

Creating Culturally Responsive Classrooms

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Attendance Form

Spring 2024 Inclusion by Design
Summit - Attendance



Attendance Form

<https://forms.office.com/r/tDRyadaXMe>

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Outcomes

- Participants will be able to ...
 - explain how cultural responsiveness enhances learning;
 - identify strategies to develop cultural competence and to effectively teach culturally diverse students

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How does cultural responsiveness enhance learning?

“Applying a cultural or anthropological lens to college teaching and learning unleashes a powerful tool to develop our teaching over time and to understand the great diversity in students as learners.”

(Chavez and Longerbeam 2)

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Cultural Frameworks (Worldviews)

“Cultural frameworks ... and worldviews are the underlying tenets of assumptions, beliefs, and values that influence our behavior in everyday life... we continue to carry with us our earliest teachings and interpret the world through these foundational underlying cultural lenses or frameworks.”

(Chavez and Longerbeam 7)



The Importance of Addressing Multiple Cultural Frameworks

“I feel like that old song about having to leave my face in a jar by the door when I leave for class. I feel like I have to pretend to be someone else. Someone I don’t really know how to be. It all feels so unnatural to me. I was taught that learning is meant to be complex, interconnected, and whole, but my college courses are separated and so focused and abstract that I get lost in spending time learning facts, figures, theory, and equations seemingly without their meaning in engineering or in life.”

- Spanish American mechanical engineering student

(Chavez and Longerbeam 10)

Activity Share your thoughts in the chat:

What’s one word you would choose to describe this student?

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The Importance of Teaching to Multiple Cultural Frameworks

“I have a professor who is always telling stories, giving examples first, and stretching us to do things in class that I haven’t done in college. He rarely lectures but instead has us constantly applying concepts and theory to situations going on around us and in our own lives. This was really uncomfortable for me at first because I was so used to coming in, sitting down, and taking notes, then regurgitating facts on a multiple choice exam. I feel like my mind stretches with this professor. I’ve never worked so hard, but I am learning like never before.”

- German-Danish American psychology student

(Chavez and Longerbeam 10)

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Cultural Frameworks in Teaching and Learning

Table 1.2 (Chavez and Longerbeam 9)

Individuated

In a culturally individuated framework, a private compartmentalized, linear, contextually independent conception of the world is common, assumed, and valued



Integrated

In a culturally integrated framework, an interconnected, mutual, reflective, cyclical, contextually dependent conception of the world is common, assumed, and valued



Cultural Frameworks in Teaching and Learning

Model Table 1.1 (Chavez and Longerbeam 8)

Individuated		Integrated
Knowledge, individual competence, to move forward toward goals and the betterment of humanities	Purpose of Learning	Wisdom, betterment of the lives of those with who we are connected-family, tribe, and community
Mind as primary, best, or only funnel of knowledge	Ways of Taking in and Processing Knowledge	Mind, body, spirit/intuition, reflection, emotions, relationships as important aspects and conduits of knowledge



The Importance of Teaching to Multiple Cultural Frameworks

“Working in only one cultural framework ... underserves populations of learners that grow up in another cultural framework. Students of color throughout our studies described feeling outside the norms of teaching and learning practices in college, while Northern European American students in our study usually did not.”

(Chavez and Longerbeam 9)

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Activity (put in the chat or state verbally)

After reading the Individuated Technique in the left column, think of possible corresponding Integrated Techniques

Individuated Techniques	Integrated Techniques
Design individual exams, assignments, class activities	Design paired or group exams, assignments, class activities
Encourage focus on thought and abstract processing in assignments and class activities	
Include lectures, memorization, problem sets, derivations and papers to enhance knowledge.	



Activity Continued

Individuated Techniques	Integrated Techniques
Design individual exams, assignments, class activities	Design paired or group exams, assignments, class activities
Encourage focus on thought and abstract processing in assignments and class activities	Include reflective, philosophical, emotional, interrelational, and physical components in assignments and class activities
Include lectures, memorization, problem sets, derivations and papers to enhance knowledge.	Include multiple means of sharing knowledge such as video, audio, stories, examples, application to specific scenarios, and conversing with those affected or served.



