

# From Homogeneity to Diversity: Some Thoughts on the Challenge of Teaching Heterogeneous Groups

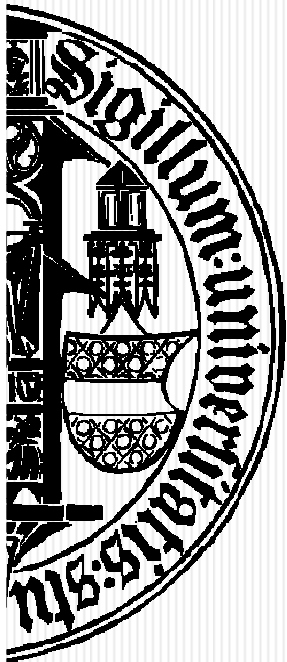


**Till Westermayer, M.A.**

Institute of Forest Utilization and Work Science  
Albert-Ludwigs-Universität, Freiburg im Breisgau

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## The challenge of heterogeneity: five theses

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- 1. Compared to previous times (e.g. the 1970s), higher education in forestry has to deal with much more diverse groups of students.**
- 2. Growing heterogeneity is relevant for diploma/bachelor programs, too.**
- 3. Heterogeneity is generated by individualization and globalization; concrete “generators of heterogeneity” include the Bologna process as well as causes specific to the organization of forestry.**
- 4. The visible side of diversity (gender, ethnicity, qualifications) is accompanied by a diversification of motivations and interests.**
- 5. The new realities of heterogeneity in higher education in forestry challenge established modes of teaching and learning.**

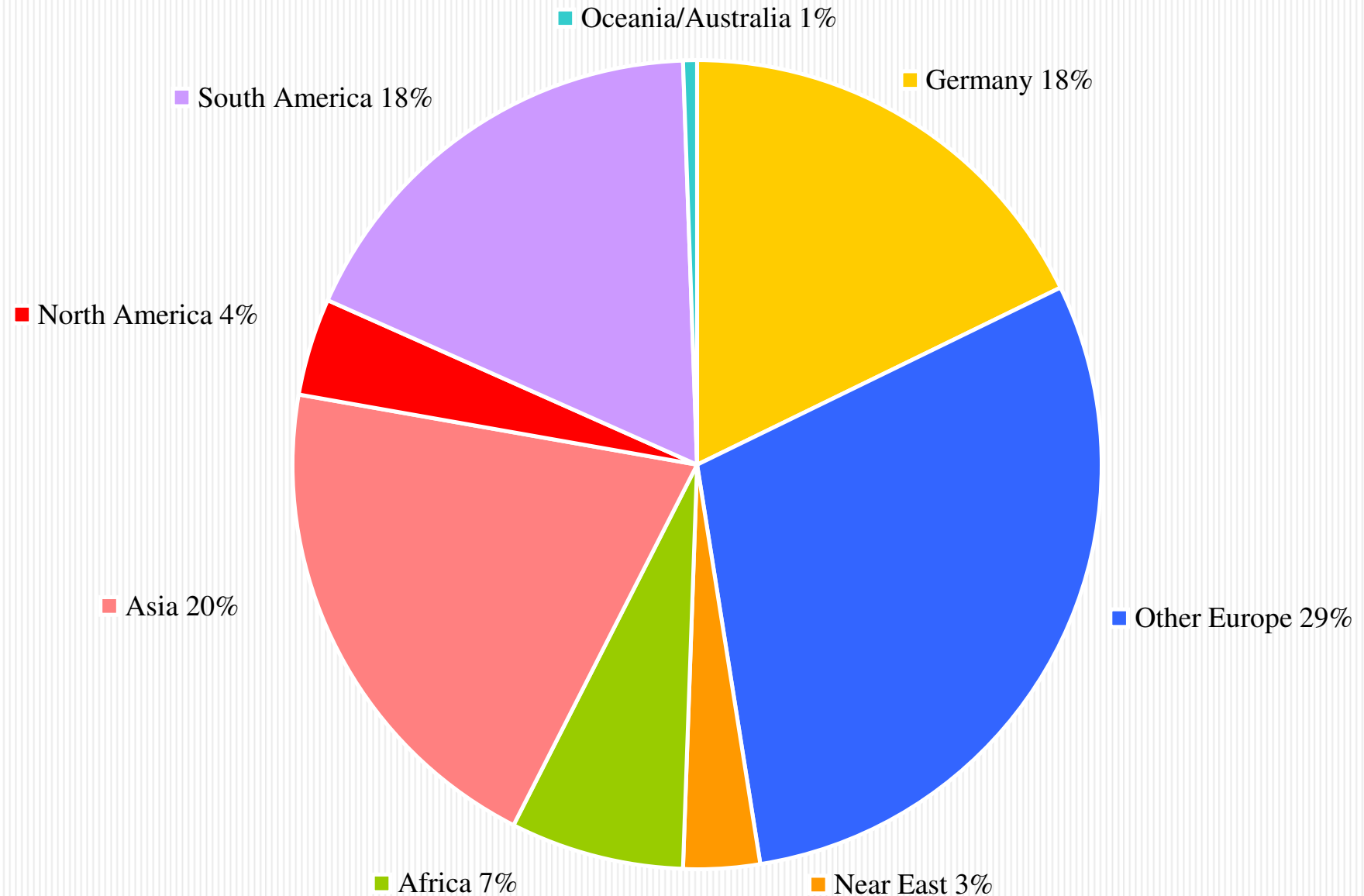
### **M.Sc. “Sustainable Forestry and Land Use Management” (1998–2004)**

