

Spring 2015

Week Five: Chapter 6 Reading Guide

Judith Longfield

Georgia Southern University, jlongfield@georgiasouthern.edu

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/teaching-academy>

 Part of the [Curriculum and Instruction Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), [Educational Methods Commons](#), and the [Higher Education Commons](#)

Recommended Citation

Longfield, Judith, "Week Five: Chapter 6 Reading Guide" (2015). *Teaching Academy*. 48.
<https://digitalcommons.georgiasouthern.edu/teaching-academy/48>

This classroom climate and diversity is brought to you for free and open access by the Center for Teaching Excellence at Digital Commons@Georgia Southern. It has been accepted for inclusion in Teaching Academy by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

Chapter 6 Reading Guide

1. Given that individual students don't develop at the same pace, can you assume that growth is always in a forward direction or equal in all areas of development? Explain. pp. 158-159
2. Briefly summarize Chickering's Model of Student Development. pp. 160-162
3. List Perry's four stages of Intellectual Development and describe the characteristics of each. 163-166
4. Explain the course climate continuum. pp. 170-173
5. What impact do the following course climate factors have on student learning?
 - *Stereotypes* pp. 174-175
 - *Tone* pp. 176-177
 - *Faculty-Student and Student-Student Interaction* pp. 177-178
 - *Content* p. 179

What is the most important implication of course climate? p. 180

Think It Over

The authors' state: "Students' current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning." Which of these factors has the greatest negative impact on student learning in your target course? What can you do to lessen the negative impact? pp. 156-158

At what stage of Social Identity Development are the *majority* of students in your target course? Is this appropriate? If not, what could you do to help students move into a more appropriate stage? pp. 166-170

Is your target course culturally neutral? What evidence do you have to support this belief? pp. 169-170

Given that "course climate does not have to be blatantly exclusive or hostile in order to have a marginalizing effect on students," what features of your course (stereotypes, tone, faculty-student and student-student interaction, content) might inadvertently marginalize some students? Explain. pp. 170-179

Of the strategies that promote student development and productive classroom climates noted on pages 180-186, which do you already employ in your target course? Which should you add to increase student learning?