

# Culturally Responsive Classrooms



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# Introduction and Goals



## Facilitators:

- ❖ Isis Artze-Vega is Assistant VP for Teaching and Learning
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- ❖ Meg P. Gardinier is Assistant Professor of International and Intercultural Education

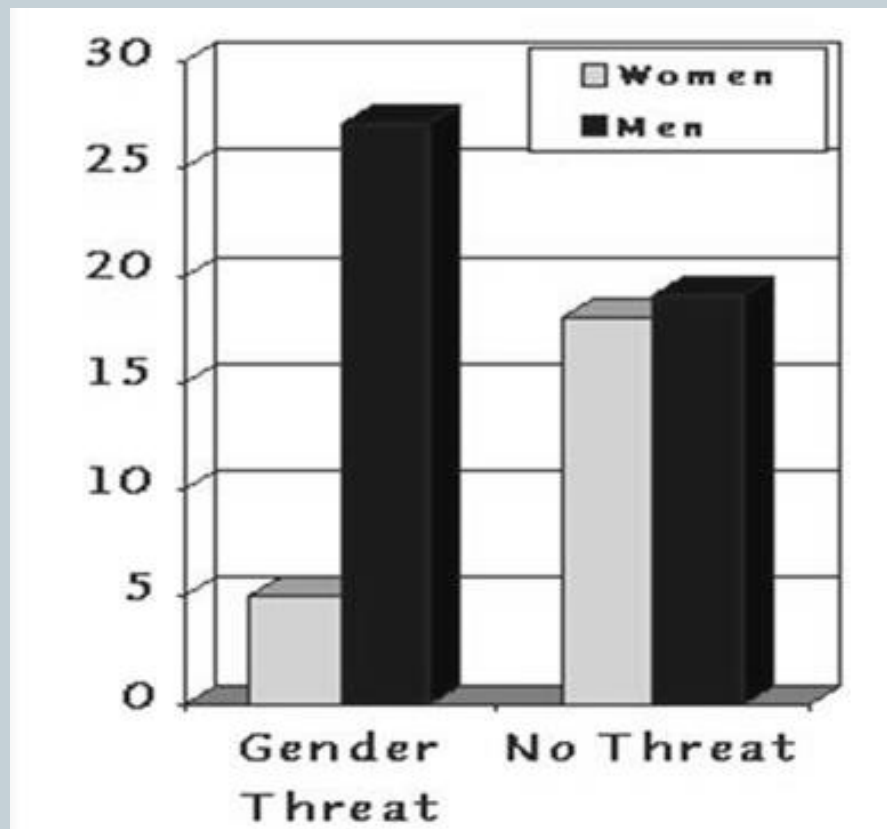
## This session is designed to help participants:

- ❖ Recognize how bias and stereotypes affect student learning
- ❖ Share insights and examine strategies for interrupting bias
- ❖ Gain an awareness of classroom practices that promote culturally responsive teaching
- ❖ Begin to consider how Las can be agents of culturally responsive and inclusive teaching

