Dealing with diversity in an educational institution
- changing the culture of the institution

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November 2011

30.11.2011
Equity and success of all students

— a learning environment without standardized and cultural homogeneous premisses
— a wide range of ways to teach, learn and evaluate
— willingness and patience to communicate across differences
from blame ...
— Be like us – think like we do!
— Be like us – speak Norwegian in our way!

and
— Defy the obstacles!
— Learn the smart strategies

to
— Come as you are, we need your competence!
— Speak Norwegian the way you like, let us try to understand each other!
— Create multicultural understanding, crosscultural communication and a diverse learning environment for the benefit of ... all of us!
Creating a multicultural university college implies:

— managing linguistic variety
— interaction between the participants, characterized by willingness to listen actively to each other in spite of the differences
— time to explore how diversity makes a positive contribution to learning
— positive experiences amongst both the students and the staff
The research has revealed:

- non-native speakers are disadvantaged in the learning context
- There is a lack of interest in the experiences and knowledge represented by diversity
- the academic staff and the students neither have sufficient knowledge, experience nor the tools that are necessary to cope with diversity and linguistic variety
- advanced communication skills are required in order to manage the variety of situations the students will meet while studying
- after completed their studies several second language users lack sufficient communication skills to participate in professional life

"Managing diversity in a learning environment based on a sociocultural approach"
Greek & Jonsmoen 2007 + Greek 2009)

"Language(s) norm(s) at the Faculty of Nursing”
(Jonsmoen 2009)
“Managing diversity in a learning environment based on a sociocultural approach” (Greek & Jonsmoen 2007 + Greek 2009)

Guidance support
learning through cooperation

PLUS - student support
Network: “A culture for mentoring”
Writing mentors

“Meeting the demands of OAUC, student narratives” (Greek & Jonsmoen 2011)

“Responding to written assignments” (Greek & Jonsmoen 2011)

Successful educational practices
Language support
Language and communication in HE and as professionals

“Language(s) norm(s) at the Faculty of Nursing” (Jonsmoen 2009)

“Managing diversity in a learning environment based on a sociocultural approach” (Greek & Jonsmoen 2007 + Greek 2009)

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Monitoring
diversity

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Successful educational practices

The management of the faculties

Owners of the project: Academic staff at the faculties

Reference group: students, work placement representatives

Workshops and seminars

Monitoring diversity by:
- spreading knowledge
- continuous discussion

Owners of the project:
- owner-ship
- personal interest
- relevance
- competence

Monitoring diversity:
- different opinions and objections

Reference group:
- ownership
- responsibility
- implementation
Pedagogical innovation – an appropriate method to monitor diversity and to facilitate the institution’s ability to deal with it?

To succeed working in this way requires:

• a flexible organization
• space enough to respond immediately to challenges experienced in the different faculties
• cooperating with the academic staff across faculty boarders
• research and educational development
• networking