A New Approach for a “New Mainstream Population”: Integrating Culturally Responsive Pedagogy in SI to Foster Inclusivity

Dr. Tina Jordan
Assistant Vice President of Strategic Success &
Director of Peer & Academic Resource Center (PARC)

Hsiang “Sean” Liu
Faculty Coordinator of Supplemental Instruction (SI) and Peer Advising
PARC
Agenda

• Peer and Academic Resource Center (Overview)
• Supplemental Instruction (SI)
• Culturally Responsive Pedagogy (Frameworks)
• Integrating Cultural Competence in Professional development
Peer and Academic Resource Center (PARC)

- **Director:** Dr. Tina Jordan
- **Workshops & Individual Tutorials (WIT)**
  - Faculty Coordinator: Vu Tran
  - Student Coordinator: Brent Clark Jr.
- **Peer Led Advising for College Experiences (PLACE)**
  - Faculty Coordinator: Hsiang “Sean” Liu
  - Student Coordinator: Brent Clark Jr.
- **Supplemental Instruction (SI) / SI Plus**
  - Faculty Coordinators: Hsiang “Sean” Liu
  - Student Coordinator: Kristi Simmons
Leaders of Today—Running the Show

Faculty Guided, Student Led

Student Coordinators
Successful Students Promoting Student Success!
Student Demographics
Ethnicity
Fall 2017

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>11</td>
</tr>
<tr>
<td>Caucasian/White</td>
<td>22</td>
</tr>
<tr>
<td>Asian American/Asian</td>
<td>19</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>31</td>
</tr>
<tr>
<td>Other/Mixed Ethnicity</td>
<td>17</td>
</tr>
</tbody>
</table>
Student Demographics
Gender & Age
Fall 2017

Gender Identity
- Male: 32
- Female: 68

Age
- Under 18 years: 3
- 18 years: 33
- 19 years: 20
- 20 years: 11
- 21 years and older: 7
- 22 years: 6
- 23 years and older: 20

Percentage
Student Demographics
Language & Class level
Fall 2017

English as a Primary Language

Yes: 77%
No: 23%

Class Level

- Freshman: 38%
- Sophomore: 24%
- Junior: 21%
- Senior: 15%
- Graduate: 2%
# Overview of Supplemental Instruction

## Average GPA Earned in Large Lecture Course

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>2.43</td>
<td>2.16</td>
</tr>
<tr>
<td>2012</td>
<td>2.53</td>
<td>2.31</td>
</tr>
<tr>
<td>2013</td>
<td>2.75</td>
<td>2.07</td>
</tr>
<tr>
<td>2014</td>
<td>2.64</td>
<td>2.24</td>
</tr>
<tr>
<td>2015</td>
<td>2.84</td>
<td>2.1</td>
</tr>
<tr>
<td>2016</td>
<td>2.74</td>
<td>2.54</td>
</tr>
<tr>
<td>2017</td>
<td>2.65</td>
<td>2.35</td>
</tr>
</tbody>
</table>

**Legend:**
- **SI Students**
- **Non-SI Students**

### Faculty Engagement

### SI Courses

### SI Coordinator

### Student Leader Role
PARC SI Program

• Based on University of Missouri-Kansas City’s Supplemental Instruction (SI) model:
  – It is an academic support program for students who are enrolled in historically challenging general education (GE) courses.
  – It provides students credit (1 unit) to learn how to implement transferable academic learning strategies to increase grades in difficult college courses such as Biology, Chemistry, Economics, History and many more difficult GE courses.
SI Leader’s Responsibilities and Tasks

- **Weekly Responsibility of the SI Leader:**
  - SI Instruction: 2 hours
  - Attending Main Lecture Course: 2.5 hours
  - SI Leader Office Hours: 2 hours
  - Meeting with Main Lecture Instructor: 0.5 hour
  - Lesson Plans and Preparation for SI Classes: 2 hours
  - SI Leader Professional Development (weekly): 1 hour
  - **TOTAL:** 10 hours per week
<table>
<thead>
<tr>
<th>Program</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental Instruction (29 Sections)</td>
<td>10,416 Sessions (434 Unique Students)</td>
</tr>
<tr>
<td>Supplemental Instruction Plus (13 Sessions)</td>
<td>234 Students</td>
</tr>
</tbody>
</table>
Colleges Where SI is Present

College of Social Sciences and Interdisciplinary Studies
- Economics
- Political Science
- Psychology

