Diversity, Tolerance and Conflict Resolution:

A One Hour eLearning Workshop to Build a Community of Social Justice

Ladd Kevin Newsome

Elizabeth Farrell

Carrie Hindenach

Anindita Chandra

Purdue University

Table of Contents

Abstract

The focus of this paper is to act as a guide on how to implement an eLearning workshop on diversity, tolerance and conflict resolution to incoming college students at a community college. The workshop was given to students at Metropolitan Community College in Omaha, Nebraska, a diverse metropolitan college. This workshop was easily accessible through the software Captivate by Adobe, all course materials were embedded into one complete media file. Students were administered both a pretest and a posttest to measure their learning outcomes. This course design followed the Dick & Carey model of instructional design, including all steps in the process of development, implementation and assessment.

Keywords: diversity, tolerance, conflict resolution, Dick and Carey model, objectives, assessment, initial analysis report, entry skills, performance objectives, terminal objectives, instructional goals, subordinate skills, subordinate objectives, assessment plan, implementation, design evaluation, pretest, practice tests posttest, test items.

Diversity, Tolerance and Conflict Resolution:

A One Hour eLearning Workshop to Build a Community of Social Justice

With the recent racial tension at the University of Missouri and the controversial movement #blacklivesmatter, diversity and tolerance training is more important than ever, especially on a college campus. The American Association of Community Colleges (AACC) promotes diversity through policies, initiatives, and partnerships. According to the AACC (2015) website, "AACC affirms that diversity is crucial to a democratic society, that diversity enriches the educational experience, and that diversity respects and celebrates differences among institutions and individuals alike" (para. 1). However, with the rise of protests, training on diversity and tolerance is not enough, schools need to couple diversity training with conflict resolution. This workshop, provided to Metropolitan Community College (MCC) in Omaha, Nebraska, combines the needs of diversity training and conflict resolution in a quick one hour eLearning experience for incoming college students. In addition to the national social context, incoming freshman at MCC come from unique backgrounds. Omaha is a very diverse city with a history of community segregation based on race and socioeconomic status. One of MCC's campuses is located in a low-income, high crime, African American neighborhood. In addition, Metro has a large population of immigrant students from all over the world. The instructional goal of our workshop is for incoming college students, after taking our online course, to demonstrate an understanding of diversity by choosing to practice tolerance while on the campus or while participating in classes online. Students will be given the skills to help resolve conflict when it arises around issues of race, gender, age, social class, sexual orientation, religion, physical or mental disabilities. In order to complete this course, students will need access to the Internet.

Application of Dick and Carey Model
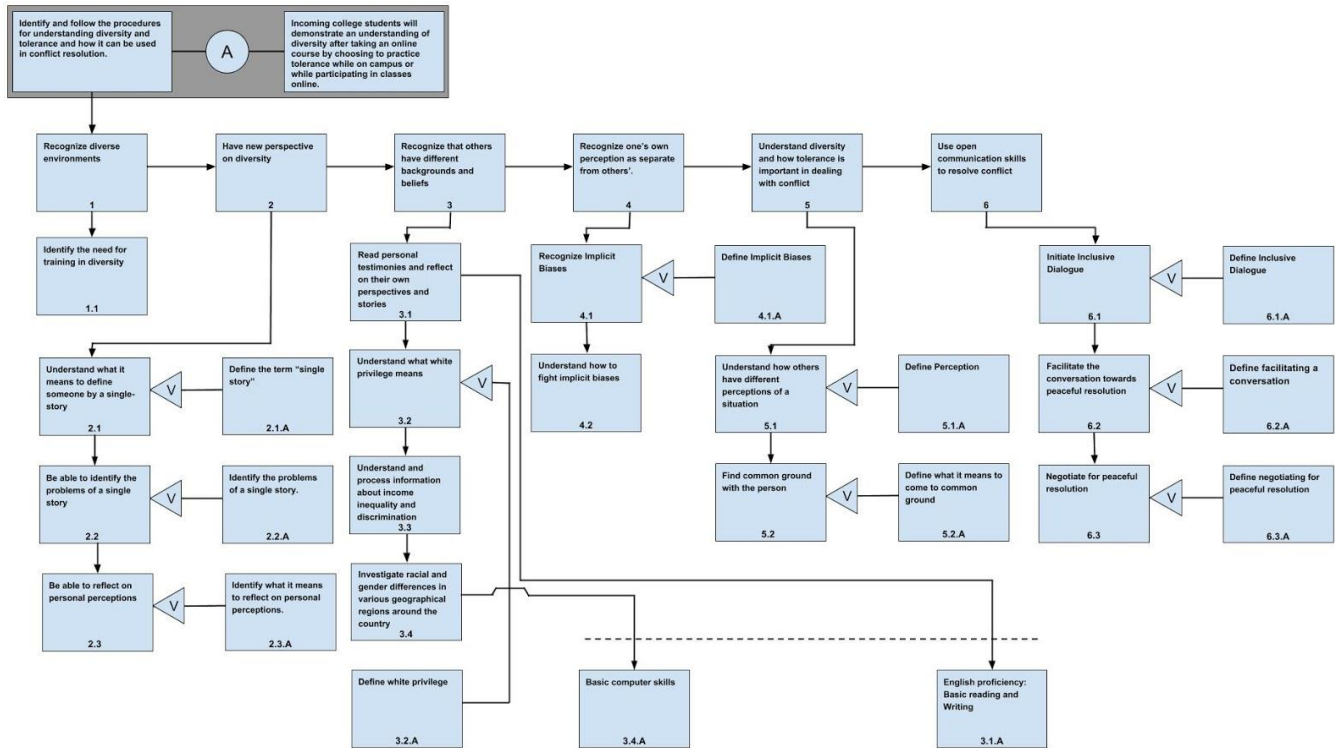
Front End Analysis

Performance Analysis

The learning environment of higher education has changed dramatically from that of ten or even fifteen years ago where campuses are becoming more and more diverse.   Students may lack knowledge and understanding of how to work and collaborate with people of diverse backgrounds. MCC promotes its diverse campus and wants all students to practice tolerance in order to embrace the full community. Their mission on equity and diversity states these ideas as, "essential to its educational mission and to its success as an institution. We value the pluralistic nature of our society and recognize diversity that includes, but is not limited to, race, ethnicity, religion, culture, social class, age, gender, sexual orientation and physical or mental capability" (Andrews, n.d., para. 1). This is in line with the AACC's ideals on promoting diverse campuses with tolerant students.

