

Developing Discipline-specific Pedagogical Tools and Broadly Transferrable Pedagogical Tools

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You Belong Here!

- We welcome all of your identities and intersections of identities in this conversation.
- We welcome you at your level of experience in this conversation.
- We acknowledge that this is one snapshot in time and we are all learning and growing over time.



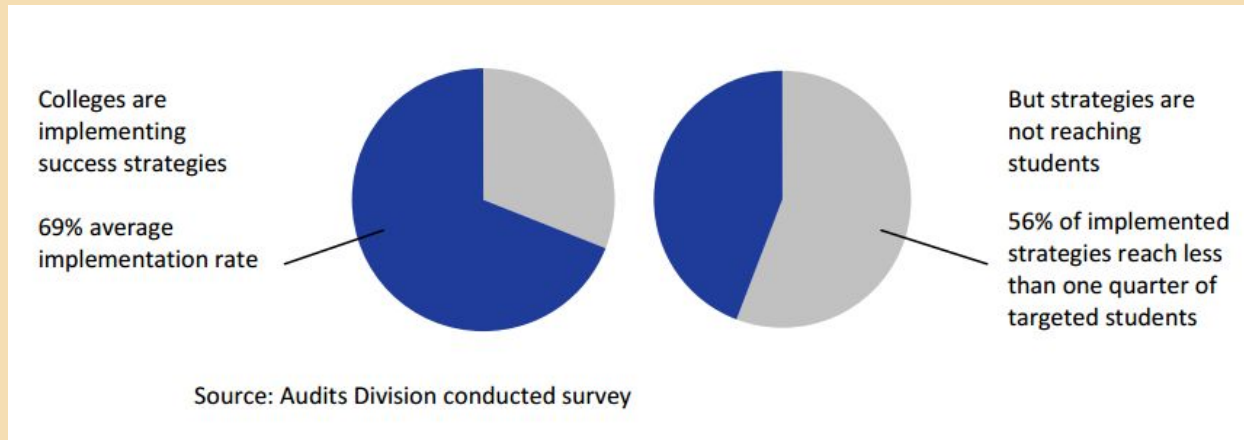
- The purpose of this dialogue is not to agree but to gain better understanding:
- ♦Listen actively and respectfully
- ♦Share air-time
- ♦Participate fully (at your own comfort level)
- ♦Be fully present
- ♦Don't "should" yourselves or others.
- ♦Accept that there is no resolution/closure
- ♦Be open to new and different perspectives
- ♦Own your own "triggers"
[“Triggers are words or phrases that stimulate an emotional response because they tap into anger or pain about an issue]
- ♦Use “I “ statements, speak from your own experience.
- ♦Take risks: lean into discomfort
- ♦Respect confidentiality-Our goal is the creation of a safe space i.e. ability to ask questions, seek understanding, suspend judgment, actively engage with fellow staff members
- ***“No one ever arrives; they just bring more of themselves through each time” (Cahill and Adams)***

Session Overview

- Welcome and Inclusion Statement
- What is Culturally Responsive Teaching?
- Cross-Disciplinary Group Activity - Syllabi and Assignments
- Sharing Within Disciplines
- Closing Reflections and Takeaways

Why Pedagogy?

Because not all strategies for student success reach all students.



Source

What is Culturally Responsive Teaching?

- “It is an equal educational opportunity initiative that accepts differences among ethnic groups, individuals, and cultures as normative to the human condition and valuable to societal and personal development” (Gay).

What is Culturally Responsive Teaching?

- *Establishing inclusion*—creating a learning atmosphere in which students and teachers feel respected by and connected to one another.
- *Developing attitude*—creating a favorable disposition toward the learning experience through personal relevance and choice.
- *Enhancing meaning*—creating challenging, thoughtful learning experiences that include student perspectives and values.
- *Engendering competence*—creating an understanding that students are effective in learning something they value. ([Wlodkowski & Ginsburg](#))

What is Culturally Responsive Teaching?

- It is a way for students to
 - experience academic success
 - develop and/or maintain contact with competence with primary cultural heritages
 - learn how to critique, challenge, and transform inequities, injustices, oppressions, exploitations, power, and privilege
(Gay, paraphrasing Ladson-Billings)

Categories of pedagogical tools

- **Content**
- **Classroom culture & practices**
- **Syllabus & Assignments**
 - **We all have to use them in our classes**
 - **They are expression of attitude**
 - **They establish relationships**
 - **we often share them on day 1 (or even before we meet students)**
 - **They are part of the culture we strive to build**

Move around and sit with colleagues from other disciplines

- If you are able to, get up and move around the room to form table groups that include as many different disciplines as possible.
- If you are not able to get up or move around the room, stay at your table and direct others to come and join you or go somewhere else so that your table includes as many different disciplines as possible. Feel free to enlist the help of Cara and Nick.

Look at your own or some of the sample syllabi or assignments

- Now that you are in your groups, take out your syllabus and/or assignment. You can also use one of the sample syllabi or assignments.
- Together talk through the questions on the next slide.
- When thinking through the questions on the next slide, make sure to include more than one category of oppression.
- You can spread out the yellow identity cards on your table to help you think about who all might be affected.

- How might you feel as a student approaching this? (as a student who is poor, is a person of color, has a visual disability, for whom English is not their first language, for instance)
- Do you think all students would understand how to get their desired grade in the classes? Where were grades?
- What signs of being student-centered did you see? Where were they?
- What signs of cultural inclusion did you see in the syllabus/assignment? Where?
- What in the syllabus/assignment supports culturally responsive learning? What in the syllabus limits it?
- For all of the above questions: Did you notice consistent differences across the different disciplines?

Report out: What are some features of a culturally responsive syllabus and/or assignment?

Break - Form discipline-specific groups

If you are able to, get up and move around the room to form groups according to discipline (6-8 people to a group).

If you are not able to get up or move around the room, stay at your table and direct others to come and join you or go somewhere else so that you are part of a group that includes your discipline. Feel free to enlist the help of Cara and Nick.

If there are no other people from your discipline, go ahead and find a group that is closely related to your discipline.

Within Disciplines

- What do you take away from the cross-disciplinary discussion?
- What light do the other fields shine on your own practices?
- What have you learned so far that you can use for your own practices within your discipline? - be specific
- Are there disciplinary limits to culturally responsive pedagogy?

Final Reflections

- What is your biggest takeaway from today?

Be super specific:

- What is one small thing that you will do on Monday?
- What is one thing you will do on your next syllabus or assignment?

Remember, we climb the biggest mountains one step at a time. If we run up the mountain, we are unlikely to ever make it to the top. However, if we take a long break after each step, we are also unlikely to ever make it.

Thank you!

And keep on taking one
step after another...