**ON-SCREEN**: [OSU-OKC Logo] DIVERSIFIVE “Engaging diverse students in the classroom” Adrian Singh, Ph.D. Chemistry Instructor. [Small camera view of Adrian Singh in the upper right-hand corner of the screen]

**AUDIO**: My name is Adrian Singh, I'm a chemistry instructor here at OSU-OKC and I will be talking to you today about engaging diverse students in the classroom. Before we get started, I just want to let you know that there is a descriptive transcript of the presentation in the link right above the video.

**ON-SCREEN**: Why?

**AUDIO**: So why should we worry about engaging diverse students in the classroom in the first place?

**ON-SCREEN**: Short term: more likely to remember and apply concepts; more fruitful (and enjoyable!) class

**AUDIO:** Well, research has shown that engaged students are more likely to remember and apply concepts that they've learned and engaged students tend to lead to more of a fruitful class discussion and a more enjoyable class all around.

**ON-SCREEN:** Long term: increases student persistence, retention, completion, and success

**AUDIO:** Engaged students lead to an increase in student persistence, student retention, as well as completion and success, whether that's measured by graduation or job placement.

**ON-SCREEN:** [Images of black graduation cap and green street sign that says “New Job Just Ahead” at the bottom of the screen]

**ON-SCREEN:** How? Cultivate an environment for learning where ***all*** students are treated equitably, have equal access to learning, feel welcome, valued, and supported in their learning. [<https://crlt.umich.edu/research-basis-inclusive-teaching> at bottom of screen]

**AUDIO:** How can we engage students in the first place? Well, we can create an environment where all students maybe straight out of high school, whether it's a working mom of three, whether it's a grandparent, international student or maybe a student in a wheelchair, create an environment where all of our students are treated equitably when they have equal access to learning and where they're made to feel welcome, valued like they belong and also supported in their learning too. How can we do this? Well, I'm going to share some very simple strategies that I use in my class to help engage students of diverse backgrounds.

**ON-SCREEN:** How? Start at the beginning. [Image of a multicolored door mat that says ‘Welcome” at the top of the screen] ***Learn students’ names and proper pronunciations!***

**AUDIO:** So we can start at the very beginning when we welcome our students. Make sure you learn their names, how to properly pronounce their names as well, especially if their names that you're not familiar with. We're going to have students that are international students, maybe from different cultures where we don't necessarily know how to pronounce them. Reach out, ask them how do I pronounce this properly?

**ON-SCREEN:** Addressing the instructor-clear expectations.

**AUDIO:** And that goes both ways. How would you, as the instructor prefer to be addressed? You want to be clear about that. Because some students come in and they're from a different culture. They've been taught to address the instructor in a particular way. You want to be clear about your expectations.

**ON-SCREEN:** Encourage office hour visits (or online meetings) earlier in the semester. [Image of cartoon character Charlie Brown on the right side of the screen. Charlie Brown is writing on a piece of paper with a word balloon that says “SIGH” above his head]

**AUDIO:** You want to encourage office hour visits so students can seek you out and ask questions when they run into any issues. They can be office hour visits in a traditional sense or online meetings. That way we can try to break down that barrier between the student and the instructor so they feel comfortable approaching you when they run into any issues.

**ON-SCREEN:** Communicate high expectations at the start

**AUDIO:** You're going to have high expectations for your students. You also want to communicate the fact that they can meet those expectations as long as they put in the work.

**ON-SCREEN:**  How? [Image of a multicolored sign at the top of the screen that says “HELP,” “TIPS,” “ASSISTANCE,” “GUIDANCE,” “SUPPORT,” “ADVICE”] Challenge and struggle is “normal” and part of learning, not a sign of deficiency

**AUDIO:** Express to them, make them aware of the fact that experiencing challenge and struggle is a normal part of the class. It's not a sign of deficiency, but it's actually a part of learning.

**ON-SCREEN:** Highlight student support services early in the semester

**AUDIO:** Oftentimes, our students are fine with the content, but they have other things in their life that can lead to them not being successful in the class. So you want to highlight the support services that are available for them earlier in the semester.

**ON-SCREEN:** [Images of the homepages for the OSU-OKC Student Success and Opportunity Center, Disability Services and Diversity Office, and Project SOAR at the bottom of the screen]

**AUDIO:** Maybe students need accommodations, maybe they need extra tutoring. All of those services available on campus. You want to make sure that students know where to find those. So have those listed in a prominent place in your syllabus or on your online campus course.

**ON-SCREEN:** How to “do college – offer advice, examples on how to approach a class/time management/weekly schedule

**AUDIO:** A lot of times our students are coming to your class and they're the first one in their family to go to college and they may not have somebody at home to lean on for advice or for examples about how to approach a class. So we can try to fill that void. You can offer advice or show some examples about how to manage your time effectively so that they can be better equipped to handle your class.

**ON-SCREEN:** How? Highlight the range of backgrounds of important contributors to the field of study

**AUDIO:** We want to highlight the range of backgrounds of different contributors to your field of study to show students that just because you are of a different ethnic background or racial background or whether you have a disability, you can still contribute to the field and be successful in that particular field.

**ON-SCREEN:** Use a variety of ways to present and engage with course content

**AUDIO:** We want to use a variety of ways to present the content, so, for example, if you use PowerPoint, maybe vary it up a little bit, spice it up a little bit, maybe try to use some demos in some classes that may be easier to do than others. Maybe you can use videos, maybe discussion boards, for example, that way we can address the different learning styles to get to the diverse student population that we have here at OSU-OKC. I want to thank you for your time. Hopefully you've seen that some of the strategies that I talked about are really simple things that we can do in our class to help engage students of diverse backgrounds.

**ON-SCREEN:** How will YOU Diversi-FIVE? Have an idea for a future Diversi-FIVE topic? Want to talk about diversity and inclusion at OSU-OKC? We’ve got you. Disability Services and Diversity Office, Student Center, Room 136. (405) 945-3385 <https://osuokc.edu/diversity>

**AUDIO:** If you have an idea for a future Diversi-Five topic, please feel free to reach out to the Disability Services and Diversity Office here on campus.