The best way to get there is to train every incoming freshman on diversity and conflict resolution. The purpose of this training is to introduce college freshman to an online course that provide students an opportunity to learn about diversity, tolerance and conflict resolution. Incoming freshman were given a needs assessment survey as a baseline measurement of their understanding of diversity and conflict resolution. Students then completed an online training course in conflict resolution and diversity. Once students have completed the course, they will be asked to take an exit assessment to become certified in conflict resolution and diversity training.

Needs Assessment

Incoming freshmen took a baseline survey on diversity measuring their understanding before they began the course. The community college would like to promote a diverse learning environment and train all students and faculty on conflict resolution so if conflict concerning diversity is experienced while at school (on campus or online), resolution can be found. In order to receive a certificate of completion for this course, students need to perform at a 90% proficiency rate on the exit assessment, which measures their ability to see discrimination and resolve conflict in particular scenarios. The proceeding goals analysis will help to clarify what skills are needed to succeed in this course.

Instructional Goal

Incoming college students will demonstrate an understanding of diversity on the community college campus, after taking an online course, by choosing to practice tolerance while on the community college campus or while participating in classes online.

Learning Type

This will be an attitudinal skill that will require both verbal information and intellectual skill to properly perform the goal.

Goal/Task Analysis

(see chart above)

The learning design team has created a list of possible major learning topics as followed:

- Race

- Gender

- Age

- Religion

- Ethnicity

- Social Class

- Sexual Orientation

- Mental/Physical Disability

Learner Analysis

This workshop would be part of a larger, required orientation course for all students of Metropolitan Community College and would be implemented as a part of the overall orientation process for all incoming community college students. The age range of the students is anywhere from 18-75 years of age and the students come from a variety of cultural backgrounds and education levels. The demographics include people from various races, genders, ages, sexual orientations, religions, ethnicities, and social classes.

The students' education and ability levels may also vary, as some will be coming directly from high school, others may already hold advanced degrees, while still others may be coming

from other countries and may have limited English speaking skills. Many of the students at the college may have prior experience with diverse communities within their city, other educational institutions, and/or at their place of work. While some incoming students have a basic understanding of computers, others do not.

This wide variety of students from various backgrounds gives each person their own experiences and views on the topic of diversity and conflict resolution. Each person will have the ability to use their own perspectives on the topics discussed in the instruction to resolve conflict, but will be given some new skills to use and consider when confronting conflict and diversity issues on campus.

Learning Context

Students will be required to complete the online course module prior to starting their second semester at the college. The context for this initiative is a highly diverse urban community college. The college is divided into five campuses. Students can take courses at one campus alone, or from many campuses, depending on their major, class availability, and course scheduling. Regardless of campus, incoming students will be required to take the orientation course. Because this is an online course students will demonstrate their knowledge of the subject through a pretest, practice test, and posttest. These tests will help to determine their understanding of diversity, tolerance, and the techniques taught for helping resolve conflict.

Students will choose to take the orientation course on the school's computers, their own computers, or a combination of both. Thus, they may do their learning while on campus or at home, or both. Certainly students will need to meet with their advisors to receive their log-in and email information, as well as directions on how to access the orientation course, prior to taking the course. Support staff at the school can also assist students with accessing the course.

Instructional Design

Design Evaluation Chart

Main Instructional Goal	Terminal Objective	Test Items
Incoming college students will demonstrate an understanding of diversity after taking an online course by choosing to practice tolerance while on campus or while participating in classes online.	At the end of the course, students will be required to complete an exit assessment that guides them through a set of scenarios they may face on the college campus, in the work environment, or in their daily lives. Students must receive a 90% to gain certification.	Students will read several scenarios involving diversity-related conflict and choose the appropriate answer (i.e. best action) from a selection of answers.
Main Step 1 in Instructional Goal	**Performance Objective**	**Test Items**
1. Recognize diverse environments	Given multiple-choice or true/false (MC/TF) and open-ended assessment questions, use any pre-existing knowledge about diversity to answer.	Diversity Survey: Answer MC/TF questions to determine pre-existing knowledge.
Subordinate Skills	**Subordinate Objectives**	
1.1 Identify the need for training in diversity.	Given the opportunity in a pretest, students will demonstrate their knowledge of diversity, tolerance and issues around race, gender, age, sexual orientation, religion, physical and mental disabilities and social status, learners will begin to think about diversity related ideas and issues.	Diversity Survey: Answer MC/TF questions to determine pre-existing knowledge.
Main Step 2 in Instructional Goal	**Performance Objective**	**Test Items**
2. Have a new perspective on diversity.	Students will learn about and reflect upon the issue of stereotyping. Recognize the role of diversity in creating conflict, which is the first step to diversity-related conflict resolution.	Practice Test: Answer MC/TF questions. Posttest: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.

Subordinate Skills	Subordinate Objectives	
2.1 Understand what it means to define someone by a single-story	After watching and listening to the Ted Talk entitled "The danger of a single story" by Chimamanda Adichi, students will be able to define single story in their own words and reflect on their own stories.	Reflection: Think about self in relation to the idea of a "single story". Answer open-ended questions. Practice Test: Answer MC/TF questions.
2.1.A Define the term "single story"	After watching and listening to the Ted Talk entitled "The danger of a single story" by Chimamanda Adichi, students will be able to define single story in their own words and reflect on their own stories.	Reflection: Think about self in relation to the idea of a "single story". Answer open-ended questions. Practice Test: Answer MC/TF questions.
2.2 Be able to identify the problems of a single story	After watching and listening to "The danger of a single story" by Chimamanda Adichi, students will be able to identify the dangers of projecting single stories onto other groups of people.	Practice Test: Answer MC/TF questions. Posttest: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
2.2.A Identify the problems of a single story	After watching and listening to "The danger of a single story" by Chimamanda Adichi, students will be able to identify the dangers of projecting single stories onto other groups of people.	Practice Test: Answer MC/TF questions. Posttest: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
2.3. Be able to reflect on personal perceptions	After watching and listening to "The danger of a single story" by Chimamanda Adichi, students will understand how perceptions influence the stories we create about other people	Reflection: Think about self in relation to the idea of a "single story". Answer open-ended questions. Practice Test: Answer MC/TF questions. Posttest: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
2.3.A	After watching and listening to "The danger of a single story" by Chimamanda Adichi,	Reflection: Think about self in relation to the idea of a "single story". Answer