College of Arts and Letters
- Communications
- English
- History
- Art

College of Health and Human Services
- Criminal Justice

Supplemental Instruction

College of Natural Sciences and Mathematics
- Biology
- Chemistry
- Physics
- Mathematics

College of Engineering and Computer Sciences
- Computer Science

College of Business Administration
- Accounting
Integrating Culturally Responsive Pedagogy in Supplemental Instruction

CREATE EQUITY AND INCLUSION ACROSS CAMPUS

IDENTIFY DIFFERENT CULTURES WITHIN THE UNIVERSITY

Examine models for addressing intercultural competencies
Develop intercultural communication skills
Culture

- A learned set of values, beliefs, customs, norms, and perceptions shared by a group of people that provide a general design for living and a pattern for interpreting life. (Cole, 2010)

- Culture is those deep, common, unstated, learned experiences which members of a given culture share, which they communicate without knowing, and which form the backdrop against which all other events are judged.” (Edward Hall)
Based on Research

• THE THREE PROPOSITIONS OF A CULTURALLY RESPONSIVE TEACHER INCLUDE CONCEPTIONS OF SELF, OTHERS, SOCIAL RELATIONS, AND CONCEPTIONS OF KNOWLEDGE (Ladson-Billings, 2009)
Conceptual Framework of Cultural Responsiveness

Pillar One: Cultural Competence
- Conception of self and others

Pillar Two: Cultural Pedagogy
- Using students’ strengths by sharing power in the classroom

Pillar Three: Cultural Consciousness
- Developing a Sociopolitical Critique

(Jordan, 2014)
# Professional Development: Cultural Competence Framework in Action

<table>
<thead>
<tr>
<th>Readings that Connect to Pillars</th>
<th><strong>Pillar One: Cultural Competence</strong></th>
<th><strong>Pillar Two: Cultural Pedagogy</strong></th>
<th><strong>Pillar Three: Cultural Consciousness</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship materials to increase knowledge</td>
<td><strong>Self reflections and understanding models</strong></td>
<td><strong>Behavior in the classroom</strong></td>
<td><strong>Developing a Sociopolitical Critique</strong></td>
</tr>
<tr>
<td>Why race and culture matter in education (Howard, 2010)</td>
<td>Wanted Inclusive Teaching Practice, (Artez-Vega, 2014)</td>
<td>Allows students to select curriculum that connect to their home culture</td>
<td>Allows students to select curriculum that connect to their home culture</td>
</tr>
<tr>
<td>Intercultural Developmental Model, (Bennett, 1997)</td>
<td>Managing the Classroom, Perspectives from an Introvert to Extrovert (Braden &amp; Smith, 2016)</td>
<td></td>
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</tr>
<tr>
<td>Pyramid Model of Intercultural Competence (Deardorff, 2006)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicating with and about People with Disabilities</td>
<td></td>
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<tr>
<td><a href="http://www.cdc.gov/disabilities">www.cdc.gov/disabilities</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities to Foster Culture Inclusiveness</td>
<td>Pillar One: Cultural Competence</td>
<td>Pillar Two: Cultural Pedagogy</td>
<td>Pillar Three: Cultural Consciousness</td>
</tr>
<tr>
<td>------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td>Cultural Artifact: Choose an object that tells about your cultural (pg. 155) Level of Challenge: Low</td>
<td>The value wheel (pg.131) Level of Challenge: med.</td>
<td>Culture in Current Events (pg. 111) Level of challenge: medium</td>
</tr>
<tr>
<td></td>
<td>Four analogies (pg. 61) Level of Challenge: Low</td>
<td>Communicate Successfully The Framework: SCORE communication Principles Level of Challenge: Med</td>
<td>Difficult dialogues about race, cultural and political positioning in our current culture.</td>
</tr>
<tr>
<td></td>
<td>Understand differences The form (pg. 81) Level of Challenge: Low</td>
<td>Discussion board post that reflect and/or respond to an assigned article or topic Level of Challenge: Med</td>
<td>Allows students to establish political ideology based on cultural awareness</td>
</tr>
<tr>
<td></td>
<td>Getting to know you (handout) Created by an SI leader</td>
<td>Three Chairs pg.238</td>
<td>Birth Walk activity</td>
</tr>
<tr>
<td></td>
<td>Navigate Identity (pg. 143)</td>
<td>Visual communication Patterns (pg. 241)</td>
<td>Engages students in social justice work</td>
</tr>
<tr>
<td></td>
<td>Introduce Core Concepts (pg.45) Level of Challenge: Medium</td>
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</tbody>
</table>
Peer Network Activity