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How does cultural responsiveness enhance learning?

"An important key to learning in a culturally diverse context is a 'both – and' conception and practice of learning and teaching processes. This conception occurs when learners experience *both* the comfort of their own culturally natural framework of learning *and* the challenge of negotiating other cultural frameworks of learning ... We enrich learning by melding many ways of seeing, understanding, experiencing, processing, reflecting, discussing and making sense with others."

(Chavez and Longerbeam 16)

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Culture's Effect on Us as Faculty

"As faculty we bring behavioral interpretations and judgments with us into collegiate learning environments, which affects how we design learning activities, how we interpret students, and sometimes even how we feel about students while teaching."

(Chavez and Longerbeam 5)

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The importance of implicit bias self-awareness

Unconscious
(Implicit) Bias

Microaggressions

"Learning
Shutdown"

“... **implicit bias** refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual’s awareness or intentional control.” (Kirwan Institute)

Micro-aggressions: subtle, everyday verbal and nonverbal slights, snubs, or insults which communicate hostile, derogatory, or negative messages to people or color based solely on their marginalized group’s membership (Sue, et al.)

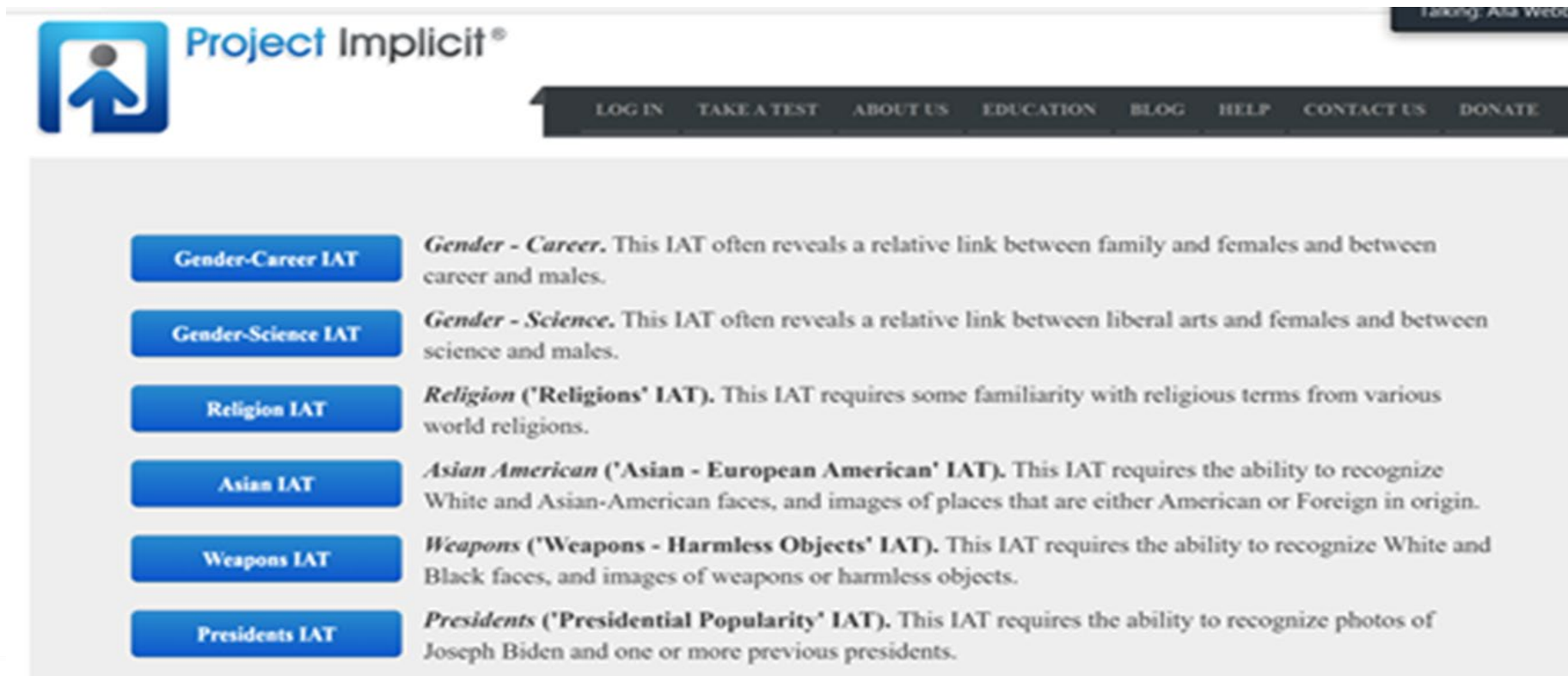
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Discover Our Unconscious Biases: Implicit Association Test (Project Implicit, Harvard University)

