Culturally Responsive Teaching: My Students Are Different

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Activity

- **Draw**: What does home mean to you?
  
  - **Discuss**: Share your drawing with a partner
  
  - **Reflect**: Five minute silent gallery
  
  - **Share**: Discuss the commonalities & themes that emerged in your tables. What made your drawing unique?
What makes you unique?
What makes us the same?
Why does this matter?
Session Objectives

1. To raise awareness about diversity and issues on cross-cultural challenges
2. To inform attendees about culturally responsive teaching practices
3. To provide resources available at Kent State
Why does this matter, in Kent?

Graduate & Undergraduate Students

• 104 Countries Represented
• All 50 States
• 1,802 International Students
• 16% Racial Minority

2017-2018 School Year
Why does this matter, in Kent?

Faculty

- 8.5% International
- 11.7% Domestic Racial Minority
- 54.7% Full-Time    45.3% Part-Time
- 55.3% Female        44.6% Male

2017-2018 School Year
Why does this matter?

• Globalization of the world economy

• In Australia and the USA, education is the third and fifth service exporting industry, respectively (Oosterlinck, 2002).

• The number of international students will increase from 1.8 million in 2000 to 7.2 million in 2025.

• The USA (31%), the UK (16%), Germany, France (9%), and Australia (8%) are leading in foreign student numbers (OECD, 2002).
Why does this matter?
Cross-Cultural Challenges
forced to learn

barriers of resistance

negative on learning
What is Culture

Culture is a difficult phenomenon to define. From a social perspective, “culture can be seen as a system of values, beliefs and attitudes, that are shared by the members of a society” (Muzychenko, 2007, p. 3).

Hofstede (1991) views culture as a collective programming of the mind which distinguishes the members of one category of people from another (Muzychenko, 2007).
What is culturally responsive teaching?

In the US, culturally responsive teaching emerged as a response to the academic achievement gap between the students of the majority culture and their low-income, minority peers.

In American classrooms, students are different in terms of race, religion, family structure, gender, sexual orientation, learning style, economic means, lived experiences, etc.
What is culturally responsive teaching?

In essence, this theory is about “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them” (Gay, 2010, p. 31).
How to apply this in your college classroom?

- Offer choices to students when possible
- Be aware of the many perspectives surrounding what a classroom should look/feel like.
- Foster a safe environment
- Recognize, value, and incorporate the personal abilities of students into teaching strategies
Feeling Puzzled?

Read your sheet of paper, and complete the puzzle with your partner, according to the description provided.
What Can I Do?

• Get to Know Your Students
• Foster a Safe/Accepting Environment
• Don’t Assume
• Incorporate Choice
• Multiple Modalities
• Student Feedback
• Be Aware of On-Campus Resources
Resources

LGBTQ Center
Office of Global Education
Center for Teaching and Learning (Intercultural faculty scholars)
Academic Success Center
Women's Center
Global Village
Gerald H. Read Center for International and Intercultural Education
Writing Center at the KSU library
Complex Conversations

• Online KSU resource to extend these discussions
• Topics: Minority Students, Language Barriers, Ability Level, Religion, & more.
• https://www.kent.edu/graduatestudies/gso-conversations
Recommended readings

• Teaching Tolerance: https://www.tolerance.org/
References


