

Faculty Professional Development 201:

Developing Culturally Responsive
Teaching Practices

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Agenda

- Self reflection
 - What is most pressing?
- What's involved in Culturally-Responsive Teaching?
 - effective models of faculty development
- Small group work
- Closing round

Culturally Responsive Teaching

- Students bring cultural and linguistic assets/capital
 - Asset orientation
- Culture is central to learning, communication, and thinking
- Pedagogy needs to respond to students from all cultures
- Examples: reciprocal teaching, storify, community-relevant



Ladson-Billings, G. (1994). *The dreamkeepers*. San Francisco: Jossey-Bass.

<https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0>

Equity-Minded Practice

1. Know who your students are– disaggregate data...at the dept level
2. Have frank, hard dialogues about the climate for underserved students
3. Invest in culturally competent practices that lead to success
4. Set and monitor equity-minded goals- and allocate resources to them

Example: campus data demonstrate that transfer and commuting students are not participating and decide to set goals/change practices to facilitate participation.



Inclusive Pedagogy

- Student voices matter
 - When students feel connected and valued, they engage and learn.
 - Instructors: examine assumptions, materials, assessments.

“Even though some of us might wish to conceptualize our classrooms as culturally neutral or might choose to ignore the cultural dimensions, students cannot check their sociocultural identities at the door...Therefore, it is important that the pedagogical strategies we employ in the classroom reflect an understanding of social identity development so that we can anticipate the tensions that might occur in the classroom and be proactive about them” (Ambrose et al., 2010, p. 169-170).



In class, students hear their own voices and articulate ideas

Active learning

- We wait for *all* hands to go up
- Think –pair- share
- Turn to your neighbor
- Find someone who has a different answer; convince them you are right
- Use class time for demos or working through homework
- Ask a question at the end of class; respond at start of next class (“just in time”)
- Quick checks with clickers...or color coded index cards...or self-checks.



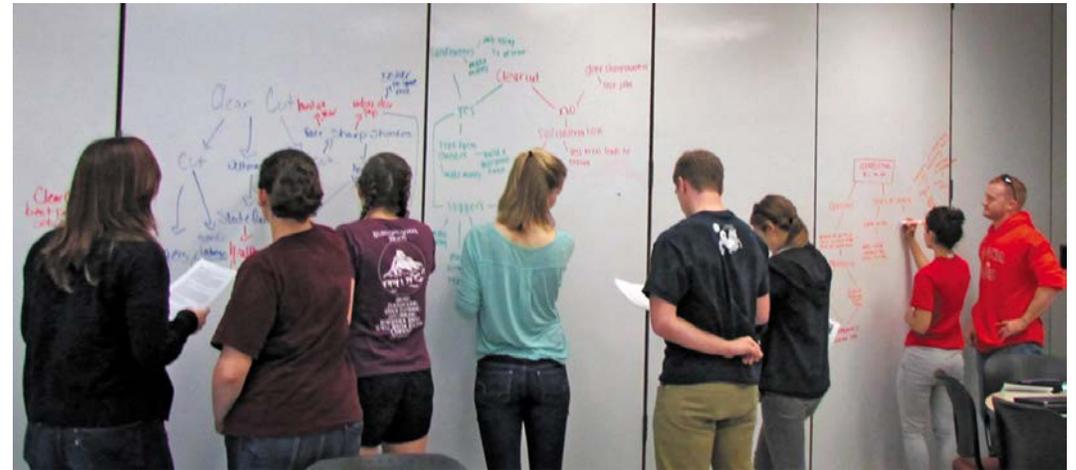
The more varied ways to ask, contribute, assess...the more inclusive.

Active Learning

Haak et al. 2011 in *Science*

- Highly structured course design in biology
 - daily and weekly practice with problem-solving
 - *improved the performance of all students*
 - *reduced the achievement gap*
 - without increased expenditures

“Intensive practice, via active-learning exercises, has a disproportionate benefit for capable but poorly prepared students.”



Transparent Teaching

Example Assignment -More Transparent

Purpose:

1. Develop mastery of the following learning outcomes:
 - Predict the consequences of different mutations.
 - Differentiate between gene and allele.
 - Explain what is meant by dominant and recessive.
 - Perform monohybrid and dihybrid crosses to predict offspring genotype.
 - Identify whether a trait is dominant or recessive in a family pedigree.
 - Illustrate the steps of meiosis and describe how meiosis reduces chromosome number for a reproductive cell having a given diploid number.
 - Describe the chromosomal theory of inheritance in relation to the laws of segregation and independent assortment.
 - Describe the concept of linkage and how it contrasts to independent assortment.
2. You will then **apply** this knowledge to a different situation, **evaluate** a set of given data, and **make a decision and propose a solution** based on all the information provided.

Tasks:
You will write your answers (in LEGIBLE handwriting) to the questions on this assignment.

Criteria for Success:

1. Your answers should be clear and in complete sentences and should demonstrate mastery of the learning outcomes above and integrate these concepts to other learning outcomes from previous modules.
2. When asked to justify your answer, the following are examples of excellent, acceptable and unacceptable (no credit) answers:
Excellent: The single nucleotide change responsible for sickle cell disease is caused by a missense mutation that results in a single amino acid substitution that alters the structural conformation of both hemoglobin and the red-blood cell itself. These structural changes greatly alter the ability of hemoglobin to transport oxygen and they cause red-blood cells to lodge at the entrance of capillaries resulting in poor blood oxygenation.
Good: The mutation in sickle cell causes a change in the amino-acid sequence resulting in altered shape of the hemoglobin protein and red-blood cell. Since structure is related to function, these changes lead to low oxygen levels being available to the tissues.
Un-acceptable (no credit): the mutation messes up protein function and this is why sickle cell disease is so bad.

Transparency

Problem solving skills are well defined.

Criteria for success are defined.

In-acceptable, good, excellent examples are given.

See AAC&U's recent report

Just modify one or two assignments

Often: Responsive Feedback



See for example Carlone & Johnson (2007)

Faculty Development

Models

- Entry points (lunch circles, pop-up workshops)
- Sustained work in learning communities; successive cohorts and years → transformation (Borrego)
- With a partner or a mentor; peer observation/coaching (less quitting) – (Wieman, Henderson)



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Barriers

- Time; multiple semester, multiple year commitment
- Money/resources (staffing), enough release
- Gathering momentum, stopping before change
- Comfort with hot moments (active learning)
- Diversity initiatives are viewed as an add-on



Faculty Workshop Scenario

After the third week of class, you see Sasha, a first-year student, appears upset as she is leaving, and you stop to ask her if everything is okay. Sasha says that she finds the school to be less friendly than she expected based on her admission experience. This morning her roommate, whose family is paying her tuition in full, asked why Sasha would complain about having to purchase materials for a course project. Then in class today, one student referenced “low-income parents who don’t care” in a way that made Sasha feel uncomfortable with both you as the professor and her classmates, as *no one* contradicted the statement.

You reflect back on the moment; you remember thinking, at the time, the speaker was making a valid point.

Staff Workshop Scenario

You are supervising a student worker named Mike, who is enthusiastic and positive to be around. Eugenie has the same shift. Today, she observes aloud, “Huh. Did Mike change his shift? You know I was rushing to get here on time. And aren’t we practicing that safety protocol today?”

After hearing Eugenie’s comment, you realize Mike has been coming to work consistently late by about 15 minutes for a few weeks.

Next: Small Group Work