<https://implicit.harvard.edu/implicit/takeatest.html>



The screenshot shows the Project Implicit website. At the top left is the Project Implicit logo, which consists of a blue square containing a white silhouette of a person with arms raised. To the right of the logo is the text "Project Implicit®". A dark navigation bar contains the following links: LOG IN, TAKE A TEST, ABOUT US, EDUCATION, BLOG, HELP, CONTACT US, and DONATE. Below the navigation bar, there is a list of six IAT tests, each with a blue button and a description:

- Gender-Career IAT**: *Gender - Career.* This IAT often reveals a relative link between family and females and between career and males.
- Gender-Science IAT**: *Gender - Science.* This IAT often reveals a relative link between liberal arts and females and between science and males.
- Religion IAT**: *Religion ('Religions' IAT).* This IAT requires some familiarity with religious terms from various world religions.
- Asian IAT**: *Asian American ('Asian - European American' IAT).* This IAT requires the ability to recognize White and Asian-American faces, and images of places that are either American or Foreign in origin.
- Weapons IAT**: *Weapons ('Weapons - Harmless Objects' IAT).* This IAT requires the ability to recognize White and Black faces, and images of weapons or harmless objects.
- Presidents IAT**: *Presidents ('Presidential Popularity' IAT).* This IAT requires the ability to recognize photos of Joseph Biden and one or more previous presidents.



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Be Aware of Our Teaching Relationship Style

- **The Technocrat**
- **The Sentimentalist**
- **The Elitist**

(Hammond 99)



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Technocrat

- **Has no explicit focus on building rapport. Doesn't focus on developing relationships with students but does show enthusiasm for the subject matter.**
- Holds high standards and expects students to meet them.
- Very competent with the technical side of instruction.
- **Able to support independent learners better than dependent learners.**
- **Viewed by students as likeable even if distant because of teacher competence and enthusiasm for subject.**

(Hammond 99)



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Sentimentalist

- **Explicit focus on building rapport and trust. Expresses warmth through verbal and nonverbal communication.**
- **Shows personal regard for students.**
- Makes excuses for students' lack of academic performance.
- Consciously holds lower expectations out of pity because of poverty or oppression.
- Tries to protect students from failure.
- Either over scaffolds instruction or dumbs down the curriculum.
- Doesn't provide opportunities for students to engage in productive struggle.
- **Allows students to engage in behavior that is not in their best interest.**
- **Liked by students but viewed as a push-over.**

(Hammond 99)



Elitist

- **No explicit or implicit focus on building rapport or trust.**
- **Keeps professional distance from students unlike himself.**
- Unconsciously holds low expectations for dependent learners.
- Organizes instruction around independent learners and provides little scaffolding.
- Mistakes cultural differences of culturally and linguistically diverse students as intellectual deficits.
- Makes certain students feel pushed out of the intellectual life of the classroom.
- **Allows dependent students to disengage from learning and engage in off-task behavior as long as not disruptive.**
- **Viewed by students as cold and uncaring**

(Hammond 99)

Activity Share your thoughts In the chat:

Think you about which style best explains you and why



Developing Cultural Competence: Reflection

"Being responsive to diverse students' needs asks teachers to be mindful and present. That requires reflection. Engaging in reflection helps culturally responsive teachers recognize the beliefs, behaviors, and practices that get in the way of their ability to respond constructively and positively to students."

