



Culturally Responsive and Sustaining Teaching of 1st Generation College Students

Benikia Kressler, PhD.



Objective

- Strengths of 1st Gen. Students
- Understand the importance of Culturally Responsive/ Sustaining(CR/S) Practices
- To discuss ways to enact CR/S practices
- For you to identify at least 2-3 CR/S tools that you will use in your classes



Proud to be
the
first
FIRST GENERATION

“Teachers must teach all students the explicit and implicit rules of power as a first step toward a more just society”.

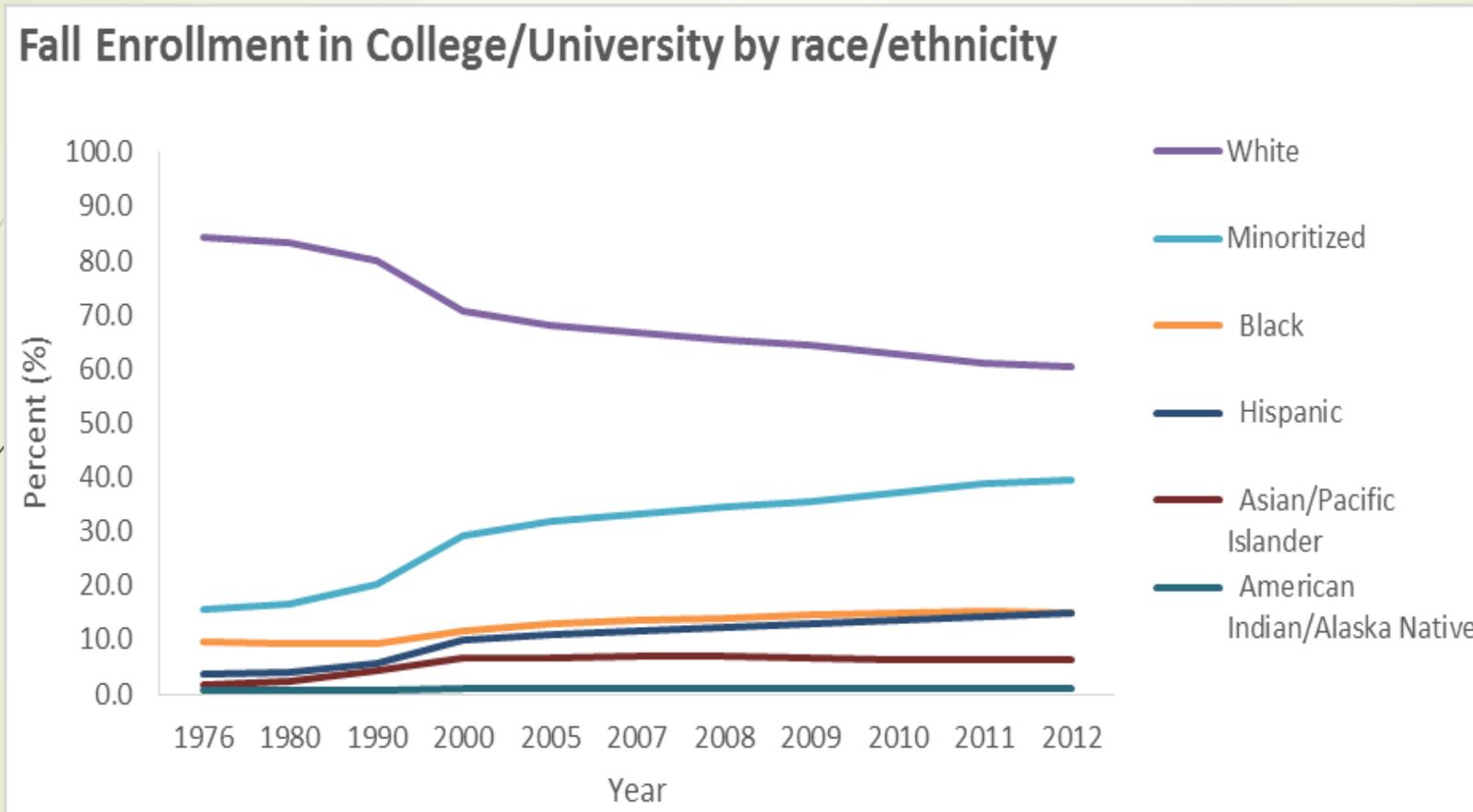
Lisa Delpit (1988)

First Generation College Students



- ▶ Students whose parents have not attended college and/or have not earned a college degree
- ▶ 1 in 3 students
 - ▶ First gen college students are more likely to be:
 - ▶ Female
 - ▶ Black or Hispanic
 - ▶ Have dependent children
 - ▶ Come from low income families

Our Diverse Students



SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2013, Enrollment component. (This table was prepared November 2013.)