	students will understand how perceptions influence the stories we create about other people	open-ended questions. <u>Practice Test</u>: Answer MC/TF questions. <u>Posttest</u>: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
Main Step 3 in Instructional Goal	**Performance Objective**	**Test Items**
3. Recognize that others have different backgrounds and beliefs.	When answering written scenario and MC/TF questions, using information recalled from the training module, be aware that others on campus might have different backgrounds, beliefs, and/or perceptions.	<u>Practice Test</u>: Answer MC/TF questions. <u>Posttest</u>: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
Subordinate Skills	**Subordinate Objectives**	
3.1 Read one to two personal testimonies about discrimination to promote listening to other people to hear their perspectives and stories.	When reading testimonies students will reflect on moments in their lives that are similar to these situations, in order connect their learning to themselves. In particular, "how did it feel?", "did someone help you?" and "how could it be prevented?".	<u>Practice Test</u>: Answer MC/TF questions. <u>Posttest</u>: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
3.2 Understand what white privilege means.	Using the White Privilege Checklist, learners determine if they have experienced white privilege in order to reflect on diversity.	<u>Practice Test</u>: Answer MC/TF questions. <u>Posttest</u>: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
3.2.A Define "White Privlege"	After using the white privilege checklist, learners will be able to define what is meant by white privilege.	<u>Practice Test</u>: Answer MC/TF questions. <u>Posttest</u>: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.

3.3 Process current information about income inequality and discrimination.	When reading current income statistics, students will reflect on the reality of discrimination in order to connect themselves to this issue.	Practice Test: Answer MC/TF questions. Posttest: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
3.4 Investigate racial and gender differences in different geographic areas around the country.	By navigating to the provided link, students will search local areas for income distribution information based on race and gender.	Practice Test: Answer MC/TF questions. Posttest: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
Main Step 4 in Instructional Goal	**Performance Objective**	**Test Items**
4. Recognize one's own perception as separate from others'.	When answering written scenario and MC/TF questions, using information recalled from the training module, be aware that others on campus might have different backgrounds, beliefs, and/or perceptions.	Practice Test: Answer MC/TF questions. Posttest: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
Subordinate Skills	**Subordinate Objectives**	
4.1 Recognize implicit biases.	By taking the Harvard Implicit Bias Test, learners will measure their own implicit biases towards multiple groups of people, in order to connect themselves to this issue.	Practice Test: Answer MC/TF questions. Posttest: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
4.1.A Define implicit biases.	After reading a riddle and the definition of implicit biases, students will experience an implicit gender bias first hand, thereby connecting themselves to the learning.	Practice Test: Answer MC/TF questions. Posttest: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
4.2 Process how to fight	After reflecting on the results of	Practice Test: Answer

implicit biases.	the Harvard Implicit Bias Test, learners will reflect upon being unintentionally discriminated against, thereby working to fight their own implicit biases and connecting themselves to the learning.	MC/TF questions. <u>Posttest</u>: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
Main Step 5 in Instructional Goal	**Performance Objective**	**Test Items**
5. All community college students will choose to be tolerant of others while dealing with conflict on the community college campus.	When answering written scenarios or MC/TF questions, use information recalled from the training module to resolve conflict	<u>Practice Test</u>: Answer MC/TF questions. <u>Posttest</u>: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
Subordinate Skills	**Subordinate Objectives**	
5.1. Understand how others have different perceptions of a situation.	After watching a video on perception, students will make the connection between perception and remaining calm when conflict arises.	<u>Practice Test</u>: Answer MC/TF questions. <u>Posttest</u>: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
5.1.A. Define "Perception"	Students will interact with an image in the online module that can be flipped and asked to reflect on how changing the image, changes your perception of reality.	<u>Practice Test</u>: Answer MC/TF questions. <u>Posttest</u>: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
5.2. Find common ground with the person.	While taking the online module, students will be able to link perceptions and finding common ground.	<u>Practice Test</u>: Answer MC/TF questions. <u>Posttest</u>: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
5.2.A Define what it means to "come to common	Students will apply skills for finding common ground to help	<u>Practice Test</u>: Answer MC/TF questions.

ground"	them answer questions correctly.	Posttest: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
Main Step 6 in Instructional Goal	**Performance Objective**	**Test Items**
6. All community college students will choose to resolve conflict using open communication skills.	When answering written scenario and MC/TF questions, use information recalled from the training module to maintain open communication.	Practice Test: Answer MC/TF questions. Posttest: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
Subordinate Skill	**Subordinate Objective**	
6.1. Recall ways to best communicate using inclusive dialogue.	When answering written scenarios and MC/TF questions, apply inclusive dialogue understanding to help them answer questions correctly.	Practice Test: Answer MC/TF questions. Posttest: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
6.1.A Define "Inclusive Dialogue"	When answering written scenarios and MC/TF questions, apply inclusive dialogue understanding to help them answer questions correctly.	Practice Test: Answer MC/TF questions. Posttest: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
6.2. Recall ways to best communicate using facilitation skills.	When answering written scenarios and MC/TF questions, students apply facilitation skills to help them answer questions correctly.	Practice Test: Answer MC/TF questions. Posttest: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
6.2.A Define "facilitating a conversation"	When answering written scenarios and MC/TF questions, students apply facilitation skills to help them answer questions	Practice Test: Answer MC/TF questions. Posttest: Read scenarios that present diversity-

	correctly.	related conflict. Find and choose the best solutions in a selection of possible answers.
6.3. Recall ways to best communicate using negotiation skills.	When answering written scenarios and MC/TF questions, students apply negotiation skills to help them answer questions correctly.	Practice Test: Answer MC/TF questions. Posttest: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.
6.3.A Define "negotiating for peaceful resolution"	When answering written scenarios and MC/TF questions, students apply negotiation skills to help them answer questions correctly.	Practice Test: Answer MC/TF questions. Posttest: Read scenarios that present diversity-related conflict. Find and choose the best solutions in a selection of possible answers.

Instructional Strategy Plan

Objective sequence and clusters

1	2	3	4	5	6
1	2	3	4	5	6
1.1	2.1	3.1	4.1	5.1	6.1
	2.1.A	3.2.A	4.1.A	5.1.A	6.1.A
	2.2	3.2	4.2	5.2	6.2
	2.2.A	3.3		5.2.A	6.2.A
	2.3	3.4			6.3
	2.3.A				6.3.A

Cluster 1: Recognize diverse environments and perspectives

Objectives:

1. Recognize diverse environments

1.1 Identify need for training in diversity

Content presentation:

Content: Introduce the term "diversity".

Examples: Encourages self-reflection on diversity.

Student grouping: Students will begin with defining diversity. They will take a non-graded pre

test to determine their prior knowledge on the topic.

Media selection: "What Do You Know About Diversity Survey" through Google Forms.

Student participation:

Activities: Students will take the "What Do You Know About Diversity Survey".

Feedback: Students' scores will reveal how much they know on this subject.