- **Integrated program**
- **80 % German language teaching**

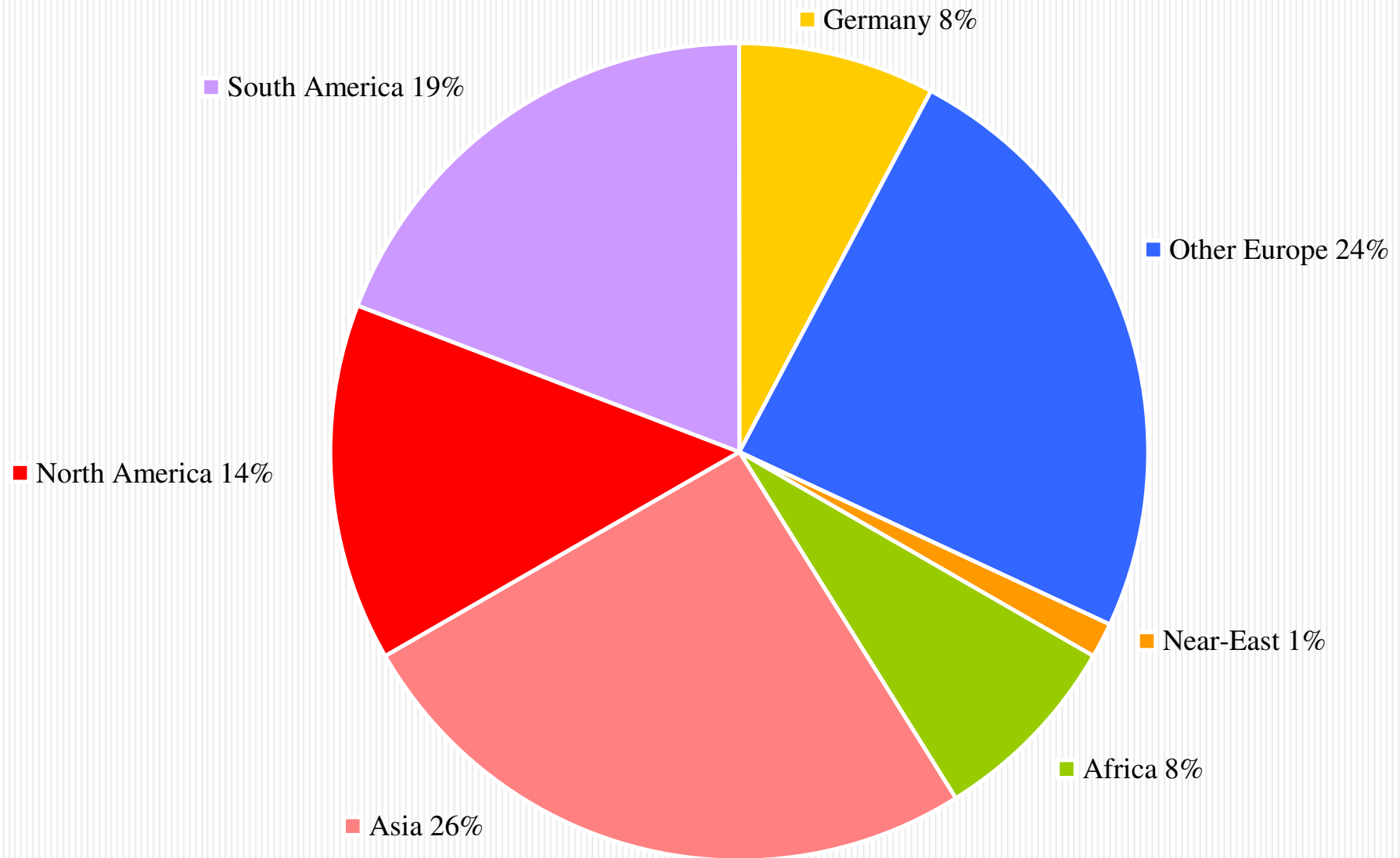
### **New international master programs (since 2005)**

- **M.Sc. Forestry Ecology and Management (FEM)**
- **M.Sc. Environmental Governance (MEG)**
- **Specialized curriculum and modules**
- **English as teaching language**

