Boosting Students’ Intrinsic Motivation Through Culturally Responsive Teaching

Shuang Zhao
Speech Communication
Lone Star College-Montgomery
Presentation Highlights

- The differences between equity and equality.
- What is culturally responsive teaching and why it matters
- Culturally responsive teaching toolkit
Equality & Equity

- *Equality* is treating everyone the same.
- *Equity* is giving everyone what they need to be successful.

Example of Equity

- Course Syllabus
- LaunchPad Registration Instructions
  - If you are a freshman or dual-credit student, go here first.
- Week 1 (08/27-09/02)
  - Begins August 27
- Week 2 (09/4-09/09)
  - Begins September 4
- Week 3 (09/10-09/16)
  - Begins September 10

- Tips for Using D2L
- Welcoming video from Prof. Zhao
- Self Introduction
  - Discussion Topic

In 50-100 words, give a brief self-introduction to the class so that we can get to know more about each other. Your introduction should address (not limited to) the following questions:

1. What is your name?
2. What is your major?
3. What brings you to the class?
4. What are your expectations of this class?
5. What do you think could be potential obstacles that prevent you from completing this class successfully?

To complete this exercise, you need to create a post of your self-introduction, and reply to at least two other posts. NOTE that you won't be able to see your classmates' posts unless you post your introduction first.
What is Culturally Responsive Teaching
What is Culturally Responsive Teaching

“Culturally responsive teaching occurs when there is respect for the backgrounds and circumstances of students regardless of individual status and power, and when there is a design for learning that embraces the range of needs, interests, and orientations in a classroom (Ginsberg & Wlodkowski, 2009).”
Why Culturally Responsive Teaching Matters

Culturally Responsive Teaching
- prompts student involvement (Olneck 1995).
- promotes creative thinking (Aaron & Cuseo, 2014)
- prepares students for future career success in a global society (Aaron & Cuseo, 2014)
- enhances social development (Aaron & Cuseo, 2014)
An Intrinsic Motivational Framework for Culturally Responsive Teaching

Example
An Intrinsic Motivational Framework for Culturally Responsive Teaching

1. Establish inclusion: creating an environment in which the learners and teachers feel comfortable, respected and connected to one another.

2. Develop attitude: creating a favorable disposition toward the learning experience through personal relevance and choice.

3. Enhance meaning: creating challenging, thoughtful learning experiences that include student perspectives and values.

4. Engender competence: creating an understanding that students are effective in learning something of value to themselves and to their community.

Tools to Enrich Culturally Responsive Teaching

- Speed dating
- Creative book reports
- Academic Autobiography
- Motivational Videos
- WWWD – Case Scenarios
Speed Dating
Ask students to introduce themselves by writing about their family, their support group, hobbies, academic past, present, and future goals.
Hi class, my name is ***. I am very happy to be part of this class to learn so much about communication with all of you. My major is biology and I also want to be minor in business. The reason for me to take this class is because I really need more help in communication. I moved here from China in 2011, and when I first came here I did not know how to speak any English at all, it was probably the hardest time for me in my whole childhood. In school, I would have so much trouble understanding my teachers and my classmates, but that is when I started study harder than everyone in my class plus learning English at the same time. Yes, it was hard but I didn't want to give up, because speaking fluently in English is my goal and now I have accomplished that goal. So I want to take this chance to take this class and help me get even better at communicating. In this class I expect to learn a lot about grammars and proper English speaking. I hope after finishing this class I will become a even better English speaker.
Motivational Videos

Ask students to choose a music video that motivates them to excel in school. After posting a link to the video on the discussion board, students write a reflection journal regarding their choice.

“This song tells me that obstacles will come and go but you have to keep that end goal in mind. Don’t give up because reaching that final destination will make all the struggles worth it.”
What Would You Do?

**Head:** Consider one idea that you can relate to this scenario

**Heart:** Identify a feeling or emotional response you have to this scenario

**Hand:** Identify an action you could take in response to this scenario
You are a student in a 16-week, English-only immersion class at Lone Star College-Montgomery. Your class is comprised of students in their 20s, all from Korea. Group work is a common activity your instructor likes you to do in the class. However, for the past 3 weeks you saw your classmates struggling to get to work effectively in groups. This week, you believe they made some progress, and they became more interactive in the groups. Today, your class was interrupted by an administrator who introduced two new students to your class. The students are both from China and enthusiastically introduce themselves with a significantly higher level of oral fluency that the other students. After your instructor assigned each new student to a different group, you notice some hostility arising as a result of the new dynamic. As the class progresses, you observe a much higher degree of Korean language use within the groups, which is forbidden in this English-only program and which excludes the new students. To promote inclusion in the class, what would you do?
We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color. – Maya Angelou
Let’s listen to the silence!
Works Cited