Funds of Knowledge

- ▶ Student Background/Experiences are strengths
- ▶ Students come with knowledge—build on it
- ▶ Avoid deficit models
- ▶ Class is only one place of learning
 - ▶ Moll, Amanti, Neff & Gonzalez (1992)

First Generation College Students

- Lack guidance and acculturation from parents/siblings
- Lack familiarity with University Culture
 - College feels like a foreign country and confusing to navigate
- Don't understand what they need to succeed
- Struggle Academically





Cultural Capital



- ▶ Inequality btw class derived from varied exposure to dominant culture (Bourdieu, 1986)
 - ▶ Not tangible assets like money or possessions but cultural characteristics such as behavioral norms lifestyles and educational practices impede or contribute to social mobility(Bojczyk, Rogers-Haverback, Pae, Davis & Mason, 2015)
- ▶ “Institutionalized cultural attitudes, behaviors, preferences and goods that reflect the dominate culture, are unequally distributed, can be subject to scarcity and become gradually embodied in individuals.” (Bojczyk et al., 2015, p. 1391)



Culturally Responsive/Sustaining Instruction

- ▶ A type of equity pedagogy, in which a teacher intentionally uses the cultural background and knowledge of his or her students to inform curriculum and increase academic success, of students that historically experience school failure.

Gay, 2000; Ladson Billings 1995



Culturally Responsive and Sustaining Instruction

Culturally Responsive Instruction

- ▶ Geneva Gay (2000)
 - ▶ Multidimensional, Empowering
 - ▶ Validating, Comprehensive
 - ▶ Transformative, Emancipating
- ▶ Gloria Ladson Billings(1995)
 - ▶ Academic Achievement
 - ▶ Cultural Competence
 - ▶ Socio-Political Awareness

Culturally Sustaining Instruction

- ▶ Aims to sustain linguistic, literate and cultural pluralism as part of the democratic project of schooling
 - ▶ Paris, 2012, Paris & Alim, 2014
- ▶ Acknowledges the shifting and evolving practices of diverse communities
- ▶ Embraces pluralism
- ▶ Moving away from educational stereotyping
- ▶ Fostering the academic outside of the “White Gaze”



Ways to infuse this in your
classroom



How do you engage in CR/S practices with 1st gen students

1. Understand Yourself as a cultural being and recognize how your beliefs shape your interactions and influences your teaching
2. Know your students' values and experiences and use them to inform your teaching
3. Select curriculum content with your students in mind
4. Use student centered teaching techniques
5. Create a supportive environment
6. Understand your role as an agent of change
7. Assess 1st gen students in meaningful and transparent ways
8. Support students' efforts to gain/increase their cultural capital

Baumgartner et al,(2015)



How do you engage in CR/S practices with 1st gen students

- ▶ Understand Yourself as a cultural being and recognize how your beliefs shape your interactions and influences your teaching
 - ▶ What are your biases regarding “performing intelligence”? (i.e. independent learner)
 - ▶ What characteristics do you deem as appropriate for a “good student”? (i.e. listens quietly)
 - ▶ What are your feelings regarding allowing students to “know” your thinking/reasoning processes? Why



How do you engage in CR/S practices with 1st gen students

- ▶ Know your students' values and experiences and use them to inform your teaching
 - ▶ what do your students value? (i.e. family, community, music)
 - ▶ How can you foster the notion that students are producers of knowledge? (i.e. taking the lead)
 - ▶ How can you use these values to augment your instruction?
 - ▶ How can you problematize some of these values in ways to foster critical examination of the "unexamined"? (i.e. challenge student beliefs in safe ways?)



How do you engage in CR/S practices with 1st gen students

- ▶ Select curriculum content with your students in mind
 - ▶ How can you provide the 21st learning experience in your course? (multicultural, multilingual, technology, team oriented)
 - ▶ What ways can you indicate that you value student background in your curriculum? (personal histories, community leaders that reflect student heritage)
 - ▶ What texts/experiences can you include/support that reflect student culture, heritage, language etc. (i.e. use of case studies)



How do you engage in CR/S practices with 1st gen students

- ▶ Use student centered teaching techniques
 - ▶ What more can you do to engage students in the lesson?
 - ▶ Can you include team teaching, jigsaw or collaborative problem-solving in your lessons?
 - ▶ What ways can you show that you value student leadership within your course? (i.e. choose a learning objective)



How do you engage in CR/S practices with 1st gen students

- ▶ Creating a Supportive Classroom Climate
 - ▶ How can I ensure that my classroom foster a safe and supportive climate? (ice breakers)
 - ▶ How can I create a safe space for 1st gen students make mistakes and learn from them? (i.e. multiple exposure to material)
 - ▶ What can I do to build a learning community that feels safe to talk about differences in communities, schools and our larger democracy?



How do you engage in CR/S practices with 1st gen students

- ▶ Understand your role as an agent of change
 - ▶ How can you ensure your students are empowered within your course? (i.e. voices are heard)
 - ▶ How can you help students develop a critical stance?
 - ▶ Do you engage critiques of social inequities?
 - ▶ How can you ensure your students are actively involved and produces of knowledge in this endeavor?



How do you engage in CR/S practices with 1st gen students

- ▶ Assess 1st gen students in meaningful and transparent ways
 - ▶ How can I be transparent about what you're assessing and why
 - ▶ Can I provide Rubrics?
 - ▶ How can I allow students to connect their personal histories to new knowledge for assessment purposes? (i.e. direct questions)
 - ▶ Use various methods of assessment techniques to allow students to demonstrate their knowledge. (i.e. verbal, visual)



How do you engage in CR/S practices with 1st gen students

- ▶ Support students' efforts to gain/increase their cultural capital
 - ▶ How can you include opportunities to gain cultural capital in your course? (i.e. modeling and feedback)
 - ▶ Can you identify entities/endeavors that would open the door for students to increase their cultural capital? (i.e. walk select students to university supports)



Group Discussion

What are your thoughts on this?



Were your initial questions addressed?

Questions and Comments?



Thank You!!

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