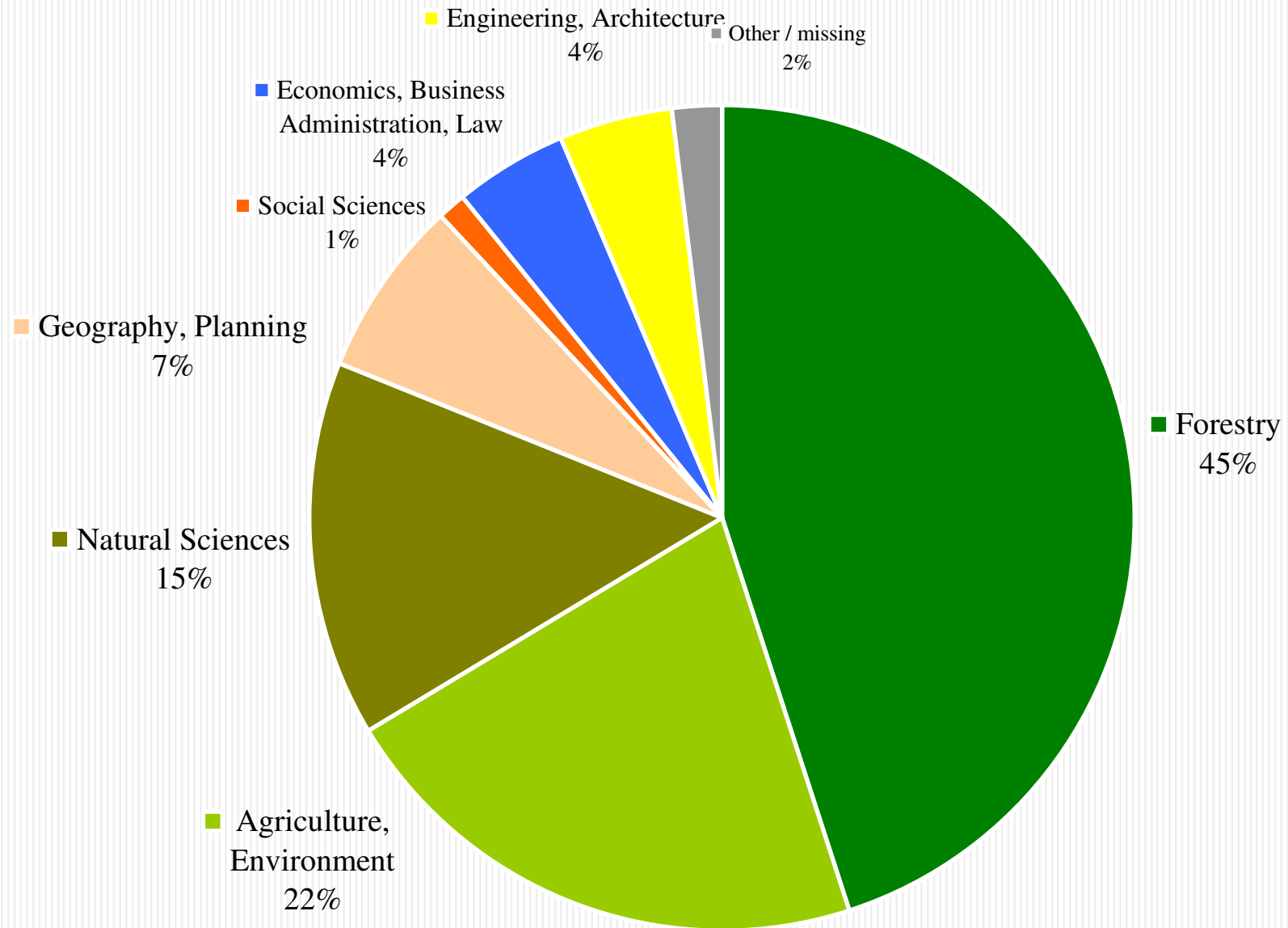
### Nationalities in the Freiburg M.Sc. program in Forestry (1998 – 2004)



