

UNLV Best Teaching Practices Expo

Thursday, January 19, 2017

Student Union Ballroom A

12:00 - 1:30 pm

Approaching Intersections in the Classroom

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The teaching practice and the need it addresses:

Universities often discuss diversity in terms of demographics. However, students and faculty experience diversity as a mix of identity markers always intersecting to varying degrees based upon context. By approaching the classroom with an intersectional paradigm, faculty can view students as individuals, not demographic groups or NSHE numbers. This facilitates the use of Transparency in Learning to meet students in their current academic “place” while helping them reach their full potential.

Evidence this practice benefits UNLV students:

By implementing this approach, I have encouraged neither a student-centered nor faculty-centered classroom. Instead, the classroom becomes a community of junior academics and a guide who grow together through questioning and understanding each other.

Resources and where to find them:

There are many books and research papers that address how multiple identity markers influence students' perceived experience in the classroom. Few address intersectional theory as a pedagogy in higher education. Examples include:

- Intersectionality & higher education: Theory, research, & praxis. Mitchell, D., Simmons, C., & Greyerbiehl, L. (Eds.) (2014).
- Using mixed methods to study intersectionality in higher education: New directions in institutional research, number 151. Museus, S., & Griffin, K. (2011).

How other UNLV teachers might adopt this practice

Faculty can begin by identifying individual student needs as opposed to educational status by group (i.e., race or gender). Inclusion can also be applied via worksheets and class activities (see examples below, available at: www.unlv.edu/provost/idr/best-practices)

COLA 1000 – Student information sheet

An form _____

Office _____ Professor and Office _____

Cell # or _____ Professor and Extension _____

AutoMail _____

E-mail to Search/Messages _____

Last Month Mail _____

"What is an academic issue that concerns you?" _____

"What is a world education that interests you?" _____

How do you know your skills up to date at school? _____

Thank you for sharing!

Practice Problem 10: The Grid

The squares of this grid are not all equal. Each small square has a positive side length, and the squares are arranged so that the entire grid is a rectangle. The grid is shown below.

Write your answer to the question below in the box at the bottom of the page. You may use a calculator.

What is the ratio of the side length of the smallest square to the side length of the largest square?

For example, if the side length of the smallest square is 1 and the side length of the largest square is 2, then the ratio is $\frac{1}{2}$.

Write your answer in the box below.

1. The smallest square is 1 unit by 1 unit. What is the side length of the largest square?
2. The side length of the largest square is 10 units. What is the side length of the smallest square?
3. The side length of the largest square is 10 units. What is the side length of the smallest square?
4. The side length of the largest square is 10 units. What is the side length of the smallest square?
5. The side length of the largest square is 10 units. What is the side length of the smallest square?
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9. The side length of the largest square is 10 units. What is the side length of the smallest square?
10. The side length of the largest square is 10 units. What is the side length of the smallest square?