(Hammond 53)

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Developing Cultural Competence: Strategies

Knowing ourselves culturally as faculty

- Keep a teaching journal
- Purposefully observe one behavior in our own teaching
- Request colleague teaching observations
- Reflect using the Cultural Frameworks in Teaching and Learning model
- Observe our student connections

(Chavez and Longerbeam 112-115)

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Observe Our Student Connections (example)

"I noticed after purposefully observing myself for a while that I was much more comfortable and warm with certain students, so I watched even more carefully, paying attention to what made me comfortable with them. Then over the next few class periods, I purposefully made myself approach students I hadn't spent time with, and it was remarkable. These students I thought were not interested suddenly sat up and began to participate. I feel badly that all these years my assumptions and actions may have been causing students to disengage... or at least not to engage. Even a smile, or making eye contact, or walking closer to a student when I am speaking seems to engage them. I do it all the time now, moving around and working hard to speak individually with each student as early as possible in a course. The more a student is quiet or reclusive, the more I am likely now to seek them out. I believe these are often the students who need me most."

--- Swedish Lithuanian business professor

(Chavez and Longerbeam 115)

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Activity: Share your thoughts in the Chat

What aspect of your teaching would you reflect on, perhaps in a journal, or by having a colleague observe you in class?

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Developing Cultural Competence: Discover Your Students

Learning Culturally About Students

- Observe and Ask
- Invite a Student for Deeper Conversation
- Use the Cultural Frameworks Model with Students
- Read about a Particular Cultural Population of Students
- Consult with Campus Professionals

(Chavez and Longerbeam 122-126)

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Discovering Students' "Cultural" Factors

- Ethnicity and race
- Age / generation
- Gender / Gender ID
- Previous educational experiences
- First generation student
- Family / Work situations
- **Others ???**

Activity: What else should we discover about our students? Share your thoughts in the Chat.



“Cultural factors” specific to Online Teaching

- Previous experience with technology
- Living/Home Environment
- Access to technology
- Access to Internet and WIFI
- Others???

Activity: What else should we discover about our students? Share your thoughts in the Chat.

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“Discover” Your Students

We need to “discover”...

- **who they are**
- how well they are learning.

Tools (examples)

- **Surveys (e.g. "Who Is in Your Class" form)**
- Office hours
- Discussion Board posts
- Classroom Assessment Techniques (CATS; e.g. the 1-minute paper)

Activity: What other tools do you use to discover your students? Share your thoughts in the chat



The Who's in Class?" Form

Course Name _____

Instructor's last name _____

Semester _____

Y/N I work on or off campus, The number of hours that I work per week is _____

Y/N I play on a varsity athletics team at this institution

Y/N I live off campus. My commute time is _____

Y/N I am over 25 years of age

Y/N I am on active duty or a veteran

Y/N I am a first-generation student (i.e., neither of my parents obtained a bachelor's degree at a 4-year institution ***or associate degree***)

(Addy et al. 140-142)

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The Who's in Class?" Form Continued

Y/N I am a "quiet" student, meaning that I reenergize from having time alone.

Y/N I have dependents I take care of outside of school.

Y/N I have a disability, either invisible or visible. Here is more information that I would like to share about my disability: _____

Y/N I have a mobile device with Wi-Fi capability

Y/N I have a laptop or desktop computer that I can use for classwork

Y/N I am Pell eligible, meaning that my family income level allows me to qualify for federal Pell grants.