Cluster 2: Create a new perspective on diversity

Objectives:

2. Have new perspective on diversity

2.1. Understand what it means to define someone by a single story

2.1.A. Define the term "single story"

2.2. Be able to identify the problems of a single story

2.2.A. Identify the problems of a single story.

2.3. Be able to reflect on personal perceptions

2.3.A. Identify what it means to reflect on personal perceptions

Content presentation:

Content: Introduce "single story" and the issue of stereotyping.

Examples: Students reflection will come after watching the TED Talk "The danger of a single

story" by Chimamanda Adichie.

Students grouping and media selection: Students will watch the TED Talk "The danger of a single story" by Chimamanda Adichie.

Student participation:

Practice items and activities: Watch "The danger of a single story" and write down personal reflection statements on the dangers of stereotyping.

Feedback: Students will be able to print out their single story statements for further reflection.

Student grouping and media selection: Students will be able to print out their reflections on single stories.

Cluster 3: Recognize that others have different backgrounds and beliefs.

Objectives:

3. Recognize that others have different backgrounds and beliefs

3.1 Define discrimination by reading personal stories and testimonies of discrimination

3.2 Understand white privilege

3.2.A Define white privilege

3.3 Understand income inequality as it relates to discrimination

3.4 Investigate racial and gender differences in various geographic regions around the country

Content presentation

Content: Personal testimonies of discrimination, definition of white privilege, infographics of income inequality, web database of inequality according to geographic location in the United States.

Examples: Students' reflection to testimonies will vary, students' inquiries into income inequality could be from a wide variety of geographic locations, student processes information.

Student grouping and media selection: Students answer scenarios, students measure privilege individually by taking the White Privilege Checklist, students investigate regions where they are located via web database of inequality created by Measures of America: A project of the social science research council.

Student participation:

Practice items and activities: Students will reflect on testimonies. Students will question income inequality and seek more answers and evidence of inequality.

Feedback: Students will get real, updated information about inequality from their hometowns or specific location solidifying the idea of income inequality.

Student grouping and media selection: Students will customize learning to their own experience through Measures of America: A project of social science research council.

Cluster 4: Recognize one's own perception as separate from others'.

Objectives:

4. Recognize one's own perceptions as separate from others

4.1. Recognize implicit biases

4.1.A Define Implicit Biases

4.2. Understand how to fight implicit biases

Content presentation

Content: Students take Harvard's Project Implicit test to determine their own implicit biases. Students will choose the race test and one other test of their choice.

Examples: Students take the online implicit bias test offered by Harvard's Project Implicit measuring implicit biases towards African Americans. Students will choose from additional tests

that range from gender (career and science), Asian, weapons, religious, disability, sexuality or age biases.

Student grouping and media selection: Students take the implicit bias tests and keep their results for reflection.

Student participation:

Practice items and activities: Students will write down results of all implicit bias tests taken.

Feedback: Students review results from tests.

Student grouping and media selection: Personal reflection on test results from the Implicit Bias Test offered by Harvard.

Cluster 5: Understand diversity and how tolerance is important in dealing with conflict.

Objectives:

5. Understand diversity and how tolerance is important in dealing with conflict

5.1. Understand how others have different perceptions of a situation

5.1.A Define Perception

5.2. Find common ground with the person

5.2.A Define what it means to come to common ground

Content presentation

Content: Students watch a video on perception, interact with an image in the online module, read about finding common ground.

Examples: Students will watch a video and understand how much control they have over situations. Students will manipulate the image that will reinforce the concept of control and perception. Students will understand how to come to common ground.

Student grouping and media selection: Students react to video on perception individually

Student participation:

Practice items and activities: Students watch and reflect on video

Feedback: Students take a quick check assessment on content.

Student grouping and media selection: Personal reflection and study. Quick check assessment

and video.

Cluster 6: Using open communication skills to resolve conflict

Objectives:

6. Use open communication skills to resolve conflict

6.1: Initiate inclusive dialogue

6.1.A Define inclusive dialogue

6.2: Facilitate the conversation towards peaceful resolution

6.2.A Define facilitating a conversation

6.3: Negotiate for peaceful resolution

6.3.A. Define negotiating for peaceful resolution

Content presentation

Content: Interactive slide defining the steps for open communication triangle which included

inclusive dialogue, facilitation, and negotiation. Final course summative assessment with ten

scenarios of discrimination that students must resolve.

Examples: Students can manipulate the slide to read and review content at their own pace, some

may stay on a portion of the slide longer than others. For summative assessment, learner will

choose correct multiple choice answer that will defuse the situation. For example, in this

scenario the correct answer is C.

An African American employee on a team feels as though she is consistently assigned the

most menial work in the group. She begins to harbor resentment against the team

members and manager. She eventually says something and one member of her team

mumbles under his breath "typical". To resolve this issue, the manager should

A.   Discuss the situation individually with the African American employee about how to
productively communicate with the group.

B.   Discuss the situation with her team member about how even though the behavior was
typical, it should not be said.

C.   Discuss the situation with the entire team questioning the ways in which job tasks are
assigned making any changes needed to ensure equity.

D.   Ignore the situation and hope it resolves itself.

Student grouping and media selection: Personal reflection and self study. Open communication

interactive slide. Students will complete the summative assessment and will receive a 90%

proficiency to receive a certification. The scenarios will be animated and shown through

Captivate.

Student participation:

Practice items and activities: Students interact with slide opening more information about open

communication. Students will perform at a 90% proficiency rate to become certified.

Feedback: Students take a quick check assessment on content they just studied. Students will

take the summative assessment until proficiency is achieved.

Student grouping and media selection: Individual students interact with slide and take the quick

check assessment. Scenario based assessment on diversity and conflict resolution.

Project Development

Workshop Agenda

Time	Slide	Agenda
1:00-1:02	**1**	**Log-on and log-in** Log-on to computers and navigate to web host.
1:02 - 1:08	**2**	**"What do you know about diversity survey"** Click to take survey.
1:08 - 1:09	**3**	**Read through overall course objectives**
1:09 - 1:23	**4**	**Begin Segment 1: Watch Ted Talk "The danger of a single story"**
1:23 - 1:24	**5**	**Self-reflection on "The danger of a single story"**
1:24 - 1:25	**6**	**Quick Check Assessment #1**
1:25 - 1:26	**7**	**Begin Segment 2: Read objectives**
1:26-1:33	**8**	**Getting Personal** Read directions for getting personal. Follow links to one or two personal narratives. Consider reflective questions. Time includes time to read and think time with the reflective questions.
1:33 - 1:37	**9 - 10**	**What is Privilege?** Watch BuzzFeedYellow presents "What is privilege?". Click on informational graphics. Follow link to investigate different geographic locations and

		inequality. Take white privilege survey.
1:37 - 1:38	**11**	**Quick Check Assessment #2**
1:38 - 1:39	**12**	**Begin Segment 3: Read objectives**

1:39 - 1:41	**13**	**Riddle**
		  Read riddle and think about answer.
		  Click to find answer and discussion on implicit bias.