# Is Responsiveness to Difference Necessary?



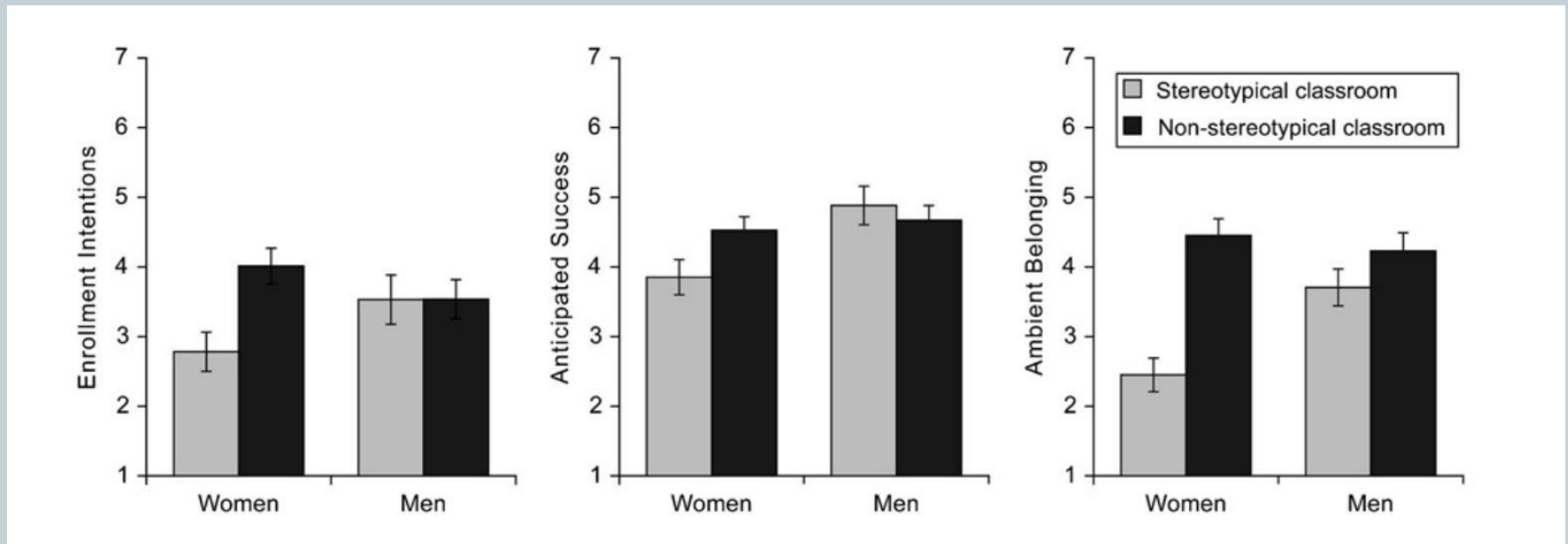
- The effect of stereotypes on performance



# Are these Types of Threats Primed in Classrooms?



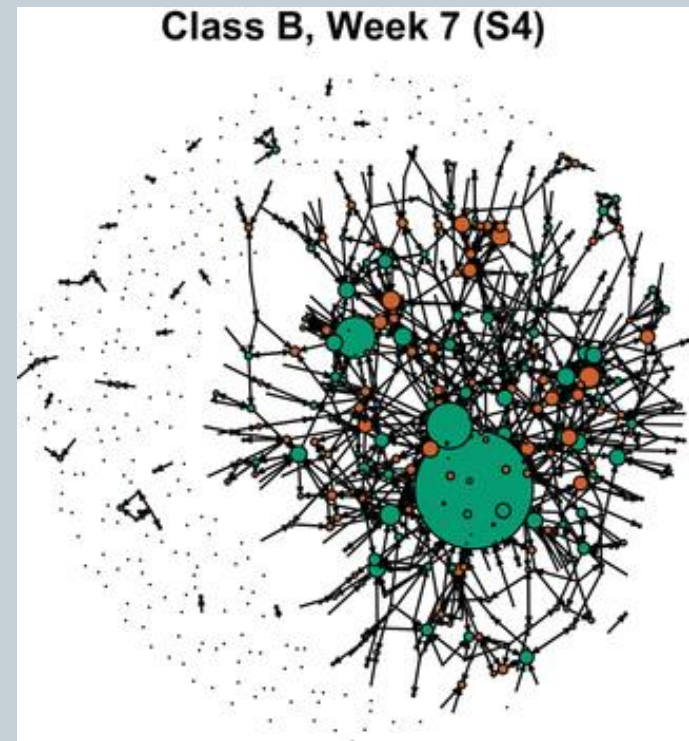
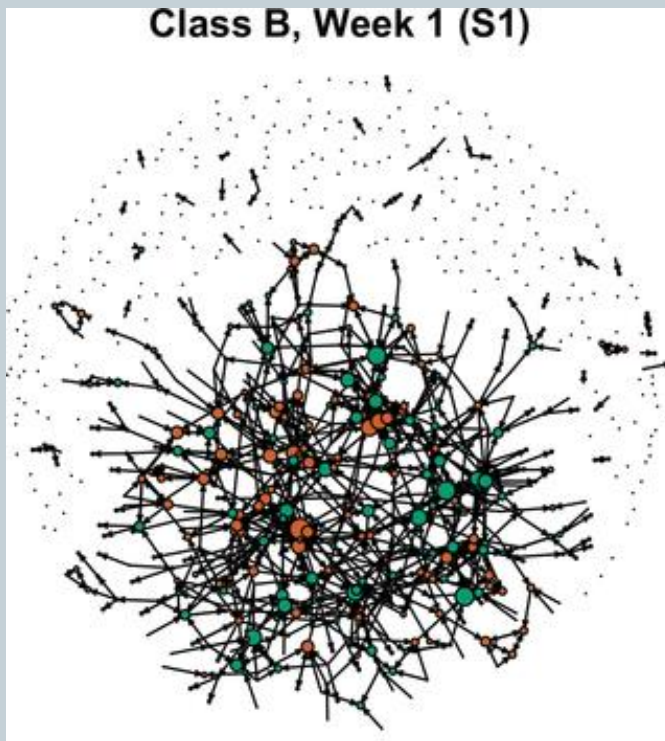
- The effect of stereotypic context