(Addy et al. 140-142)

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Tools (examples)

- Surveys (e.g. "Who Is in Your Class" form)
- Office hours
- Discussion Board posts
- **Classroom Assessment Techniques (CATS; e.g. the 1-minute paper)**



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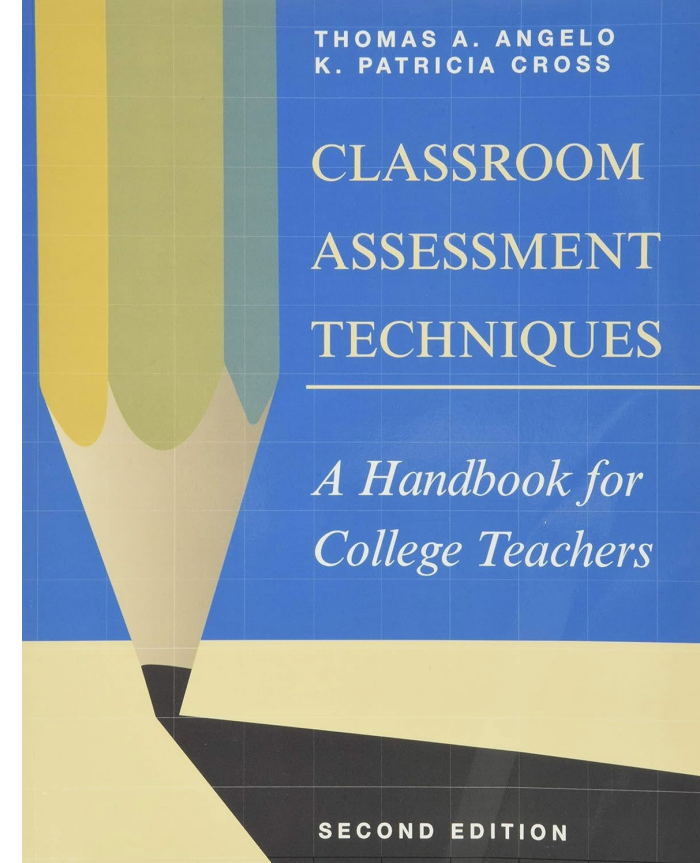
One-Minute Paper

(Anonymous survey / end of class)

1. What was helpful or useful in today's class?
2. What was confusing or difficult to understand in today's class?
3. What would help you better understand today's lesson?

(Angelo and Cross 148)

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Culturally Responsive Teaching(CRT): A Definition

“Utilize information about our students’ backgrounds and learning to tailor instruction in ways that increase their opportunities for success.”