1:41 - 1:46	**14 - 15**	**Take the Implicit Bias Test: Project Implicit**
		  Read directions and follow link to "Project Implicit".
		  Follow link for FAQs on implicit bias.
		  Read Implicit 101.

1:46 - 1:47	**16**	**Quick Check Assessment #3**
1:47 - 1:48	**17**	**Segment 4: Read objectives**

1:48 - 1:53	**18 - 19**	**Perception**
		  Watch "The power of perception" Youtube video.
		  Flip screen image and reflect on perception.
		  Read slide on finding common ground.

1:53 - 1:55	**20**	**Open Communication** Interact by clicking on triangle and reading information.
1:55-1:56	**21**	**Quick Check Assessment #4**

1:56 - 2:00	**22**	**Take Final Assessment: scenario-based test**
		  Students complete test.
		  Print off reflection answers from "The danger of a single story".

Workshop Materials

Teacher Resource	Description
Resource #1: Captivate Link	Course is fully embedded in one website that is hosting our captivate presentation. Please navigate to the following website: Diversity, Tolerance and Conflict Resolution
Resource #2: Pre-test	Self-Assessment survey
Resource #3: TedTalk	The Danger of a Single Story
Resources #4 - #8 Personal Stories	The following are a group of stories of discrimination on a personal level. The Racist Warehouse Safe Schools? 8 Stories of Gender Discrimination Being an Advocate I'm a Sexist, Homophobic Racist
Resource #9 YouTube Video	BuzzFeed Presents: What is Privilege
Resource #10	Infographic: Race and Gender in the Food Chain
Resource #11	Washington Post Infographic: Wealth in Black and White
Resource #12	Median Wealth for Single Men and Single Women by Education
Resource #13	White Privilege Checklist

Resource #14 Project Implicit: Harvard University	Implicit Bias Test
Resource #15 Project Implicit: Harvard University	FAQ Implicit Bias Test
Resource #16	Preston Smiles: The Power of Perception
Resource #19: Post Test	Summative Assessment: Scenario Based Test

Please note that resources following resource #1 are embedded into the course.

Implementation, Evaluation, and Revision

Implementation

In order to run this diversity-training workshop field test on the Metropolitan Community College campus, a proposal was sent in advance to MCC's Human Participants Research Review Committee. Once permission was granted, the team had to locate an instructor who would be running a course for incoming first-years and who would be willing to lend their students for an hour of their class time on the first day of the winter term.

The workshop was field tested in a computer lab on the Fremont, Nebraska campus of Metropolitan Community College on the first day of the winter term. Twenty-two freshman, Composition I students participated. Each student logged into the workshop on their desktop computers using a provided link, and it was also projected on a screen at the front of the class. The students watched the video portions of the workshop together on the projected screen. The workshop was designed with the intention that students would be able to complete it independently, whether on campus or off. The original design called for the module to be

narrated to help guide students through the information. However, due to time constraints, no

narration was added for this field test; instead, one team member facilitated the workshop. The

facilitator guided students through the workshop using a pre-made script; and while the students

were informed that this was a field test and questions and feedback would be taken at the end,

the students were engaged enough in the materials to want to discuss them all the way through.

Although the workshop was engaging, it ran a bit too long, thus many students had to leave for

other classes before they could take the final assessment, and many others had to rush through. In

the end, eight students completed the final assessment.

Assessment Report: Learner Performance

Throughout the workshop the students were very engaged and seemed not to struggle

with the "Quick Checks" or practice tests included after each segment to test their knowledge

and reinforce their learning. The final assessment proved to be harder. The students were given

scenarios to test how they might react in moments of diversity-related conflict, which meant

students needed to consider what they'd learned in the workshop and apply it by choosing the

correct response from several options. Out of the eight recorded results, only two students passed

the exam. Ideally, if students do not achieve a 90 percent or higher on the assessment, they

would be required to retake the course. Below are the recorded results of the assessment:

Score	Max Score	Correct Questions	Total Questions	Accuracy	Attempts
70*	80	8	9	88%	1
10	80	1	9	13%	1
70*	80	7	9	88%	1

10	80	1	9	13%	1
0	80	0	9	0%	1
0	80	0	9	0%	1
0	80	0	9	0%	1
0	80	0	9	0%	1

*passing scores

Evaluation and Revision

The overall functionality of the diversity-training workshop was high, so it's clear that our design, our foundation, for this project was fairly solid. Captivate was an excellent delivery system, as it provided a clear, easy-to-navigate presentation, and allowed the design team many ways to present the information. In any subsequent field tests the team would want to include the narration and allow students to work independently. This would certainly provide more accurate results and give the team a better sense of how long the workshop runs.

The design team heavily considered the audience and context of the learning situation, and were successful in using appropriate learning strategies and language, and in providing appropriate information. Captivate was user-friendly and most learning components were embedded in the presentation itself. This meant students could smoothly navigate through the slides without having to follow links to other pages too often. The survey that was given at the start of the workshop got the learners thinking about the subject matter, as evidenced by discussions had throughout the workshop, priming their brains as the team had hoped. The students were very engaged in and seemed to respond best to the videos presented in the workshop. Specifically, the students had very positive reactions to what they learned through the

TED Talk entitled "The Danger of a Single Story". Also successful were the "Quick Checks" in reinforcing knowledge learned in each segment. The final assessment, while difficult for some, addressed many issues discussed in the workshop, and focused on everyday situations in which students might find themselves.

Time was our biggest enemy in the field test. Choosing to facilitate the workshop meant students could speak to the facilitator, ask questions and discuss materials. These questions and discussions took up a lot of time which meant that almost no time was available at the end for the final assessment. Many students had to leave early to get to other classes, while others had to rush through the assessment, therefore, our results may be skewed. Surprisingly, one of our weakest components, the one in need of the most revision, was our screen containing statistics on privilege, which we had laid out in the form of infographics. Our infographic page on privilege included several colorful, easy-to-read graphics, however, the students seemed wary of their sources and of the information given. While there may be a number of variables that play into this, perhaps the graphics would have gone over better had the students been asked to spend some time with the information, since infographics tend to be simplistic ways to consider complex ideas and relationships. Another revision here could be to connect the information in the infographics to thinking points, asking students to interact with it in more meaningful ways. Finally, before any subsequent field tests, the team would want to revise the workshop for consistency, checking that all statistics were presented accurately throughout, and that all information lined up.

