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Curso de Inglês Instrumental Online

**preparatório para Provas de
Proficiência do Mestrado e
Doutorado com Certificado de
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SAIBA MAIS





Inglês

Ciências Humanas e Sociais

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Assinatura do Candidato: _____

Questions 01 to 05 refer to the text below.

ENGAGEMENT IN CROSS-CULTURAL LARGE LECTURE CLASSROOMS: USING TOP HAT TECHNOLOGY TO INCLUDE STUDENTS IN THE DISCUSSION

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Introduction

A criticism of cross-cultural course requirements at the collegiate level is just how effective these courses are in promoting multiculturalism among students (Miller-Spillman, Michelman, & Huffman, 2012). An additional challenge is that many of these courses are often taught in a large lecture format, sometimes with hundreds of students (Holland, Schwartz-Shea, & Yim, 2013). Large lecture formats cultivate a classroom environment in which students are passive receivers of information rather than active participants in open interactions with the instructor and their peers (Mayer et al., 2009). This results in a missed opportunity for engagement and discussion among a diverse body of students which could facilitate the achievement of course objectives (e.g., adopting a multicultural worldview). What's more, a distinction exists in the classroom environment of cross-cultural courses in that active involvement by students is crucial for them to effectively retain knowledge (i.e., constructivist approach) and further, to internalize the learned information and employ it in shaping their worldview (Fox-Turnbull & Snape, 2011). Because cross-cultural courses typically encompass content that can be sensitive in nature (e.g., religion, race), facilitating meaningful student interaction can be even more of a challenge.

Many courses that fulfill university cross-cultural requirements are housed in family and consumer sciences units. Therefore, these issues and how to mediate them are valuable areas of research exploration.

Clickers are a useful pedagogical tool in large lecture courses. Substantial developments in functionality have transformed simple clicker systems into web-based student response systems (SRS) that students can access from their own devices (i.e., mobile apps, tablets). Instructors can now immediately share anonymous student response data with their classes. This connectivity could be especially useful in cross-cultural large lecture courses, creating an opportunity to highlight the collective responses of the class without singling out individual students (Taylor, 2013). Furthermore, viewing the class's results allows students to observe the diverging viewpoints on cross-cultural issues within the classroom and can be supported by instruction from the professor that encourages students to reflect on and think critically about their positions on cross-cultural issues. Incorporating an SRS into a cross-cultural large lecture course could foster the active involvement and engagement necessary for students to be open to adopting more pluralistic perspectives over the span of the course.

A gap in the literature exists related to the SRS and its potential impact on students' learning experiences in cross-cultural large lecture courses. The purpose of this study was to address this gap by exploring (a) students' perceptions of the SRS's anonymity, (b) whether SRS use impacts students' feelings of engagement, and (c) whether SRS use contributes to students' achievement of course objectives (e.g., awareness, reflection, critical analysis, cross-cultural learning).

Challenges to Cross-Cultural Course Instruction Mitigated by SRS Use

Cross-cultural competency is now considered to be an invaluable student learning outcome in many university curricula and is further attenuated through cross-cultural course requirements at the university level. Development of this soft skill is aimed at preparing students for employment in diverse industries (e.g., textile and apparel) and for membership in a global society by encouraging them to adopt a "global mindset that encompasses multiple perspectives ... [and to] consider issues from a cultural, social, political, environmental, and economic framework" (LeHew & Meyer, 2005, p. 292). A number of factors challenge diversity courses' efficacy in helping students achieve cross-cultural competency, many of which can be mitigated by the use of an SRS.

Student resentment. Students of all cultural backgrounds begin diversity classes with their own biases, values, and beliefs that can lead to a level of resistance when studying viewpoints differing from their own. Instructional management tools, such as participation and peer interaction, can help elicit a change in students' motivations to explore their own cultural awareness (Brown, 2004). The positive effect of classroom engagement on diversity learning is highly documented (e.g., Holland, 2006; Lee, Williams, & Kilabera, 2012; LeHew & Meyer, 2005; Miller-Spillman, Jackson, & Huffman, 2006). Recent research also provides support for an SRS in cultivating the engagement that is necessary to achieve diversity course learning outcomes (Holland et al., 2013).