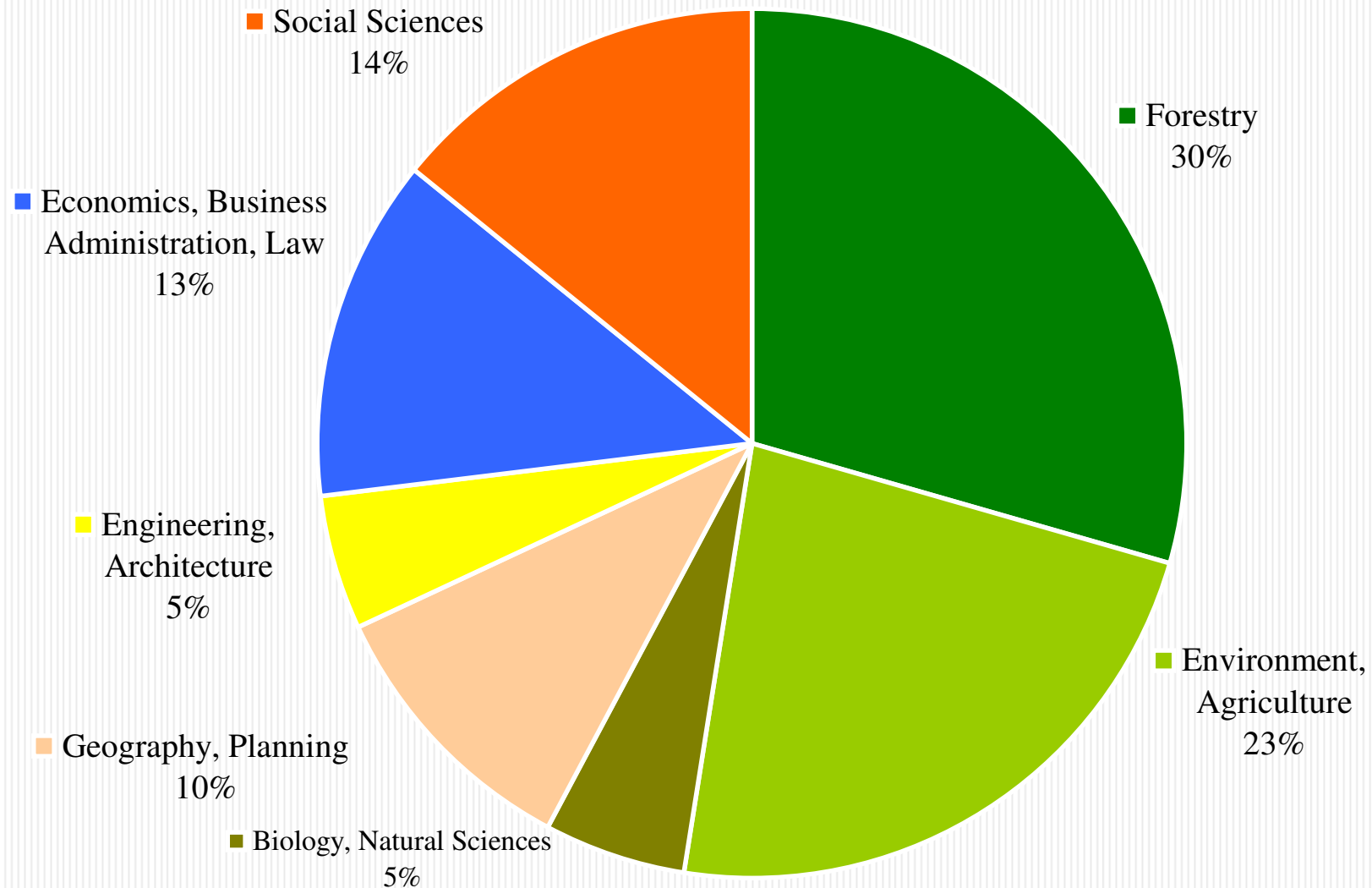
### Nationalities in the new master programs FEM / MEG (2005/2006)



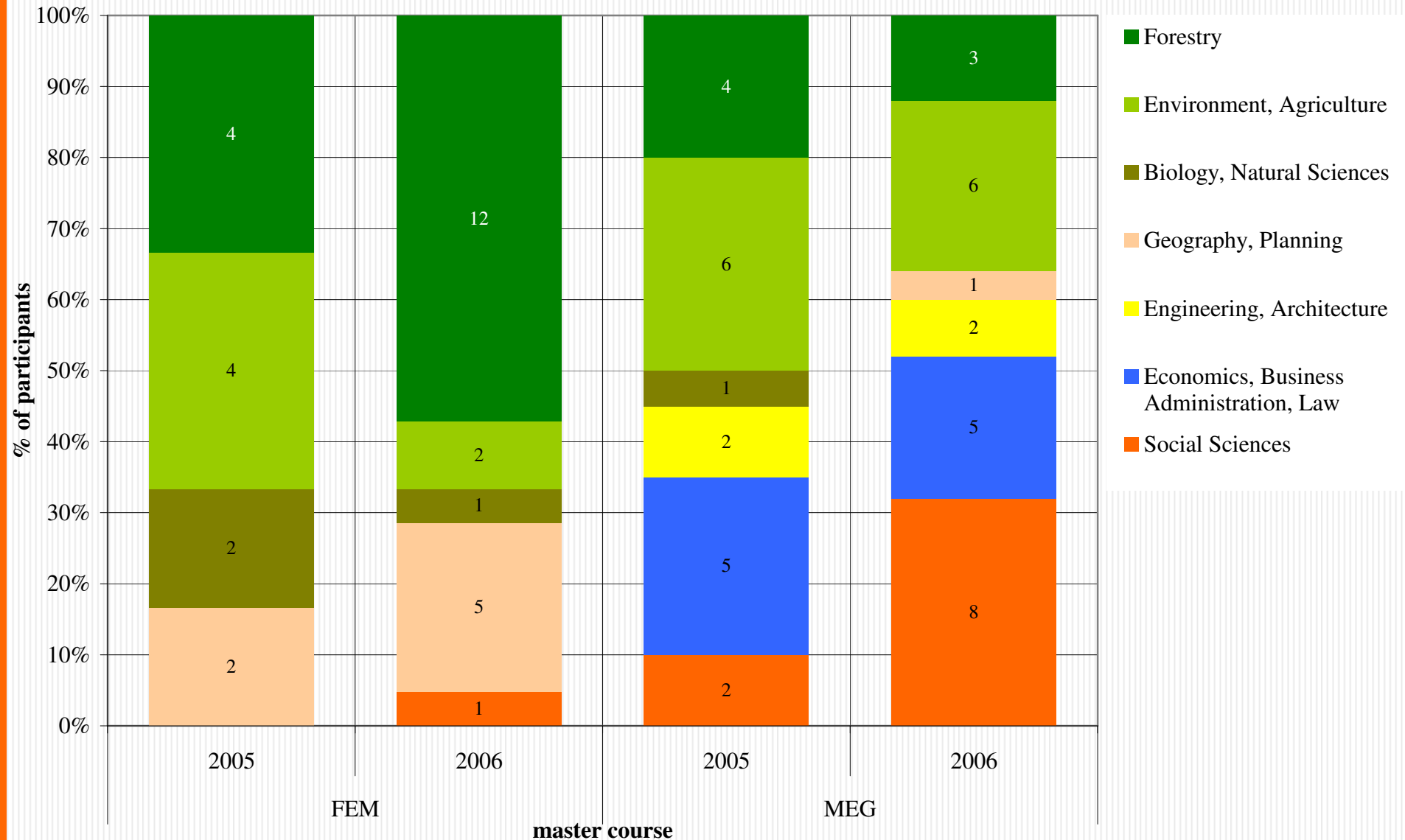
### Previous degrees in the Freiburg M.Sc. program in Forestry (1998 – 2004)



