HELPING YOUR HISPANIC STUDENTS SHINE

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Diversity Quizzes
http://www.factmonster.com/spot/quiz/hispamericans1/1.html

Agenda

1. Who are the Hispanic students in your classes?
2. Video Cases / Small Group Discussions
3. Specific Suggestions for helping students
4. Group Discussion

Who are the Hispanic students in your classes?
Video Cases

If these students were in your class, how would you help them?

(Fred Bonner, Jr, “Understanding How Minority Students Experience College,” presented at College of Lake County, Feb. 26, 2004.)
Learning Styles of Hispanic Students

- Want feedback
- Concrete learning experiences
- Cooperative situations / group work
- Active experimentation (Sanchez, 42)\(^1\)

Classroom
Create a warm and welcoming environment by greeting students, looking them in the eye, and calling them by name.

Syllabus Review
Show the students how to use the syllabus to become successful students. Ask questions that students answer.
- What reading is expected?
- How will grades be determined?
- Are there any words that need to be explained?
Talk about time management.

Daily Agenda
Write the agenda on the board.
- Refer to the agenda during your lecture.
- Explain words that might be unclear.

Reading the Book
Go through the textbook explaining to students what they should be looking for.
- What are the topics covered by the textbook?
- What are the learning objectives of each chapter?
- How is the book divided into topics and subtopics?
- What do you look for?
- Are the ideas summarized?
Keep a vocabulary list.
Have students construct questions from the reading.
Show students how to look for topics and make lists so they can successfully compile information to answer essay questions.
Show students how to categorize those lists by grouping information into subtopics.
Practice reading charts and deciding what they mean.

\(^1\) Sanchez, Irene M. “Motivating and Maximizing Learning in Minority Classrooms.” (in Aragon, ed, Beyond Access, pp. 35-44)
Lectures
Give students lecture outlines.
Look through your lecture materials trying to anticipate words that might be difficult.
  • Explain not only content specific terminology, but also “Academic English” terms.
  • Write difficult words on the board.
  • Avoid slang or explain it.
Use visuals as much as possible.
Seek continuous feedback about what students are understanding and give meaningful, regular feedback to them about their progress. Use a variety of assessment methods.

Taking Notes
Show students how to take notes.
  • Give students model notes.
  • After a lecture, have students share notes in small groups to see what they are missing.
  • Have students review each other’s notes and then give each other feedback on their note taking strategies.

Classroom Interaction
  • Create activities that build community. Assign students to groups rather than having them create their own. Assign specific, structured roles at the beginning.
  • Encourage students to talk about topics they are familiar with and that allow them to connect the lesson to their prior knowledge.
  • Have students introduce themselves and share their experiences.
  • Build an environment where differences are explored, discussed, and celebrated.

Classroom Discussions
  • Call equally on all students.
  • Have patience while waiting for them to respond. Aim for 10 second wait time.
  • Do not interrupt students when they are talking.
  • Be sure to have equal praise, encouragement, attention, and interest in all students.
  • Expect the same amount of effort from all students.
Writing Papers
Work with the librarians to help build effective research assignments.
- Make the assignment as clear as possible.
- Give the students a copy of the assignment.
- Divide the paper into doable steps and indicate when each step should be completed.
- Practice summarizing information. Have students evaluate each other’s summaries.
- Show students how to quote correctly and how to cite material.
- Provide suggestions about how to organize materials.
- Provide examples of what a good paper looks like.

The Pace University Library has this website with suggestions for assignments.
http://www.pace.edu/library/pages/instruct/effectiveassignments.htm#ideas

Office Hours
Ask students whether they visit their instructors during office hours. If not, ask them why.
- Talk about appropriate reasons for office hour visits to the instructor.
- Suggest that they write their question ahead of time.
  o Could you clarify this for me?
  o I am still not clear on the concept of …
  o I did not understand the part about …

Studying
Encourage study groups and peer mentoring, as well as use of academic support programs.

Taking Tests
Do not assume students know how to take tests.
- Provide strategies for successfully answering test questions.
- Provide practice for tests.

