

Designing diversity sensitive teaching and learning: blockers and enablers questionnaire

This is an adapted version of the questionnaire 'Internationalizing the curriculum: blockers and enablers' as developed by Betty Leask (2015)¹.

On average, it takes no more than 10 minutes to complete this questionnaire.

Definitions

Diversity sensitive teaching and learning:

Diversity sensitive teaching is necessary for all students to develop talents that are important to adequately and ethically function as professionals and citizens in a diverse society. A diversity sensitive curriculum implies that:

1. Students learn *about* diversity:
2. Students learn *in* diversity:
3. Teaching and learning take place in an inclusive learning environment

Enablers and blockers

Enablers are any factors in your institutional environment which support you in developing and providing diversity sensitive teaching and learning to your students. These factors could relate to, for example, official policy; management practices, human resource procedures, professional development or reward structures; leadership; organisational culture; or provision of training and other opportunities for self-development.

Blockers are any such factors which inhibit you in developing and providing diversity sensitive teaching and learning.

The list of blockers and enablers used in this questionnaire has been generated from scholarly literature on diversity in education and internationalisation, as well as from the experience of coordinating diversity scans of different study programs.

¹Leask, B.(2015). Internationalizing the curriculum. Routledge: London and New York. See also: <http://www.ioc.net.au>

1. According to the definition of diversity sensitive teaching and learning, which of the following statements best describes the extent of diversity sensitivity in the courses, subjects, units or modules which you teach?

- The courses, subjects, units or modules that I teach have only limited scope for diversity sensitive teaching and learning and it is not possible to increase this scope.
- The courses, subjects, units or modules that I teach currently pays limited attention to diversity sensitive education, but I see possibilities to increase the scope.
- The courses, subjects, units or modules that I teach currently pays significant attention to diversity sensitive education, but I still see possibilities to increase the scope.
- The courses, subjects, units or modules that I teach pay attention to diversity sensitive teaching and learning to a high degree, and I can see only limited scope for further attention.
- Other. Please specify.

2. Select the enablers that apply to you

The extent to which the courses, subjects, units or modules that you teach pay attention to diversity sensitive teaching has been enabled by:

- Well-designed, communicated, managed and supported **institutional policy** around diversity and what it means
- Recognition and reward for effort** such as inclusion of engagement in diversity sensitive teaching and learning as part of the promotion process.
- Appropriate **workload allocation for curriculum review and renewal** focused at diversity sensitive teaching and learning
- Academic staff are encouraged, supported and rewarded to attend **conferences on diversity themes**, including those operating outside of the dominant disciplinary paradigm.
- Approaches to **professional development** that incorporate school or faculty based support for the practicalities of designing diversity sensitive teaching and learning within the discipline.
- Just-in-time assistance with **practical issues** such as how others have approached issues associated with diversity sensitive teaching and learning, e.g. designing teaching and learning arrangements that are supportive for learning in and about diversity, diversity sensitive group management, etc.
- 'Local', school-based experts and enthusiasts** who know what designing diversity sensitive teaching and learning means in my discipline and for my teaching and can assist in practical ways.
- Active links/collaboration** with colleagues and students with diverse backgrounds.
- Support and resourcing for academic staff to maintain contact with or work in **international, intercultural settings**, including those with contrastive cultural stances.

- A **strong and culturally diverse course/program team** and the opportunity for that team to work together to review and renovate curricula.
- Leaders** who are committed to and informed about designing a diversity sensitive curriculum at institutional, school and degree program level.
- My own knowledge, experience** and personal commitment to and understanding of what diversity sensitive teaching and learning means.
- A **balanced discourse around diversity sensitive teaching and learning** within the senior management group and in policy documents, that acknowledges different rationales.
- A **balanced and comprehensive strategy** in diversity sensitive teaching and learning, in both policy and practice.
- Any others?** Please specify: _____

3. Now rank the enablers you have chosen (1 = most important enabler, etc.)

4. Select the blockers that apply to you

The extent to which the courses, subjects, units or modules that you teach have an internationalised curriculum has been blocked by:

- Lack of (or poor communication of) **institutional vision and policy** around diversity
- Lack of a strategy to ensure that policies are **enacted** in such a way as to have an impact on the student experience and on student learning.
- Diversity sensitive teaching and learning is a **low priority in my institution.**
- The feeling that devoting time to diversity sensitive teaching and learning is actually jeopardizing my career because it is **not considered important in my discipline.**
- Workload formulae** that do not include allocation of time for program team meetings and engagement in scholarly activity related to teaching and learning, including curriculum design for diversity sensitive teaching and learning.
- Insufficient funding and support** provided to enable staff to attend (international) conferences on, visit international colleagues that are experts in, or participate in other activities related to diversity sensitive teaching and learning.
- Lack of support for the practical issues designing a diversity sensitive curriculum **at the program level.**
- Lack of support/resourcing for academic staff to collaborate with or work in **international, intercultural settings.**

- Lack of support for academic staff to work with academics in the discipline who have **different cultural perspectives**.
- Leaders** who are not committed to or informed about a diversity sensitive curriculum at institutional, school and degree program level.
- I don't really know what diversity sensitive teaching and learning **means in practice**
- Providing a diversity sensitive curriculum is a **low priority for me personally**.
- Diversity sensitive teaching and learning is **not a topic of importance in the discourse** within the senior management group and in policy documents.
- Disciplinary 'headsets'** – disciplines are themselves culturally constructed, bound and constricted. We operate within our own cultural framework which feels normal and natural to us.
- I am not sure **why** we need to do this (e.g. my discipline in itself is already diversity sensitive).
- Any others?** Please specify: _____

5. Now rank the blockers you have chosen (1 = biggest blocker, etc.)

6. Compare your ranking with the ranking of your colleagues and discuss. Decide together what are the three most powerful enablers and the three most influential blockers for the process of designing diversity sensitive teaching and learning at your department.