

# Creating a Classroom Culture Through Diversity Education: A Social Work Perspective

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## Problem Identification

Many times, faculty do not feel equipped to facilitate conversations centered on diversity and difference. Awareness of one's own intersectionality is key to successfully managing difficult conversations in the classroom.



## Learning Outcomes

1. Understand how concepts of Critical Race Theory, Community of Inquiry Teaching Presence and social work's helping process combine to facilitate discourse in the classroom.
2. Describe elements from each theoretical framework that contribute to classroom discourse focused on cultural diversity.
3. Identify a minimum of three ways participants can use the Faculty as Facilitator framework in their learning environment.

## Conceptual Framework

Community of Inquiry: Teaching Presence	Critical Race Theory	Social Work Generalist Helping Process
Design	Explore intersectionality perspective	Engagement
Exploration TP: organization	Assess diversity knowledge along spectrum	Assessment
Integration TP: facilitation and direct instruction	Unlearning through challenging previously held beliefs and anti-racist pedagogy	Implement
Resolution: instruction was meaningful and worthwhile?	Evaluation	Evaluation

*CoI; CRT; Social Work Helping Process Framework*  
Adapted from Garrison, Anderson, and Archer (2001); Alvarez-Hernandez & Choi, 2017; Adapted from Hepworth, Rooney, Rooney, and Strom-Gottfried (2017)

## Faculty - as - Facilitator Application in the Classroom

