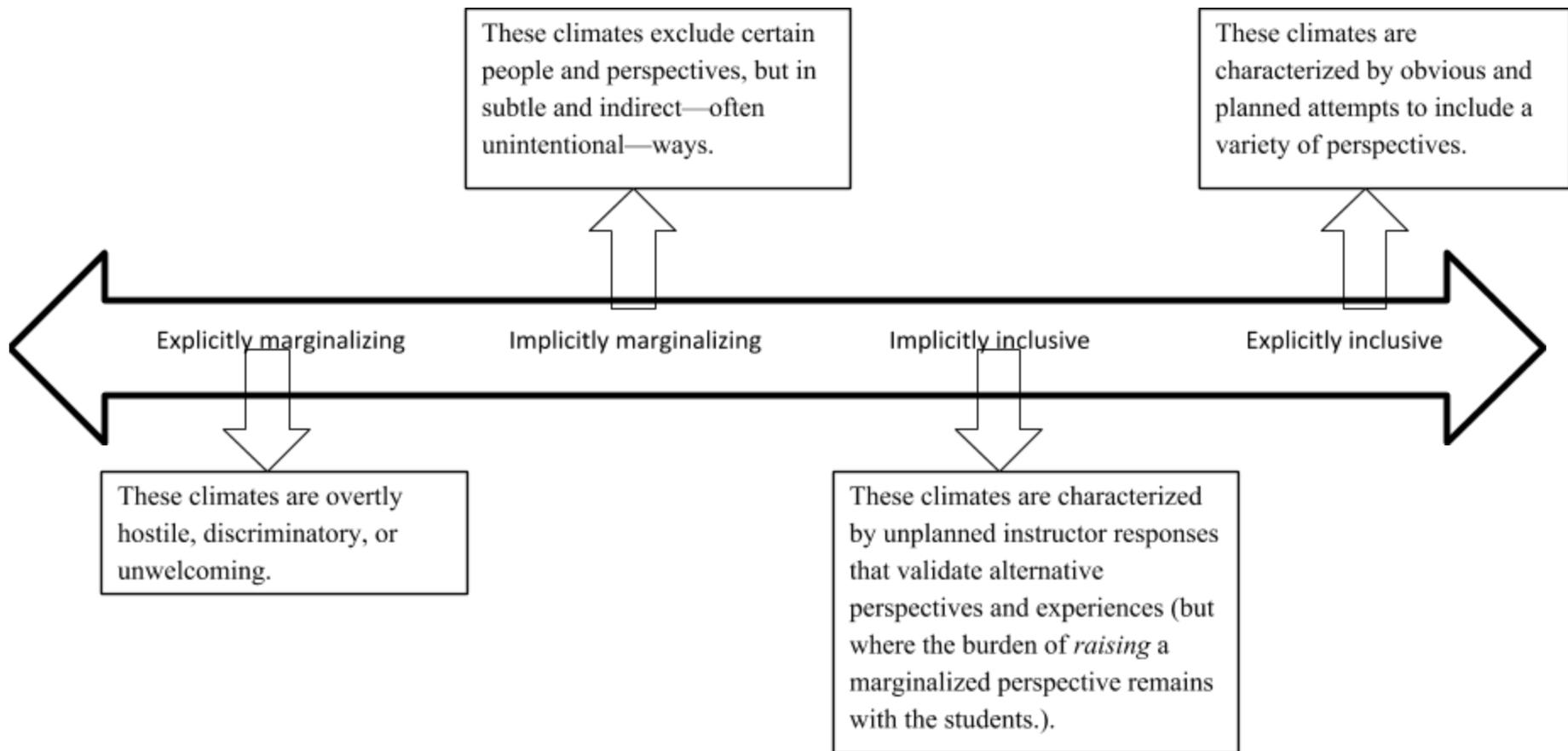


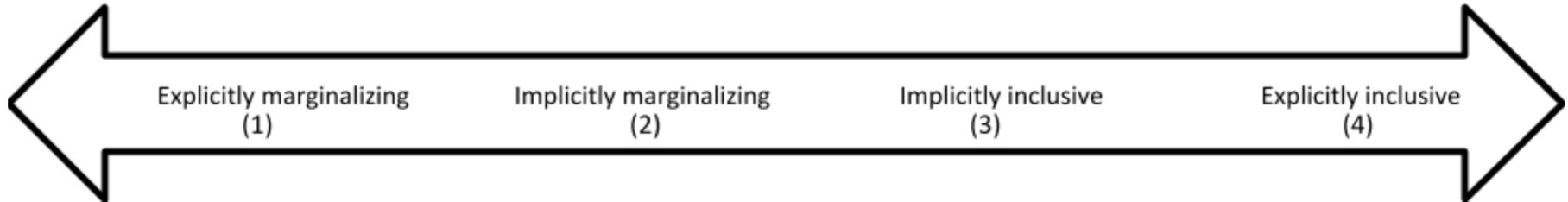
## Classroom Climate: A Continuum



Studies suggest that “course climate does not have to be blatantly exclusive or hostile in order to have a marginalizing effect on students and that, although each instance of subtle marginalization may be manageable on its own, the sum total of accumulated ‘micro-inequities’ can have a profound negative impact on learning” (p.173).

## Classroom Climate Scenarios

**Part 1.** Individually review the following scenarios and decide whether you would describe each classroom experience as (1) explicitly marginalizing, (2) implicitly marginalizing, (3) implicitly inclusive or (4) explicitly inclusive. Be ready to share your thinking with your small group.



- \_\_\_\_\_ 1. A student makes a sexist joke, and the instructor ignores it and continues with the lesson.
- \_\_\_\_\_ 2. The instructor includes guidelines for participation in the course syllabus, detailing expectations for behaviors and ways to interact with peers, and refers to them throughout the class.
- \_\_\_\_\_ 3. When asking questions, the instructor consistently addresses the whole group and calls upon the first student who raises a hand.
- \_\_\_\_\_ 4. A student draws upon their own life experience to propose an alternative analysis to the one the instructor has offered, and the instructor says, "Thank you for providing that point of view. Let's all think about it together."
- \_\_\_\_\_ 5. The instructor tells students, "We won't be raising hands in this class because I like to have a more informal tone in our discussions."
- \_\_\_\_\_ 6. During lecture, the instructor says, "Ok, everyone. Get out your laptops so you can look at this document -- and I don't want to see anyone shopping for shoes."
- \_\_\_\_\_ 7. The instructor asks a question of the whole group, then says, "I'm going to give you all a few minutes to think about how you'd respond. Please write some notes, and I'll call upon 4-5 volunteers to share when you're ready."
- \_\_\_\_\_ 8. The instructor starts every class with, "Good morning, ladies and gentlemen. How is everyone doing today?"

**Part 2.** With a partner, discuss your responses to Part 1. For any items you rated 1-3, brainstorm ways the instructor could alter the class climate in order to be more inclusive.