# Are these Types of Threats Primed in Classrooms?



- Male students underestimate abilities of female peers



# Think, Pair, Share

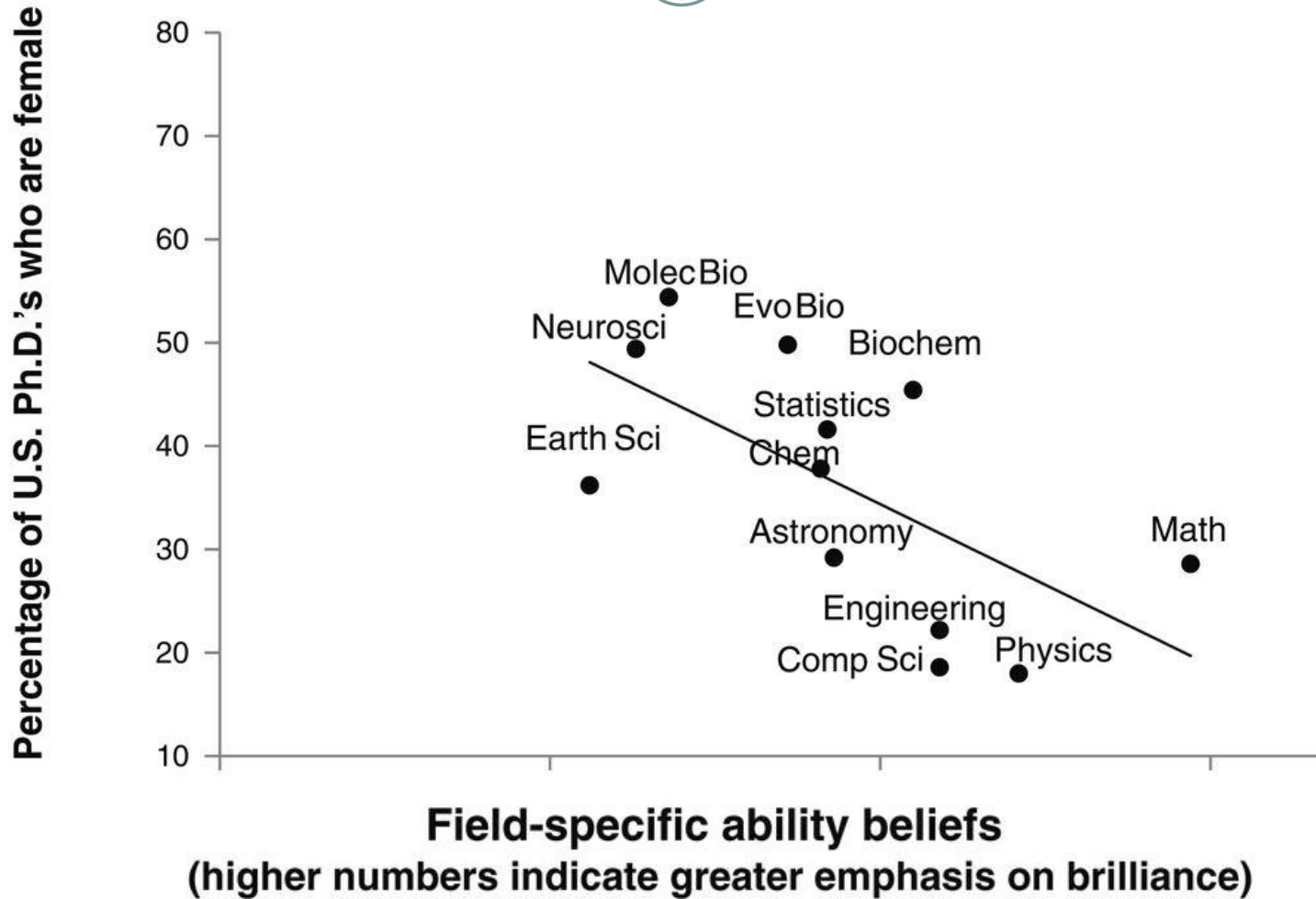