Pillar One: Cultural Competence

• Cultural Artifact:
  - choose one item or object you have with you that tells something about your cultural background (not necessarily about you personally)
  - ex. “My watch, because my life is governed by schedules and in my culture schedules are very important”
Khols’ 1984 Metaphor

Open, visible, audible aspects but subject to misinterpretation

Values are fundamental

Thought Processes are hardest to understand

Pillar One: Cultural Competence
Why is Cultural Competence Important?

- At an individual level it can be “the state of being capable of functioning effectively in the context of cultural differences.”

- At an institution level it can be “a set of congruent behaviors, attitudes, and practices which come together in a system, amongst professionals to work effectively in the context of cultural differences.”

(Deardorff, 2011)
Culture and Identity

• “Culture is a defining feature of a person’s identity, contributing to how they see themselves and the groups with which they identify.”

• “A person’s understanding of their own and others’ identities develops from birth and is shaped by the values and attitudes prevalent at home and in the surrounding community.” (UNESCO, 1996)
Cultural Competence: Conception of Self and Others

Social Group Membership Profile

From the list above, write the one identity that best fits each statement.

1. The identity that you think of the most often.
2. The identity that you think about the least.
3. The identity that gives you the most privileges/benefits.
4. The identity that has the strongest effect on how you see yourself.
5. The identity that has the greatest effect, positively/negatively, on how others see you.
6. A time I witnessed or experienced discrimination directed towards me.
   a. How I felt about it.
   b. What I did in response.
7. A time I participated in treating someone as “less than”.
   a. How I felt about it.
   b. What I did in response
**Pyramid Model of Intercultural Competence**

**Desired External Outcome:**
Behaving and communicating effectively and appropriately (based on one’s intercultural knowledge, skills, and attitudes) to achieve one’s goals to some degree.

**Desired Internal Outcome:**
Informed frame of reference/filter shift: Adaptability (to different communication styles & behaviors; adjustment to new cultural environments); Flexibility (selecting and using appropriate communication styles and behaviors; cognitive flexibility); Ethnorelative view; Empathy

**Knowledge & Comprehension:**
- Cultural self-awareness; Deep understanding and knowledge of culture (including contexts, role and impact of culture & others’ world views);
- Culture-specific information;
- Sociolinguistic awareness

**Skills:**
To listen, observe, and interpret
To analyze, evaluate, and relate

**Requisite Attitudes:**
- Respect (valuing other cultures, cultural diversity)
- Openness (to intercultural learning and to people from other cultures, withholding judgment)
- Curiosity and discovery (tolerating ambiguity and uncertainty)

- **Move from personal level (attitude) to interpersonal/interactive level (outcomes)**
- **Degree of intercultural competence depends on acquired degree of underlying elements**

(Deardorff, 2011)
Individual

**Attitudes:**
- Respect (valuing other cultures)
- Openness (withholding judgment)
- Curiosity & discovery (tolerating ambiguity)

**Knowledge & Comprehension:**
- Cultural self-awareness
- Deep cultural knowledge
- Others’ worldviews
- Sociolinguistic awareness

**Skills:**
- To listen, observe & evaluate
- To analyze, interpret & relate

**Desired Internal Outcome:**
- Informed Frame of Reference Shift
  (adaptability, flexibility, ethnorelative view, empathy)

**Desired External Outcome:**
- Effective and appropriate communication & behavior in an intercultural situation

**Process Orientation**

Deardroff (2006)
Familiarize Students with SI Program Culture

• Attitude: Be open to a new instructional approach and discover the values of SI

• Knowledge & Skills: Explore SI Classroom Culture; Understand SI leader’s role and responsibility; Practice SI techniques

• Internal Outcome: Identify similarities and differences between SI practices and personal learning preferences; Learn about how to cope with pedagogical conflicts

• External Outcome: Set individual goals and and track the progress of becoming an experienced SI leader
Intercultural Development Continuum

Modified from the Developmental Model of Intercultural Sensitivity (DMIS), M. Bennett, 1986
Cultural Competence: Weekly SI Training
(Demonstrating Teacher Efficacy and Developing Caring Relationships with Students)
“Culturally responsive teaching is defined as using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively” (Gay, 2000).

