TEACHING IN A CULTURALLY DIVERSE CLASSROOM

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LECTURES

- provide lecture outline/powerpoints prior to class (post on folder/blackboard)
- start and end with a summary
- provide additional references for extra reading
- encourage questions via e-mail – respond within 24 hours
- write on whiteboard and talk slowly
LECTURES cont’d

- ask follow-up questions during the lecture to assess comprehension
- ask them to note key take-aways on flashcards – identify problems early in the semester

CLASS DISCUSSIONS AND PARTICIPATION

- Provide discussion questions ahead of time
- provide pre-session feedback on analyses (early in the semester)
- allow a few sessions where foreign students start off the discussion
- group discussions; debates; summary and synthesis
CLASS DISCUSSIONS AND PARTICIPATION cont’d

- incorporate materials that reflect the cultural and geographic diversity of audience
  - e.g., cases of Chinese/Taiwanese/Japanese companies
- provide structured opportunities for “air-time” (e.g., executive briefs; country profile)
- balance need for support with using class time effectively

  • LANGUAGE IS NOT AN EXCUSE FOR NOT PARTICIPATING – SUPPORT AND FACILITATE, BUT DO NOT EXEMPT!

COMMUNICATION

- learn how to pronounce their names
- in the first session provide opportunity for introductions/brief background
- be careful with humor
  - use culture-neutral jokes
  - deal with political/ethnic/cultural issues with sensitivity
  - avoid sarcasm/biting humor
COMMUNICATION cont’d

- be available during office hours: meet in groups for in-depth reviews of materials covered in class
- provide written feedback & mid-term review (especially for class participation)