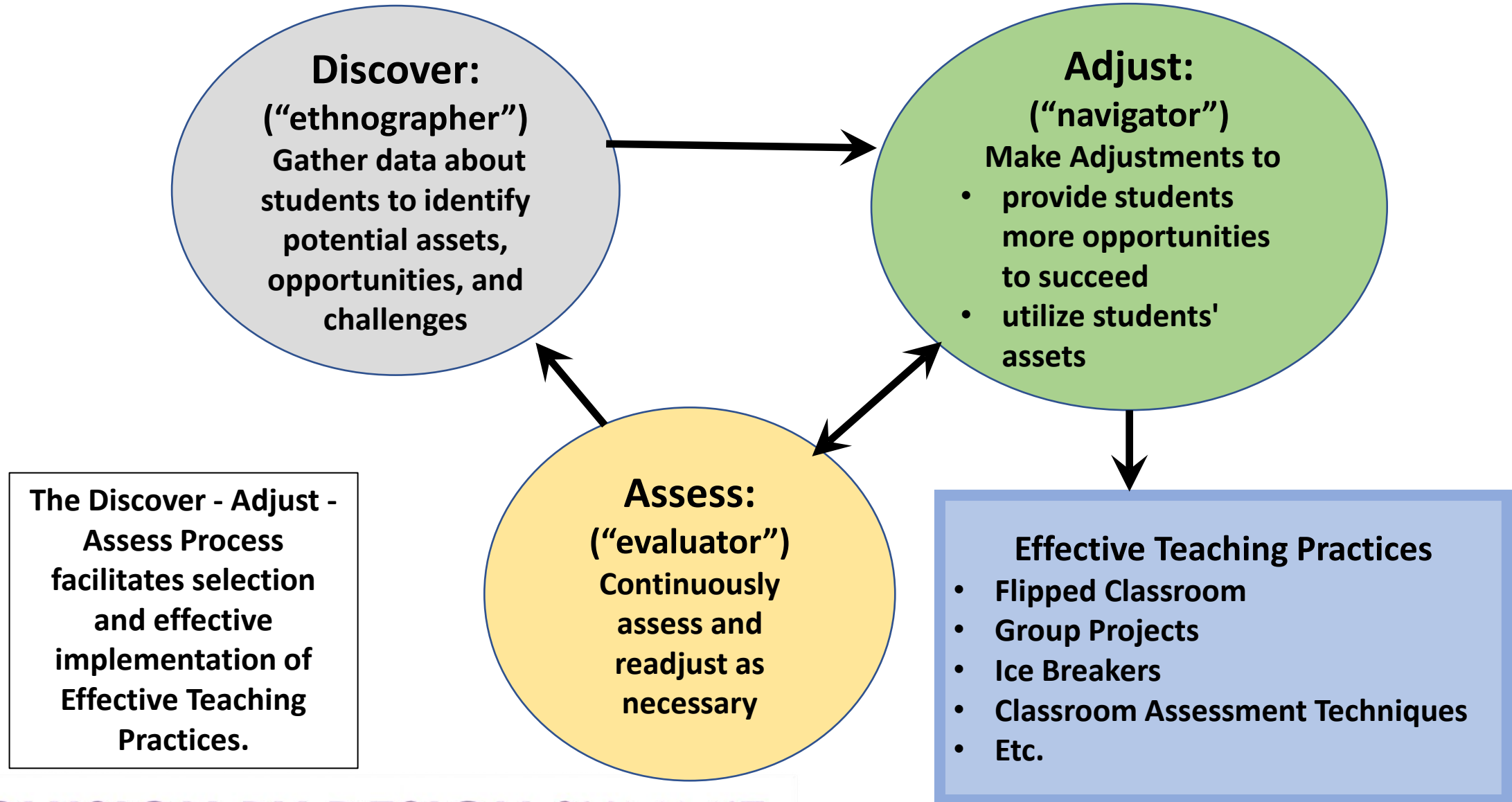
(MC Teaching to Increase Diversity and Equity in STEM
Grant Project, 2014-2017)



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CRT in the Classroom: “Discover - Adjust – Assess” Process



Discover: First-Generation Students

Findings:

Based on the “Who’s in Class” form, there are several first-generation students in a large enrollment course. Many of the students responding, in addition to not having a parent obtain an associate or bachelor’s degree, also did not have siblings or other relatives.

(Addy et al. 145)



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Adjust: First-Generation Students

Modifications:

At the beginning of the course the instructor shares how they were a first-generation student and what they did to navigate through college. To build a welcoming classroom environment the instructor also invites previous students, some of whom are first-generation students, on what they did to help them be successful in the course. The instructor ensures that all information on the course is explicitly explained and decides to provide even more opportunities for low-stakes assessments for students to be able to practice course quizzes and assessments. On the syllabus and verbally the instructor shares all resources available for first-generation students and all learners to support their academic success on campus.



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(Addy et al. 145)

Strategies to Effectively Teach Diverse Students: “CRT Principles” as a Guide

- Know Your Students
- Connect With Your Students
- Let Them Know You Care
- Create a Comfortable/Welcoming/Inclusive Learning Environment
- Create a Strong Classroom Community
- Build Students’ Confidence
- Vary Your Teaching Styles
- Connect Learning to Students’ Lives
- Provide Multiple Avenues to Success

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Strategies to Effectively Teach Diverse Students: "Create a Comfortable Learning Environment"

- Smile!
- Welcome students at the door (or as they enter class)
- Ice-breakers
- Show you care
- Rearrange the furniture in the classroom to create a more "comfortable" environment
- Inclusive Language in Your Syllabus
- Learn Names, Correctly Pronounce Names, and Ask Preferred Names and Pronouns (Addy et al. 140-142)