“When academic knowledge and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly” (Gay, 2000).
Effective culturally responsive instructors consistently do the following:

- Encouraging students to use cultural data as a bridge to academic language
- Utilizing students’ strengths by sharing power in the classroom
- Applying a wide variety of instructional strategies that are connected to different learning styles
- Modeling reading and writing strategies
- Encouraging group communication/engaging dialogue
- Using open-ended questions to encourage the connection of prior knowledge
SI Techniques and Culturally Responsive Pedagogy

- Using various facilitation strategies to connect with students’ multiple learning styles
- Modeling academic behavior
- Using Socratic questioning techniques to lead students into discovering what they know
- Making study skills visible
- Providing “scaffolding” activities
- Facilitating collaborative learning activities
- Focusing on areas of concern from students’ perspective
Question from March 2, 2018:

- Why is being cultural responsive relevant to teaching? What techniques would you consider most effective or are more likely to implement for being culturally responsive in your SI class?
Weekly Online Discussion Posts

Sample Answer from an SI Leader:

– “The world of academia is an entirely distinct culture in itself, and it can often feel overwhelming for students who have not been conditioned for what it entails. To account for this, I make sure to review important strategies such as how to best use the course textbook, how to take effective notes in class, how to study in groups, and so on. These skills give the students a certain kind of independence that they did not previously have. They not only help the students how to succeed in a biology class; they also teach them how to succeed in any course, since these skills can be easily adaptable to all areas of study.”
The SCORE Communication Principles

Simplify And Specify
Clarify and Confirm
Organize And Outline
Rephrase and Reframe
Explain with Examples

Pillar Two: Cultural Pedagogy

(Deardorff, 2011)
Cultural Pedagogy: Lesson Plan Creation

• Explanation of how and why class activities are culturally responsive in the rationale and reflection sections of the lesson plan
Name: [Student Name]
Date: [Week, Month]
Course: [Course Name]
Objectives: [What success would look like and how you’ll get there]

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity &amp; Process</th>
<th>Rationale</th>
<th>Bloom’s Taxonomy Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Process: the strategies that you’ll use for the activity)</td>
<td>[Why’d you do this? How will it help achieve the objectives?]</td>
<td></td>
</tr>
</tbody>
</table>

Reflection: [What went well? What could improve? In what ways did you implement Bloom’s Taxonomy and Culturally Responsive Pedagogy effectively and how could you improve your implementation of those theories in the future?]
Cultural Pedagogy

SI Class Peer Observation

- **Who**: What personality and interests seem to make someone more or less successful in the class? What personas are they asked to adopt?
- **What**: What kinds of study skills are needed in the class? What topics are appropriate for discussion, reading, and communication?
- **When and Where**: When and where do students accomplish the tasks required in this class? Are there recognizable rituals and working habits—a “workplace culture”—in this class? Are there rules and regulations that must be followed? Do students work alone or mainly in groups?
- **How**: How are questions asked, answers found, and results conveyed within this class? How are problems resolved? What forms of communication are most common?
- **Why**: Why does this class exist or why was it formed? Given your other observations, what beliefs or values seem to guide the students and practices of this class?
<table>
<thead>
<tr>
<th>1 2 3 4 5</th>
<th>Knows student names (or is actively learning them) and praises them often for any participation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>Explains and repeats key terms, definitions, and academic vocabulary, and uses the board frequently to give students time to recognize and write down these important ideas. (Remember multilingual students.)</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>Engages students by explaining subject matter in meaningful ways, connecting it to students’ lives.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>Pays attention to individual needs and offers access to resources based on the needs.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>Uses cultural scaffolding in interacting with students (taking responsibility for learning about their school/work/life experiences, and use student culture as a basis for learning).</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>Provides encouraging comments and positive reinforcement to students.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>Directs collaborative learning activities in a way that provides leadership opportunities in every SI class.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>Uses various facilitation styles to communicate the material to reach multiple learning styles.</td>
</tr>
</tbody>
</table>
SI Class Observation

BIO 26 SI
(Human Anatomy and Physiology II)

Pillar Two: Cultural Pedagogy
BIO 26 SI Class

WEEK 4 WORKSHEET  FIRST DRAFT

Students’ Struggles:
• Abstract Concepts
• Purpose
• Usage

• Please work with your group members, answering the questions below.
• How does blood viscosity effect blood flow resistance?
• How does blood flow resistance effect blood pressure?
• How does venous return effect preload/EDV?
Bob is an Olympic athletic cyclist. He is known as the fastest man alive. He recently won an Olympic gold medal. After receiving the gold medal, he got into a minor car accident while driving home. Luckily, he had no injury, but he was diagnosed with hypertension. As the medical team investigated the cause of his hypertension, Bob admitted to blood doping for 3 years.