## Previous degrees in the new master programs FEM / MEG (2005/2006)



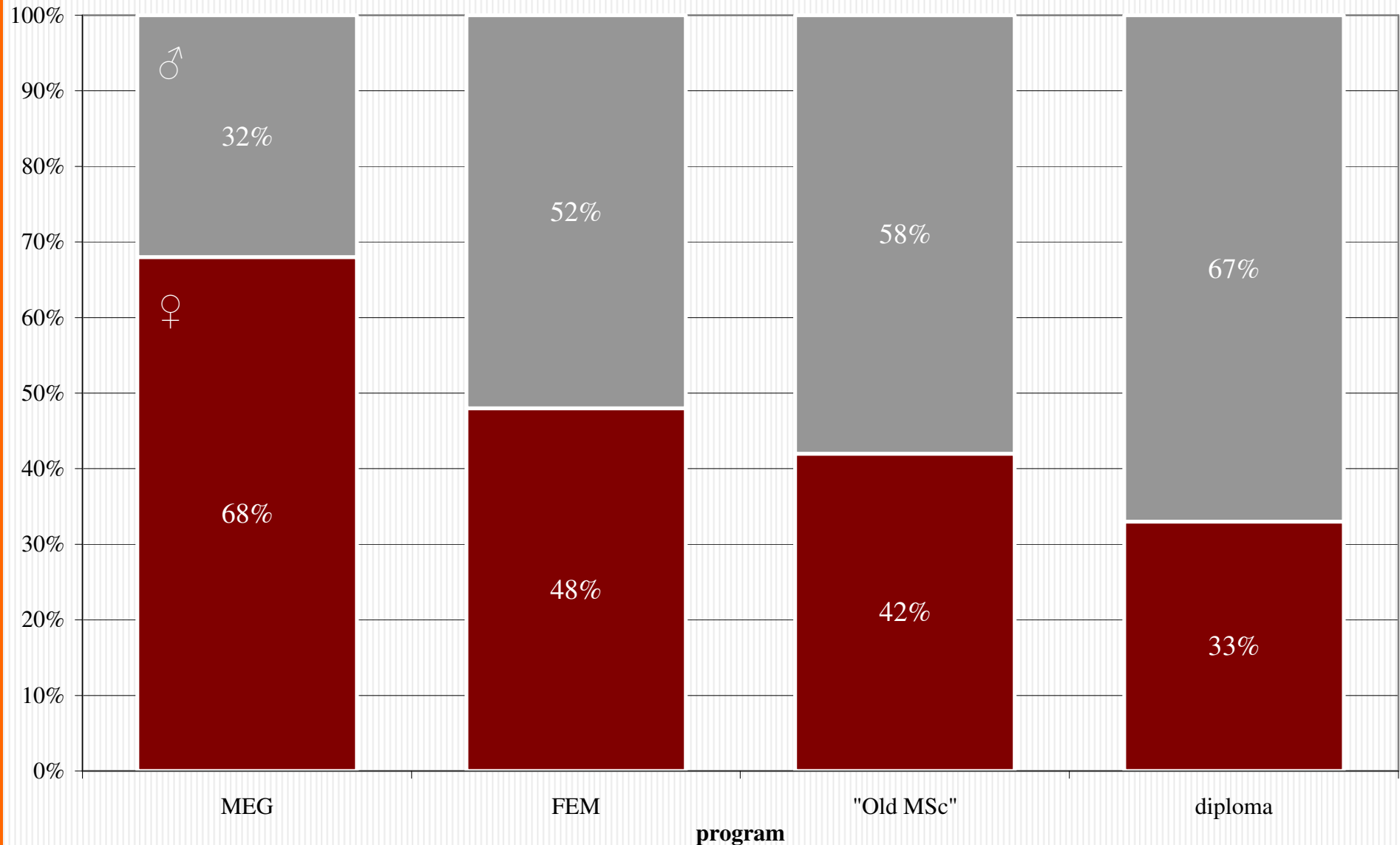
## Previous degrees in the new master programs FEM / MEG (2005/2006) – details