References

AACC's commitment to diversity, inclusion, and equity. (2015). Retrieved from

https://www.aacc.nche.edu/Resources/aaccprograms/diversity/Pages/commitment.aspx

Andrews, Debbie. (n.d). *MCC equity and diversity*. Retrieved from

http://www.mccneb.edu/diversity/

BuzzFeedYellow. (2015, July 4). What is privilege? [Video file]. Retrieved from

https://www.youtube.com/watch?v=hD5f8GuNuGQ

Center for Global Policy. (2015). [Infographic on wealth disparity between men

and women]. *Gap between men's and women's wealth persists throughout lifetime

regardless of education*. Retrieved from

http://globalpolicysolutions.org/gap-between-mens-and-womens-wealth-persists-

throughout-lifetime-regardless-of-education/

Dominguez, D. (2015). Bridging Cultural Divides: A Skills-Driven Approach. Powerpoint -

StrideOn.com

Network Education Program. (2011). [Infographic on race and gender]. *Race and gender in the

food chain*. Retrieved from

http://network-education.org/nep/blog/infographic-race-and-gender-food-chain

McIntosh, Peggy. (1986). White Privilege and Male Privilege: A Personal Account of Coming

To See Correspondences through Work in Women's Studies. Working Paper No. 189.

Wellesley College. Retrieved from

https://www.deanza.edu/faculty/lewisjulie/White%20Priviledge%20Unpacking%20the%

20Invisible%20Knapsack.pdf

Preston Smiles. (2015, May 17). The power of perception - change your perspective change

your life. [Video file]. Retrieved from

https://www.youtube.com/watch?v=1iI2Z46T_PQ

Phillips, T. & Brophy, T., (2008). *Integrated Crisis Response (ICR) Participant Manual*. State of

Utah - Division of Juvenile Justice Services. Utah.

Phillipson, Daisy. (2015). I was a victim of racist bullying. *The Site*. Retrieved from

http://www.thesite.org/sex-and-relationships/friendship/i-was-a-victim-of-racist-bullying-

11589.html

La Rosa, Erin. (2014). 8 stories of everyday sexism, as told by female journalists. *Buzzfeed*.

Retrieved from

http://www.buzzfeed.com/erinlarosa/8-stories-of-everyday-sexism-experienced-by-

female-journalis#.ej06Dw5de

Short Story. (n.d.). *Racism*. Retrieved from http://shortstoriesshort.com/story/racism/

TED Blog. (2009, July). Chimamanda Ngozi Adichie: The danger of a single story. [Video file].

Retrieved from

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language

=en

The Kenyon Thrill. (2014). *Personal narrative: I'm a sexist, homophobic racist*. Retrieved from

http://thekenyonthrill.com/2014/02/20/personal-narrative-im-a-sexist-homophobic-racist/

Thoughtful Learning. (2015). *The racist warehouse*. Retrieved from

https://k12.thoughtfullearning.com/studentmodels/racist-warehouse

Washington Post Wonkblog. (2015). [Infographic with statistics from Federal Reserve on racial

income inequality]. *Racial income inequality is worse than you think*. Retrieved from

http://knowmore.washingtonpost.com/2015/01/27/racial-income-inequality-is-worse-than-you-

think/

Appendix A

Pretest: A Survey on Diversity and Tolerance

A student-run group from Purdue University's Learning Design and Technology program would like your help with a class project designed to help them practice how to develop and design an educational workshop. Students at Metropolitan Community College have been asked to participate in this survey, however student participation is completely optional. Confidentiality of all participants will be maintained since the team is collecting no private information from students, only their survey answers.

If you would like any additional information regarding this study, please contact Elizabeth Farrell by email at eafarrell@mccneb.edu. Thank you for your time.

Please respond to each of the questions below using the following scale:
1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree

I believe it is important to work in a diverse environment.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

I have a good understanding of other peoples cultures.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

I treat people with respect regardless of race, gender, religion, sexuality, age, ethnicity, social class, or mental/physical disability.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

I believe that people should not be judged based on group characteristics.
Such as, but not limited to race, gender, religion, sexuality, age, ethnicity, social class, or physical/mental disability.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

I am willing to seek out people that are different than myself.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

I have never used language that discriminates against a group of people based on race, age, gender, sexuality, social class, religion or physical/mental capability.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

I am interested in learning more about people who are different from me.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

My understanding of diversity is limited.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Testing your knowledge.

For the next section of the survey, answer the questions below to the best of your ability.
In your own words, describe what diversity means to you?

In the United States, the wealth gap between races is getting more narrow.
- ○ True

- ○ False

Two identical resumes are sent out to employers. One has a non-traditional sounding name while the other has a common U.S. name. Do you believe that both job-seekers will get the same amount of callbacks?

- ○ Yes
- ○ No
- ○ Unsure

Young black men are pulled over by the police more often than any other demographic.

- ○ True
- ○ False

People with mental or physical disabilities face a lower unemployment rate than those without disabilities.

- ○ True
- ○ False

After being arrested, African-Americans are 33% more likely than whites to be detained while facing a felony trial in New York.

- ○ True
- ○ False

The U.S. Bureau of Justice Statistics concluded that an African American male born in 2001 has a 32% chance of going to jail in his lifetime, while a Latino male has a 17% chance, and a white male only has a 6% chance.

- ○ True
- ○ False

Experts predict by 2030, the majority of people under 18 will be of color, and by 2042 nonwhites will be the majority of the U.S. population.

- ○ True
- ○ False

Women with full-time jobs still earn only about 77 percent of their male counterparts' earnings.

- ○ True
- ○ False

62 million girls are denied an education all over the world.

- ○ True
- ○ False

On average, 30% of women who have been in a relationship report that they have experienced some form of physical or sexual violence by their partner.

- ○ True
- ○ False

Have you ever faced or witnessed intolerance based on race, gender, religion, sexuality, age, or ethnicity? If so, please explain below.

Appendix B

Script for the Workshop
* Workshop can be facilitated or implemented on an individual basis. Use following script if facilitated

Slide 1
Teacher: *Good _____ (morning, afternoon, evening).* <mark>*Please navigate to http://test.tacotuesdayreviews.com/ to find the course.*</mark> *First, I would like to thank you for participating in this course. We are hoping that you enjoy our workshop and we are excited to begin.*

Slide 1
Teacher: *As you know, we are living in a more and more diverse world and if you have paid attention to the recent domestic news broadcast, issues around race, gender, socioeconomic status and other areas of social justice are still a concern for our society.*

How many of you may have already been trained in diversity and teaching tolerance?