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Strategies to Effectively Teach Diverse Students: Creating a Safe Learning Environment

Students should participate in creating the rules and take responsibility for creating a safe environment. In this environment, professors may find the following behaviors and others helpful:

- Listening intently to others
- Showing with positive nonverbals, such as nodding and comments, that many experiences and viewpoints of a subject are welcome points of exploration and critique
- Making it clear that putting down others is not acceptable, yet all ideas are welcome
- Acknowledging and supporting that each person is in a different place with the subject and still learning
- Encouraging students to challenge ideas and assumptions
- Stepping in to facilitate when necessary to redirect or stop disrespectful or hurtful discussion or behavior

(Chavez and Longerbeam 151)

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A Few Final Thoughts About Cultural Responsiveness

- We don't have to become cultural "experts".
- This is a continuous journey (constant reflection, discovering, adjusting).
- This journey is not easy (just applying a list of strategies).
- CRT involves a radical change in our "teaching mindsets".
- The effort is definitely worth it!
 - for our development as faculty, and ...
 - for our students' learning

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The Warm Demander

- **Explicit focus on building rapport and trust. Expresses warmth through non-verbal ways like smiling, touch, warm or firm tone of voice, and good-natured teasing.**
- **Shows personal regard for students by inquiring about important people and events in their lives.**
- **Earns the right to demand engagement and effort.**
- Very competent with the technical side of instruction.
- Holds high standards and offers emotional support and instructional scaffolding to dependent learners for reaching the standards.
- Encourages productive struggle.
- **Viewed by students as caring because of personal regard and “tough love” stance.**

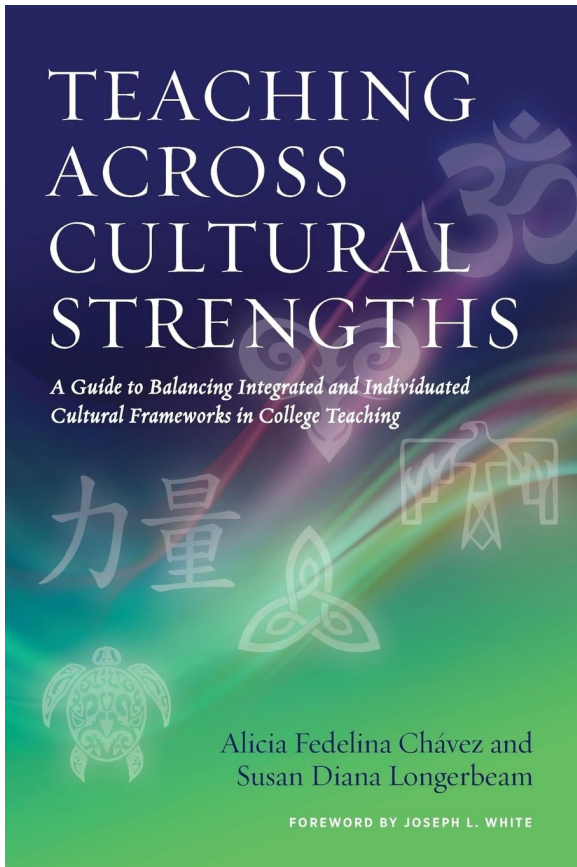
(Hammond 99)

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"Teaching Across Cultural Strengths"



“This comprehensive guide illuminates the role of culture in learning and offers an empirically based framework and model, together with practical strategies, to assist faculty in transforming college teaching for all their students through an understanding of and teaching to their strengths. Throughout this book the principles and strategies are illuminated by the voices of both students and faculty that bring alive and make manifest the implicit assumptions and expectations they bring to the classroom.”

