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


https://www.brown.edu/academics/education-alliance/teaching-diverse-learners стратегии 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.

From AAC&U’s “step up and lead for equity” See also Bensimon (2007)
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

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 \( \rightarrow \) transformation (Borrego)

• With a partner or a mentor; peer observation/coaching (less quitting) – (Wieman, Henderson)
Faculty Development

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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