This workshop seeks to offer you additional training in conflict resolution. You will not only have the knowledge and understanding to appreciate differences but also the skills to be an advocate for social justice through peaceful resolution.

Slide 2
Teacher: *To start, let's first discover what you know about diversity. Please take the provided 'self-assessment survey' to measure your current knowledge about diversity and issues surrounding race, gender, and social class.*

Slide 2
Teacher: *Let's check our answers.*
  1. **False***: The wealth gap in the US between races is fluctuated over history increasing and decreasing but has never reached a consistent state of shrinking. After the Great Recession of 2007, the wealth gap has increased from whites making six times the wealth and income of blacks (nine times that of hispanics) to thirteen times in 2013 (10 times that of hispanics).* Kockhhar, R and Fry. R (2014)   (http://www.pewresearch.org/fact-tank/2014/12/12/racial-wealth-gaps-great-recession/)
  2. **No:** *A study conducted by Marianne Bertrand at the University of Chicago Graduate School of Business, found that white sounding names on generic resumes were 50% more likely to get called back for an initial interview than resumes with black sounding names. In addition, a higher quality resume seemed to help white candidates more than a higher quality resume of an African American candidate.* Bertrand, M. (2003) (https://www.chicagobooth.edu/capideas/spring03/racialbias.html)

3. *True: Black drivers were pulled over more in 2011, according to the U.S. Department of Justice. In addition, "white drivers were both ticketed and searched at a lower rate than black and Hispanic drivers".* Langton, L and Durose, M. (2013). (http://www.bjs.gov/content/pub/pdf/pbtss11.pdf)

4. *False: People with disabilities have a 12.9% unemployment rate in 2014 while those without disabilities unemployment rate was 5.9%.* United States Department of Labor Bureau of Labor Statistics (2014). (http://www.bls.gov/news.release/disabl.nr0.htm)

5. *True: This is one of the consequences of the Stop and Frisk policy.* U.S. Department of Justice (2014). (http://www.civilrights.org/publications/reports/racial-profiling2011/the-reality-of-racial.html.)

6. *True: This is where we get the phrase 'school to prison'.   Young African American males are more likely to go to prison than college.* U.S. Department of Justice (2014) (see above link)

7. *True: Our demographics are changing quickly which will have an effect on every aspect of our lives including our family dynamics, college campuses, and careers.* Colby, S. and Ortman, J (2015). (https://www.census.gov/content/dam/Census/library/publications/2015/demo/p25-1143.pdf).

8. *True* Patten, E (2015) (http://www.pewresearch.org/fact-tank/2015/04/14/on-equal-pay-day-everything-you-need-to-know-about-the-gender-pay-gap/)

9. *True* USAID Press Office (2014) (https://www.usaid.gov/news-information/press-releases/june-20-2014-broad-coalition-celebrities-athletes-non-profits-join-usaid-let-girls-learn).

10. *True: Women issues are both local, national and global. The income disparity has improved but also depends on your race and ethnicity. The lowest income demographic is Latino women at 54% of white male counterparts. The education of girls globally is not universal. The movement to keep girls away from education is strong in many countries like India, Afghanistan and Saudi Arabia. And domestic violence against women is still a real social issue in today's America.* World Health Organization (2014). (http://www.who.int/mediacentre/factsheets/fs239/en/)

Slide 3
Teacher: *Here are the course objectives. Let's take a minute to read through the objectives. Do you have any questions regarding the course objectives?*

Slide 4
Teacher: *Segment #1 involves a clip from a very famous TED talk by Chimamanda Adichi. Chimamanda is a Nigerian fiction author, social justice advocate and self-proclaimed feminist. You may have already heard some of her words on women's issues in the Beyonce song "Flawless". This talk is entitled "The Danger of a Single Story". As you watch consider the following questions*
    What does Adichi mean when she says 'a single story can be dangerous?"
    How does Adichi think we can avoid stereotyping and prejudice?

Slide 5
Teacher: *So, how do you fit in? Would other people have a 'single story' of you? How would you be different from that story? How do you feel when you are reduced to one story? Do you have single stories about other people of diverse backgrounds? How does your perception of the world help to create single stories?*
Remember: Single stories are not necessarily inaccurate then are merely INCOMPLETE.

Slide 6
Teacher: *Please take a moment to assess what you have already learned.*

Slide 7. Segment #2
Teacher: *As we move to the next segment, please take a moment to read through the objectives.*

Slide 8.
Teacher: *Select two of the following articles to read and take a moment to do some personal reflection by answering the questions in the text box provided. Pay special care to how you would feel in each of these situations if this happened to you.*

Slide 9.
Teacher: *Some of us may have had a hard time thinking of a time in our lives when we have been discriminated against. Some of you may have had a hard to choosing which one to reflect upon. That difference in experiences represents the concept of privilege. This BuzzFeed video will help us put meaning to the concept of privilege. As you watch, mentally take steps forward and backwards like the participants on the screen and note where you might be if you were doing the simulation.*

Slide 9.
Teacher: *So how did you do? Did you move forward or backwards? How would you feel if you were all the way in the back? How would you feel if you were all the way forward?*

Slide 10.
Teacher: *Here is privilege in graphs. Also, if you are interested in getting more local, navigate to the link provided. This is an interactive privilege map that allows for you to see income disparity all over the country. Isn't it weird to think that opportunity and fairness ranges so dramatically depending on geography?*

Slide 11.
Teacher: *Privilege is not just economic. It is also social, hence we use the term socioeconomic status. The following survey is a now famous list of privileges you may experience depending on gender, race and ethnicity created in 1987 by Peggy McIntosh. Complete the survey and note that the more you check, the more privilege you may have experienced in your life.*

Slide 12
Teacher: *Take a quick moment to self assess answering these questions.*

Slide 13 Segment 3
Teacher: *Let's read the next segments objectives.*

Slide 14
Teacher: *Read the following riddle. Please do not blurt out the answer. If you already have heard of this riddle, please allow for others to try to think of an answer.*
        Did you figure it out? Who thinks they have it?