**Reflect on your own teaching: How might bias show up in your classroom?**

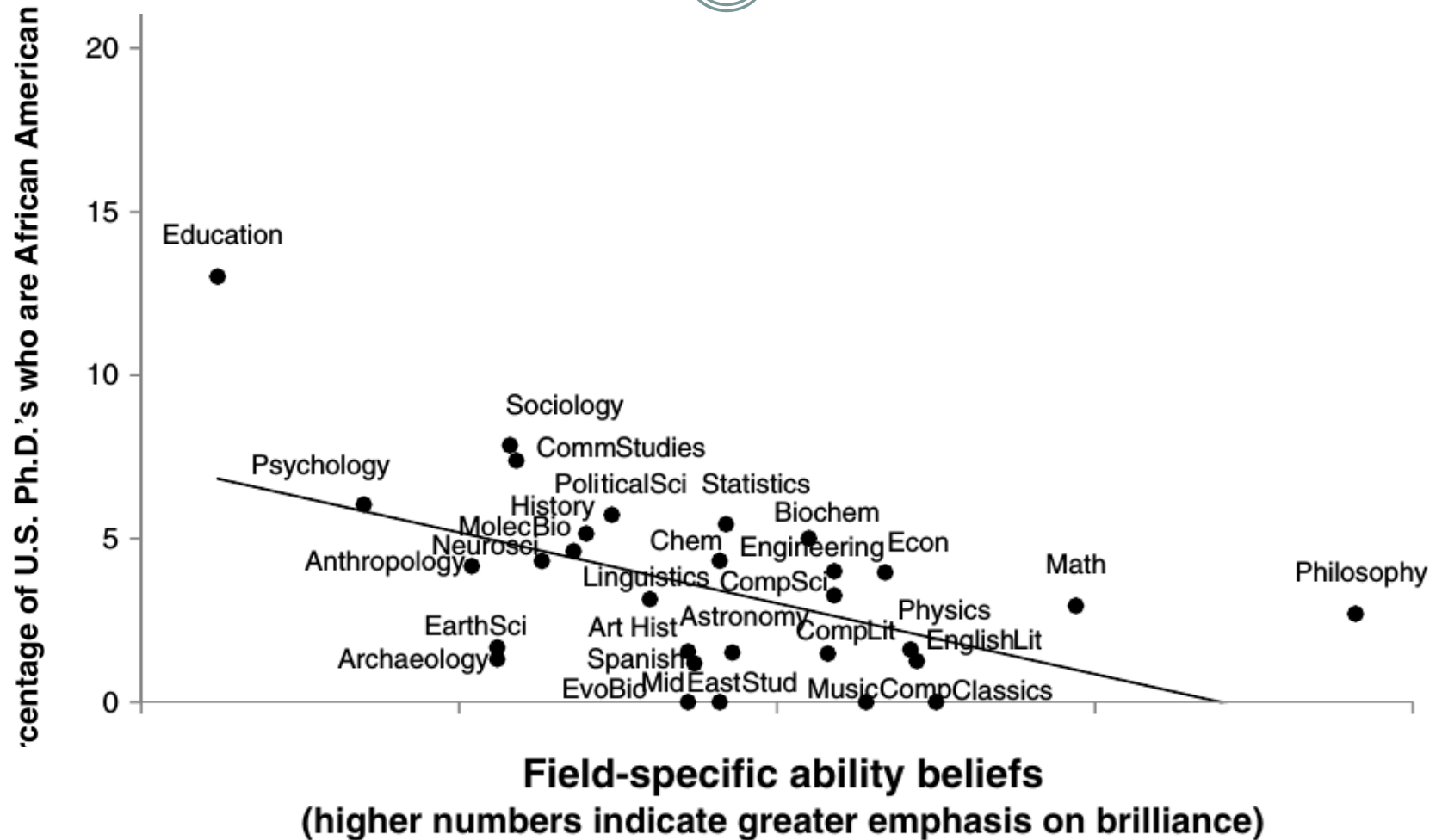
After thinking a bit on your own, pair up and share an example of potential biases that may occur in the classroom.