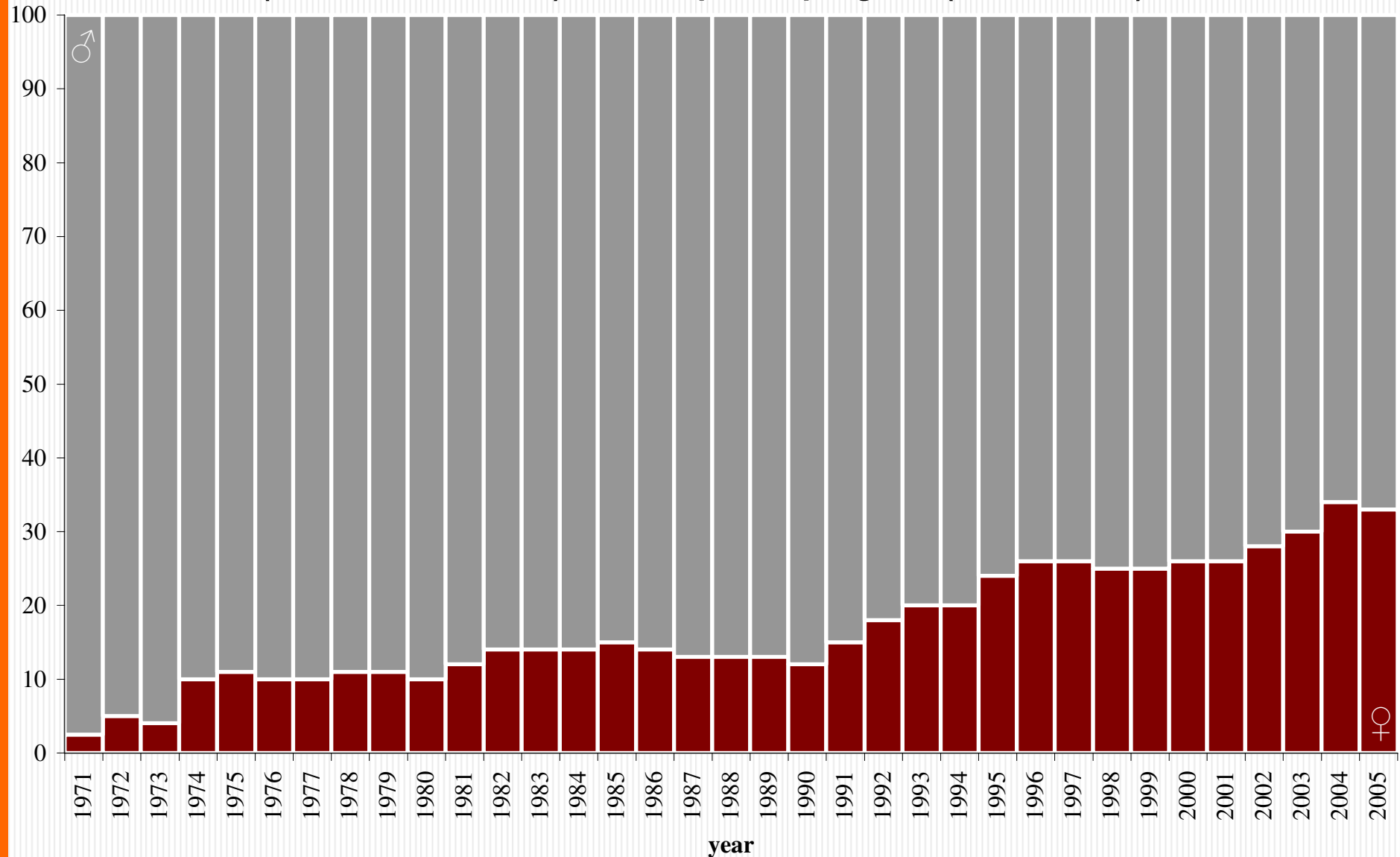
## Empirical clues: gender aspects

### Gender ratio (% male : % female) comparison across programs



## Empirical clues: relevance for diploma / bachelor courses? I

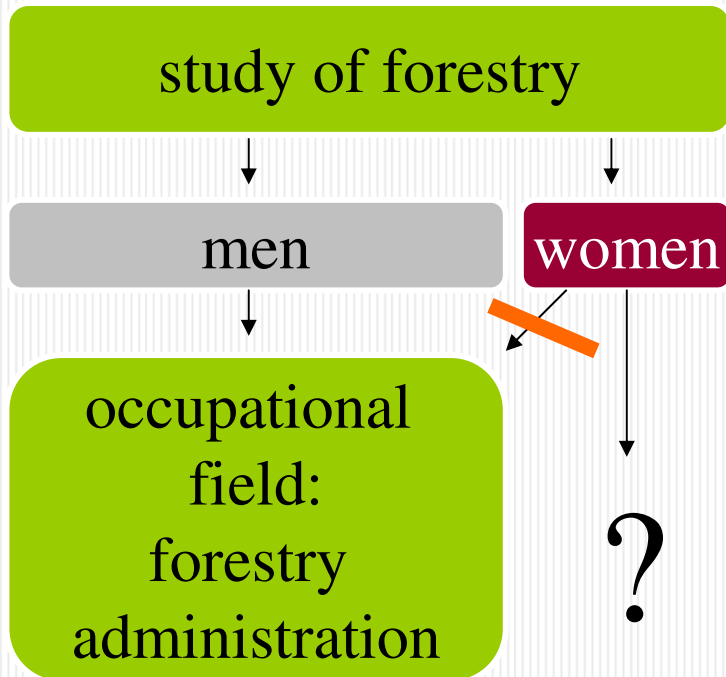