Teacher credibility and the open classroom approach. Instructors' pedagogical approaches can mitigate or facilitate student resentment in diversity courses. Brown (2004) stated that in order to be effectual leaders of diversity courses, instructors "must be multicultural and possess the skills to provide a classroom environment that adequately addresses student needs, validates diverse cultures, and advocates equitable access to educational opportunity" (p. 325). Thus, students' openness to diversity learning is contingent on the extent to which the instructor is perceived to have sufficient cross-cultural knowledge (i.e., teacher credibility) and presents the information in a manner that is fair and considerate of all students' beliefs. Teacher credibility has also been found to impact students' openness to exploring divisive issues in class (Holland, 2006; Holland et al., 2013).

Instructors must also cultivate an open and interactive classroom by "encouraging and respecting student opinions, rather than simply lecturing to students who have no opportunity to respond" (Holland et al., 2013, p. 275). An SRS can be an effective means for instructors to engage with students during lectures and can demonstrate to students that the instructor is interested in their opinions (Salemi, 2009). Students may also experience increased feelings of engagement with their peers when anonymous question response data are shared with the class (Holland et al., 2013). The ability to view SRS feedback in real-time also allows the instructor to immediately incorporate commentary on the response data into the lecture. For example, an instructor can adjust to the specificities of the class by addressing poll results that are surprising or unexpected and can probe more deeply into student viewpoints by deploying additional SRS questions on the topic of study (Holland et al., 2013).

Conclusions and Recommendations

This study contributes to the growing body of pedagogical research on improving the student learning environment in cross-cultural large lecture courses through the use of student response systems (SRS) and provides a foundation for further research exploration. Results from data analysis on the open- and closed-ended questions provide initial support for using an SRS to increase student engagement and comfort in exploring the cross-cultural subject matter. The SRS's anonymity is beneficial for eliciting honest responses on sensitive course content which leads to more relevant instruction from the professor.

Additional research is needed to further explore the role of the SRS in facilitating achievement of course objectives (i.e., diversity learning) in cross-cultural, large lecture courses. However, a review of the extant literature and the findings from the present study support SRS programs as useful pedagogical tools only to the extent that their advantages (e.g., cultivating engagement in large lectures, highlighting the diversity of student opinions and beliefs) are leveraged through the instructor's pedagogical style to facilitate an open classroom environment in which thoughtful reflection and critical analysis of cross-cultural issues can occur (Holland et al., 2013; Trees & Jackson, 2007). It is also important to acknowledge that each class section has a distinct "culture" (i.e., composition, student learning styles, individually held opinions and beliefs) that shapes the course experience. Approaches that are well received and facilitate learning in one class might not be as successful under different conditions. However, an SRS allows instructors to continually probe their classes and adapt the pedagogical approach as necessary to maximize students' cross-cultural learning.

ATENÇÃO! As respostas às questões deverão ser redigidas em PORTUGUÊS.

Question 1

Explain in what resides the criticism that the authors pose in relation to large lecture formats.

Espaço para Resposta

Question 2

Define student response systems according to the text and explain how they can be useful in large lecture courses.

Espaço para Resposta

ATENÇÃO! As respostas às questões deverão ser redigidas em PORTUGUÊS.

Question 3

Explain how student resentment can be mitigated by SRS use, according to the authors.

Espaço para Resposta

Question 4

Explain how instructors can incorporate SRS immediate feedback in order to further engage their students.

Espaço para Resposta

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Question 5

Explain why the authors warn other researchers to interpret the data about the efficacy of SRS in this paper with caution.

Espaço para Resposta