Identify some examples to share with the group.

# Bias across disciplines



# Bias spans groups





# Culturally Responsive Teaching



According to scholar Yvette Jackson:

*“Cultural responsiveness is not a practice; it’s what informs our practice so we can make better teaching choices for eliciting, engaging, motivating, supporting, and expanding the intellectual capacity of ALL our students.”*

# Elements of Culturally Responsive Teaching



**Gloria Ladson-Billings** is one of the best known theorists for culturally responsive pedagogy. Her theory is grounded in a sense of her own positionality, her training in Black feminist thought, and her teaching and research experience. Ladson-Billings (1995) identified the following as characteristics of culturally responsive teachers:

1. Believed all students were capable of success; students are considered “experts” along with the instructors;
2. Teachers demonstrated a caring connection with all students;
3. Teachers created bridges, or scaffolds, to facilitate learning;
4. Viewed knowledge as active, shared, recycled and constructed; not static; knowledge must be viewed critically and questioned;
5. Actively developed a community of learners (with students learning from each other as well as with the teacher); e
6. Encouraged students to learn collaboratively and be responsible for contributing to the learning of others.

# Considering a Case



You overhear some colleagues discussing the article which found that male Biology students consistently rated their female classmates as being less competent than their male classmates, regardless of students' actual performance. You begin to notice that in your class of 150 students, only a handful of students participate fully and consistently (asking questions, answering questions, coming to office hours, etc.), and that they tend to be primarily white, male students.

**In groups of 4-5, please discuss the following questions:**

- (a) Given that threats based on biases can negatively affect performance and attitudes, what could you do to counter these possible effects?
- (b) How can you make your classroom a more culturally inclusive and equity-oriented learning space?
- (c) How can you help your LAs to foster this environment with you?

# Discussion



# Implications of CRT for Teaching Practice



## Relationships

- **Learn** about your students' individual ways of knowing
- **Adapt** your teaching to the way your students learn best
- **Develop** a connection with the most challenging students

## Curriculum

- **Teach** in a way students can understand, use scaffolding to build knowledge
- **Use** student-centered stories, vocabulary, and examples to connect
- **Incorporate** relatable aspects of students' lives

## Delivery

- **Establish** an interactive dialogue to engage all students; be mindful of who speaks and encourage those who speak less
- **Continually interact** with students and provide frequent feedback
- **Use** reflective questioning as a vehicle to keep students involved

**Source:** <http://www.ascd.org/publications/books/111022/chapters/Culturally-Responsive-Instruction.aspx>

Thank you!!



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# Reducing the effect of bias through CRT



- Help students reflect on values in their lives that are sources of self-worth for them
- Show students that difficulties are part of a normal learning process, rather than something unique to them
- Reinforce the idea that intelligence is expandable and, like a muscle, grows stronger when worked
  - Achievable micro-goals – consistent, incremental progress
  - Recognize growth efforts, not intelligence
  - Value the process of learning, not just grades
- Unpack (i.e. question and disrupt) stereotypes
- Ensure students are not isolated in group activities

# Enabling the development of STEM identities



- Connect to student goals that may not be typical of STEM fields (e.g. helping others, working with others, financial security, job opportunities)
- Incorporate students' diverse interests
- Promote activities that allow students to be recognized in multiple ways
- Encourage the development of a communal environment
  - Figuring it out together sends the message that everyone is capable and no one should get left behind