Slide 15
Teacher: *This riddle is evidence that we have implicit biases. Not a single one of you believes that women can't be surgeons BUT we do gender associate with many professions. I could change the riddle to mother, daughter and nurse and it would be difficult for us to come up with the answer that the father is the nurse. We are not consciously aware of this association but these unconscious prototypes do affect our behaviors.*
        Harvard University has created a really neat experiment to measure our implicit biases. Navigate to the provided link to take the test. ==Take one test on race and then take one test of your choice to measure other biases.==

Teacher: *The results are difficult to see and many of us question the validity of the test. Feel free to investigate the FAQs on Implicit Bias test with the link provided.*

Teacher: *Implicit biases can be positive or negative but BOTH happen outside of our conscious awareness and affect how we view, imagine and behave in our world.*

Slide 16
Teacher: *Please take a moment to assess your learning with the questions provided.*

Slide 17
Teacher: *Let's read the next segments objectives.*

Slide 18
Move through conflict/resolution pages. 1. video 2. interactive screens

Final Assessment
Print out results and hand them to teacher.

Appendix C

Captivate Course Storyboard

The course can be found at test.tacotuesdayreviews.com

Appendix D

Posttest: Scenario Based Assessment

The test can be found at tacotuesdayreviews.com

Click the Button to Start the Test

You must get 90% or higher to pass. Please print off your scores on the last slide and give them to the facilitator. If you do not pass, exit out of this tab and retake the quiz by selecting the "Take Test" button from the course.

Scenarios — Question 1 of 9

Situation #1: An African American employee on a team feels as though she is consistently assigned the most menial work in the group. She begins to harbor resentment against the team members and manager. She eventually says something and one member of her team mumbles under his breath "typical". To resolve this issue, the manager should:

- A) Discuss the situation individually with the African American employee about how to productively communicate with the group.
- B) Discuss the situation with her team member about how even though the behavior was typical, it should not be said.
- C) Discuss the situation with the entire team questioning the ways in which job tasks are assigned making any changes needed to ensure equity.
- D) Ignore the situation and hope it resolves itself.

You did not answer this question completely.

Scenarios — Question 2 of 9

Situation #2: Women in Professor Smith's class feel as though they are being overlooked and dismissed during class conversations. Gender equality and equal pay for equal work comes up one day in class. Professor Smith agrees with equal pay for equal work but tends to only pick on the males during the discussion. Carrie, a female in the class, blurts out her observation of this during the conversation. Professor Smith should:

- A) Move the conversation back to gender equality and ignore the outburst.
- B) Ask to speak with Carrie after class about her inappropriate behavior.
- C) Fold this observation into the class conversation and humbly apologize if the rest of the women in the class also feel the same way.
- D) End the class discussion because it got 'personal.'

You did not answer this question completely.

Scenarios — Question 3 of 9

Situation #3: In a meeting, a teacher complains that a team advocating against discrimination is trying to lower standards for students of color, allowing them to get away with unacceptable behaviors in the hall and classroom. The principal allows for the conversation to continue and is nodding his head in agreement. The conversation turns into a discussion about 'those kids' and how standards should not be lowered. As a teacher in the meeting, you should:

- A) Keep quiet and discuss the issue privately with your principal.
- B) Get emotional and angry and clearly state how the discussion itself is derogatory and discriminatory.
- C) Kindly ask the teachers and administrators to refer to the students as 'our kids' then advocate for more training to be embedded in professional development.
- D) Nod in agreement because you do not want to upset your boss.

You did not answer this question completely.

Scenarios — Question 4 of 9

Situation #4: You are sitting in the campus cafeteria and notice how all of the African American students are sitting together, all of the Hispanic students are sitting together and all of the Asian students are sitting together. You bring this up to your friends you are sitting with and a conversation about racism begins. During the conversation many racial slurs are spoken and you being to feel very uncomfortable. You should:

- A) Ignore the racial slur because they are harmless if only you and your friends can hear them.
- B) Laugh at them because racial stereotypes are sometimes true.
- C) Ask your friends to be respectful and not use derogatory language.

You did not answer this question completely.

Scenarios — Question 5 of 9

Situation #5: You and your friends attend a party. It is apparent that one girl is extremely intoxicated and has been left by her friends. The party is winding down and it is getting very late. Some males at the party start harassing this girl who is barely conscious. You should:

- A) Step in and call the girl a cab to make sure she gets home safely.
- B) Not worry about it because it is her fault that she got so drunk.
- C) Leave because you don't want to be there if a crime happens.
- D) Threaten to fight anyone who tries to hurt her.

You did not answer this question completely.

Scenarios — Question 6 of 9

Situation #6: You are the only white male in your group in a sociology class. The conversation turns to historic discrimination perpetuated by white men in the past. A female says "See, evidence that all men are pigs and white men are the worst". You are very offended because you consider yourself a racial ally. You should:

- A) Not say anything because she has a point, white men have been responsible for many racial atrocities.
- B) Get angry and use this as evidence of reverse racism.
- C) Calmly state that categorizing all white men on the actions of a few is a racial stereotype. Then use evidence of white men advocating for racial equality in history to break down the stereotype.
- D) Report her discriminatory behavior to your college professor.

You did not answer this question completely.

Scenarios — Question 7 of 9

Situation #7: You have midterms tomorrow and are studying in the library. A group of young black males come into the library and are working on a group project. Sometimes they are loud and laughing and sometimes they are working. You should:

- A) Move to another part of the library because even though they are loud sometimes, they have a right to work here too. You have been loud in a library once or twice in your life too.
- B) Use this as evidence to reinforce the stereotype that Black men are loud and disrespectful.
- C) Confront the behavior and discuss how with them how this type of behavior is what makes their whole race look bad.

You did not answer this question completely.

Scenarios — Question 8 of 9

Situation #8: You are in Economics 101 which just happens to be a predominantly white class discussing immigration. When discussing this issue, the professor looks to the few members of the class that are Hispanic to speak on how it feels to be an immigrant in America. You should:

- A) Listen intently because you could learn a lot about what it means to be an immigrant.
- B) Talk privately with the group of Hispanic students about how inappropriate it was for the professor to assume they were immigrants.
- C) Politely state in class and to the professor that it is not appropriate to assume a group of Hispanics are immigrants.
- D) Report the professor to the authorities to begin an investigation on racial discrimination in his class.

You did not answer this question completely.

Scenarios — Question 9 of 9

Situation #9: You are waiting in line at Starbucks on campus. The group ahead of you are struggling to order because they are foreign exchange students from China. The barista is getting very frustrated with the group and the group is holding up the line. You should:

- A) Leave without your coffee; seriously, if people want to come to the United States they should learn to speak English!
- B) Patiently wait until the group orders.
- C) Make comments about your frustration to people behind you, the group can't understand what you are saying anyway!

You did not answer this question completely.

Quiz Results

You Scored:	80
Maximum Score:	80
Correct Questions:	9
Total Questions:	9
Accuracy:	100%
Attempts:	1

Congratulations, you passed the quiz!

Continue   Review Quiz

Click here to print ⬇

Appendix E

Goal Analysis Flowchart