If you were Bob’s nurse, how will you explain to Bob the effect of blood doping on his heart that eventually led to his hypertension?

Guiding Questions
- What is hypertension? What is blood doping?
- What effect does blood doping have on the number of RBC?
- How does RBC effect blood viscosity?
- How does blood viscosity effect blood flow resistance?
- How does blood flow resistance effect Bob’s blood pressure?
Cultural Consciousness: Engaging Students in Social Justice Work

Dreamer Ally Training from Sac State Dreamer Resource Center
Pillar Three: Cultural Consciousness

Communicating With and About People with Disabilities

About 50 million Americans report having a disability. Most Americans will experience a disability some time during the course of their lives. Disabilities can affect people in different ways, even when one person has the same type of disability as another person. Some disabilities may be hidden or not easy to see.

People First Language
People first language is used to speak appropriately and respectfully about an individual with a disability. People first language emphasizes the person first not the disability. For example, when referring to a person with a disability, refer to the person first by using phrases such as “a person who...”, “a person with...” or “person who has...”

Here are suggestions on how to communicate with and about people with disabilities.

<table>
<thead>
<tr>
<th>People First Language</th>
<th>Language to Avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person with a disability</td>
<td>The disabled, handicapped</td>
</tr>
<tr>
<td>Person without a disability</td>
<td>Normal person, healthy person</td>
</tr>
<tr>
<td>Person with an intellectual, cognitive, developmental disability</td>
<td>Retarded, slow, simple, moronic, defective or retarded, afflicted, special person</td>
</tr>
<tr>
<td>Person with an emotional or behavioral disability, person with a mental health or a psychiatric disability</td>
<td>Insane, crazy, psycho, manic, nuts</td>
</tr>
<tr>
<td>Person who is hard of hearing</td>
<td>Hearing impaired, suffers a hearing loss</td>
</tr>
<tr>
<td>Person who is deaf</td>
<td>Deaf and dumb, mute</td>
</tr>
<tr>
<td>Person who is blind/visually impaired</td>
<td>The blind</td>
</tr>
<tr>
<td>Person who has a communication disorder, is unable to speak, or uses a device to speak</td>
<td>Mute, dumb</td>
</tr>
<tr>
<td>Person who uses a wheelchair</td>
<td>Confined or restricted to a wheelchair, wheelchair bound</td>
</tr>
<tr>
<td>Person with a physical disability</td>
<td>Crippld, lame, deformed, invalid, spinal</td>
</tr>
<tr>
<td>Person with epilepsy or seizure disorder</td>
<td>Epileptic</td>
</tr>
<tr>
<td>Person with multiple sclerosis</td>
<td>Afflicted by MS</td>
</tr>
<tr>
<td>Person with cerebral palsy</td>
<td>CP victim</td>
</tr>
<tr>
<td>Accessible parking or bathrooms</td>
<td>Handicapped parking or bathroom</td>
</tr>
<tr>
<td>Person of short stature</td>
<td>Midget</td>
</tr>
<tr>
<td>Person with Down syndrome</td>
<td>Mongold</td>
</tr>
<tr>
<td>Person who is successful, productive</td>
<td>Has overcome his/her disability, is courageous</td>
</tr>
</tbody>
</table>

For more information about disability and health, visit [www.cdc.gov/disabilities](http://www.cdc.gov/disabilities)
Cultural Consciousness

Reshaping the Curriculum—

*Mentoring Project*

Pillar Three: Cultural Consciousness
Take-Away Suggestions

- **Cultural Competence: Investigate our own heritage, upbringing, and potential cultural and racial biases**
  - “Does ‘who I am’ contribute to the underachievement of students who are not like me?” (Howard, 2010)

- **Cultural Pedagogy: View Culture as a Resource**
  - "Culture, it turns out, is the way every brain makes sense of the world.” (Kozleski, 2010)

- **Cultural Consciousness: Participate in Reforming the Institution**
  - “Diversity Is a Reality, Inclusion Is a Choice.” (Gardenswartz & Rowe, 2015)
QUESTIONS?

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