### Gender ratio (% male : % female) in the diploma program (1971 – 2005)\*



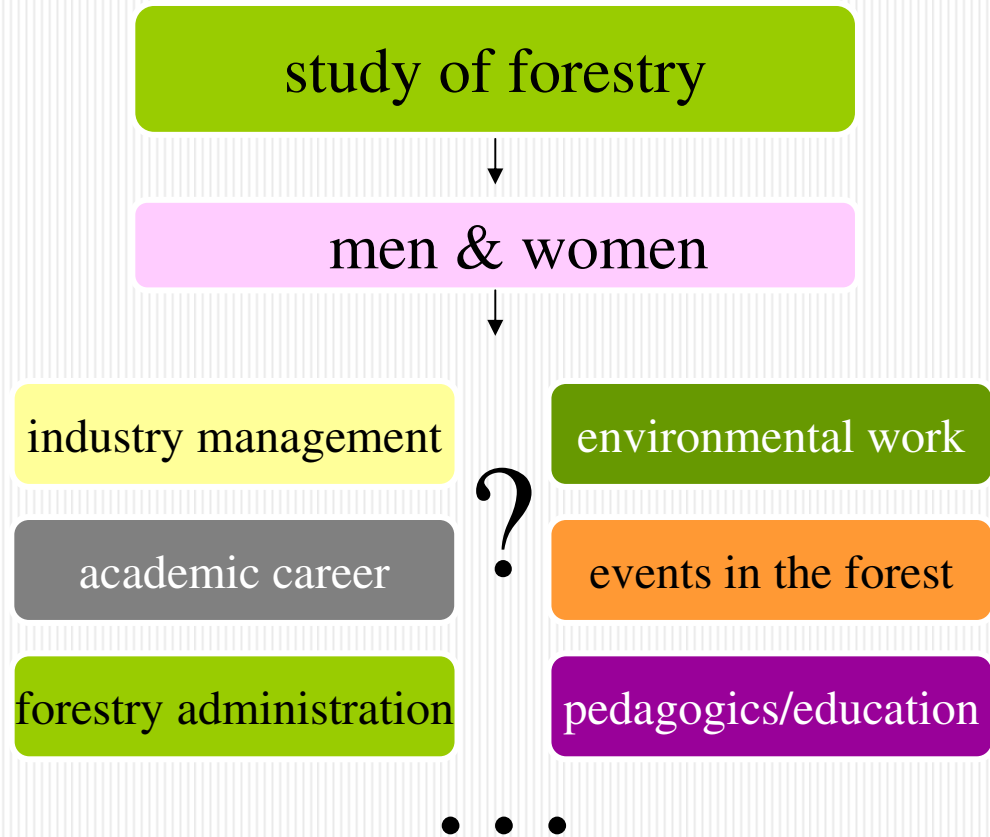
\* 1998-2005 including M.Sc. Sustainable Forestry and Land Use Management