Grading Tests
Identify types of grammatical errors made rather than marking each occurrence separately. Give them resources for finding rules for fixing that type of problem.
Sample Collaborative Learning Projects

Johnson, Johnson, and Smith have identified the following elements of successful collaborative learning. (Johnson, Johnson, and Smith, 1991)

1. Positive interdependence: Team members have to depend on each other to reach the goal. If anyone fails to do their part, everyone suffers.
2. Individual accountability. All students in the group must be held accountable for doing their share of the work and for mastery of the material.
3. Face-to-face interaction: At least some of the work must be done face-to-face with group members providing feedback, challenging each other’s reasoning, and teaching and encouraging each other.
4. Collaborative skills: Students are encouraged and helped to build leadership, decision-making, communication, and conflict-management skills.
5. Group processing: Team members set goals, periodically assess progress, and identify changes that will make them more effective.

**Jigsaw**

Material is divided into unique portions. Each team is given a section of the material to learn. Team members discuss what about their material is important to learn and how best to teach it. After practicing with their team, each member goes to one of the other groups and teaches the material.

**Think-Pair-Share**

Individuals think about a question posed by the instructor. Students then pair up and share their thoughts. Then the pairs share their responses with the group.

**Instructional Conversation**

This is a guided conversation with the following elements:

- Thematic focus: The instructor has a general idea about how the conversation will go and how to “chunk” the text to allow exploration of the theme.
- Activation and use of background knowledge: The instructor provides pertinent background knowledge and information necessary for understanding the topic.
- Direct teaching: When necessary, the teacher provides direct teaching of a skill.
- Promotion of more complex language:
  - Tell me more about
  - What do you mean by?
  - In other words, …
- Promotion of bases for positions.
  - How do you know?
  - What makes you think that?

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2 Center for Research on Education Diversity and Excellence
**Drawing on students’ personal experiences**

Encouraging students to make connections to their own personal experiences, they can connect more directly to the content.

**Extended discourse through writing and discussion**

Instructional conversations provide students with ideas to write about in their logs or journals. Instructors may develop specific log prompts for each “chunk” of material. Then students can share these answers with the class.
Sample Preliminary Research Assignments

Overall assignment:
Write a paper about ethics in accounting, focusing on the company you chose.

Assignment #1:
Find an article in a newspaper.
Find an article in a journal.
Find a book.
Find an Internet website.

Write a correct citation for the article in MLA style.
Summarize the article.
Explain how you located the article or the book.
(For example, which database did you find the article in, what search terms did you use to find the article, what search terms did not work as well.)
Write a paragraph about which type of source you think is likely to yield the most useful information.

Assignment #2:
Search the library databases to find a minimum of 5 sources on each of the following:
• Influences on ethical behavior in accounting
• Auditing standards with regard to ethics
• The global influences on accounting ethics

Write a correct citation for each source.
Organize the sources into a bibliography.

Annotate each source with the following information:
• Explain how you located each source.
• Summarize each source in one sentence.
• Write a sentence analyzing the reliability of each source.

Assignment #3:
What is the best source you found so far?

Write a correct citation for the article in MLA style.
Summarize the article.
Explain how you located the article or the book.
Write a paragraph about the author's background.
Write a paragraph about why you think this is the best source you have found so far.
Examine your own cultural biases

- Am I afraid Hispanic students might not be fully competitive with other students?
- Do I expect Hispanic students to need extra help?
- Do I call on Hispanic students as often as others?
- When Hispanic students answer, am I afraid that their answers will not be correct, or that their method of answering will be inappropriate?
- Do the Hispanic students participate less than the others?

What you can do to handle hot moments

- Ask students to think about how their reactions mirror the subject at hand, and what they might learn about the subject from their own behavior.
- Go around the room and ask each student who has spoken to state his or her own view and explain the reasoning behind it. Every student is heard and the range of perceptions can enrich the class.

Use the passion and arguments to look at how group dynamics work, i.e. who speaks and who does not, who allies himself or herself with whom, who plays what role, and to think about how the group wants to work.
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