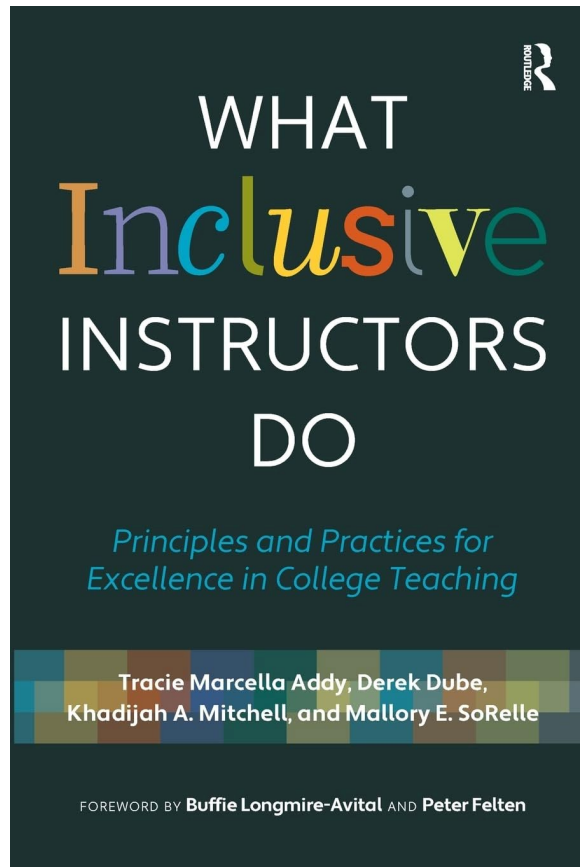


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Stylus Publishing, LLC

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"What Inclusive Instructors Do"



“This book uniquely offers the distilled wisdom of scores of instructors across ranks, disciplines and institution types, whose contributions are organized into a thematic framework that progressively introduces the reader to the key dispositions, principles and practices for creating the inclusive classroom environments (in person and online) that will help their students succeed.”

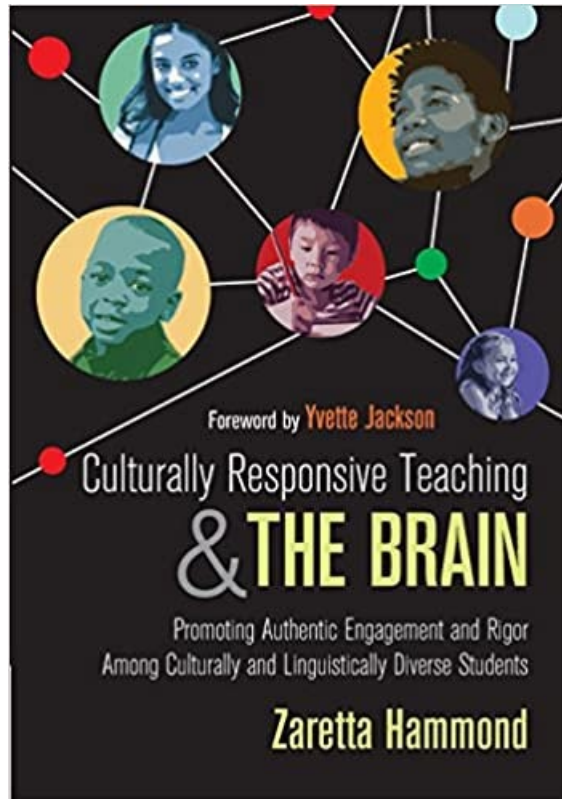
Stylus Publishing, LLC



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"Culturally Responsive Teaching and The Brain"



“In culturally responsive teaching, rapport is connected to the idea of affirmation. Affirmation simply means that we acknowledge the personhood of our students through words and actions that say to them, 'I care about you.' ”

Zaretta L. Hammond

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- Chavez, Alicia Fedelina, et al. *Teaching across Cultural Strengths: A Guide to Balancing Integrated and Individuated Cultural Frameworks in College Teaching*. Stylus Publishing, LLC, 2016.
- Hammond, Zaretta, and Yvette Jackson. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Students*. Corwin, 2015.



Questions



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Contact Us

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