## Changes in the occupational field

1970s

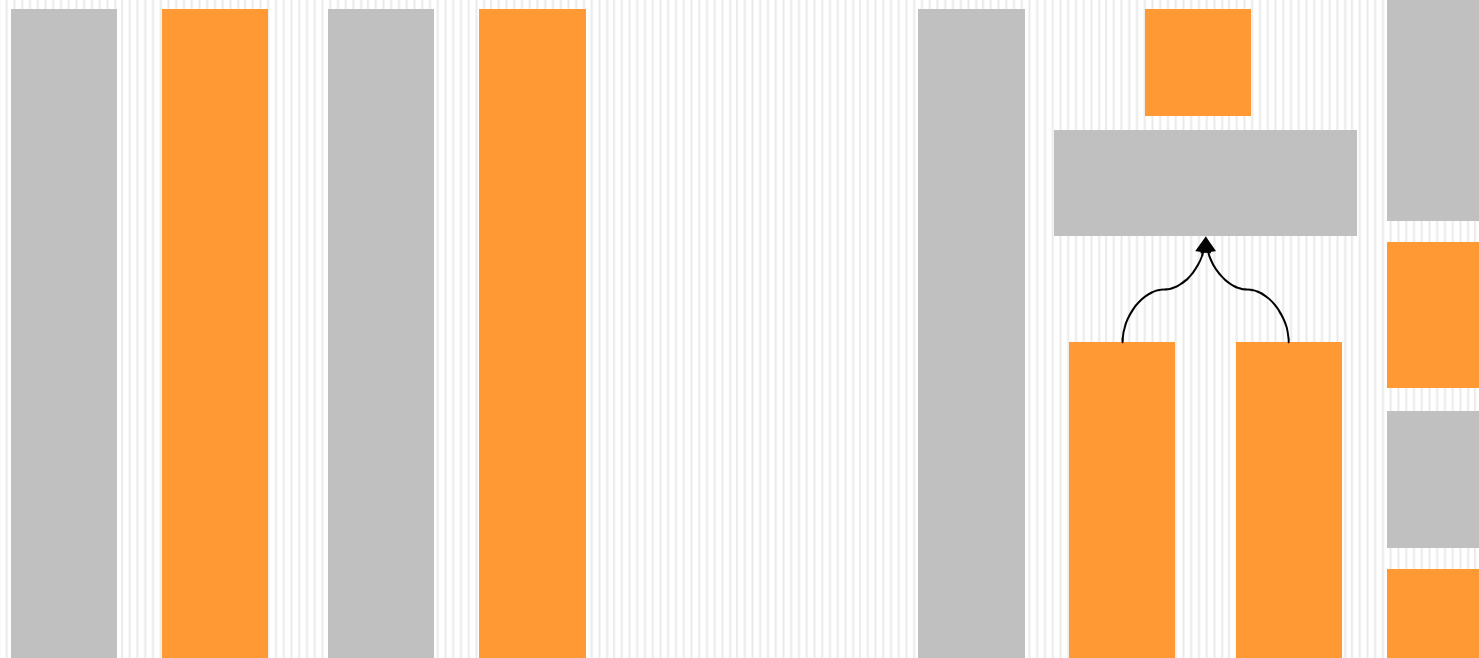


today



### Individualization / changing values

- Influence of traditional institutions decreases; leads to multi-optionality
- Loss of securities, growing flexibility, self-economization
- Patchwork biographies and changing gender roles



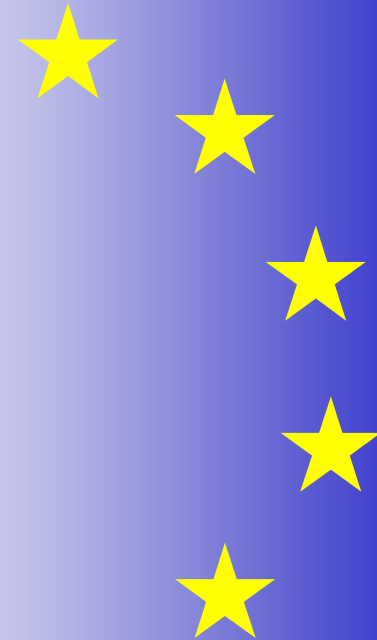
### Globalization

- **Economic globalization:**  
global markets, global division of work
- **Political globalization:**  
states assimilate markets, transfer sovereignty
- **Cultural globalization:**  
global homogeneity or creation of “glocal” hybrids?



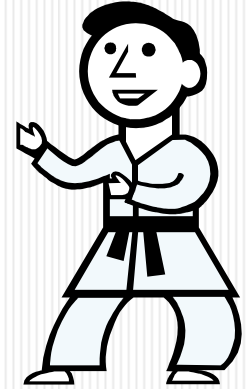
**“The Bologna Process aims to create a **European Higher Education Area by 2010**, in which students can choose from a wide and transparent range of high quality courses and benefit from smooth recognition procedures. The Bologna Declaration of June 1999 has put in motion a series of reforms needed to make European Higher Education more compatible and comparable, more competitive and more attractive for Europeans and for students and scholars from other continents. Reform was needed then and reform is still needed today if Europe is to match the performance of the best performing systems in the world, notably the United States and Asia.”**

[http://ec.europa.eu/education/policies/educ/bologna/bologna\\_en.html](http://ec.europa.eu/education/policies/educ/bologna/bologna_en.html)



### Five imperatives for teaching heterogeneous groups

1. Do not assume specific backgrounds, knowledge or motivations!
2. Use materials with anchors and something new for everyone!
3. Put projects and multi-layered tasks in the center!
4. Change from “teacher” to “motivator / trainer / assistant / expert”!
5. Make productive use of diversity, but don't enforce stereotypes!



**Thank you for your attention!**