

Diversity Dialogue

Quest Five

For the first 5 to 7 minutes of our face-to-face classes, the professor/instructor will create dialogue in him/her class about diversity. She/he will revisit the definition of diversity and cultural competence. In addition, the professor/instructor will review categories and subgroups of diversity (2nd page). Then, the instructor/professor will distribute the article titled “The Beat Up Generation” by Psychology Today magazine (attached).

The professor/instructor will ask the class the following critical thinking questions:

1. What are your assumptions after reading the first page and looking at the illustrations?
2. What are the societal stigmas about your age group? What are the societal stigmas about age groups a couple of decades older? How might these assumptions impact your teaching in your classroom?
3. Name pertinent information related to diversity you gained after reading this article.

Please keep in mind that the professor/instructor will be Socratic; however, the professor/instructor will urge the teacher candidates to converse how they would be more culturally competent in their own classrooms after listening to this discussion in class.

Review

The Merriam-Webster dictionary defines *diversity* as “the condition of having or being composed of differing element” (2014). It is imperative to understand that all persons in our society are diverse and finding respect for these differences make us better practitioners. In fact, the foundations of our society encourage us to talk respectfully to who hold different backgrounds than we do (Smith, 2012).

There are various categories that make people in society diverse. Categories of diversity may include: (a) ethnicity, (b) socioeconomic status, (c) spiritual and religious beliefs, (d) sexual preferences, (e) intellectual ability levels and (f) geographical regions. Some subgroups also may include educational background, occupation, and even levels of parent’s income. Smith (2012) labeled these categories as visible (e.g., race, gender) and invisible (e.g., spiritual and religious beliefs, sexual preferences) diversity and encouraged educators to celebrate the differences of the diversity to promote democracy in our society.