



Love of Teaching Half-Day Conference Culturally Responsive Teaching in a Remote Teaching Environment

Co-sponsored by
E-Learning, Innovation and Teaching Excellence (ELITE) &
The Institute for Part-Time Faculty
Engagement & Support (IPTFES)

Saturday, April 24, 2021
10:00 a.m.-12:30 p.m.
via Zoom

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MC MONTGOMERY COLLEGE

The last 14 months have presented some extraordinary challenges to Montgomery College, as well as higher education as a whole. The College has met these challenges with diligence and creativity. The notion of culturally responsive teaching took on a new quality: reaching students in new, physically distant settings. It also took on a new urgency as students faced basic needs insecurities, as well as obstacles to learning, and sometimes, quiet learning spaces.

Teaching remotely was new to many of our faculty who were thrust into this setting suddenly. Despite managing such enormous change, our faculty kept students engaged and maintained high academic expectations. Faculty rose to the occasion, bringing determination, professionalism, and passion to their work. What could have been a lost academic year proved to be a shining example of what we can achieve by staying true to the principles of social justice and equity.

What an accomplishment to have kept instruction going in the midst of a pandemic—and a profound service to our community. Even under stress and uncertainty, instructors prevailed, and most importantly, maintained their love of teaching.

DeRionne P. Pollard, Ph.D.
President

ELITE

E-LEARNING, INNOVATION,
AND TEACHING EXCELLENCE

The Office of E-Learning, Innovation, and Teaching Excellence

The E-Learning, Innovation, and Teaching Excellence (ELITE) team is committed to providing excellence and leadership to the diverse MC community in the areas of instructional professional development, learning technology support, and college-wide academic initiatives. We hold ourselves accountable to seek and provide practical, innovative solutions to enhance the learning experience of faculty, staff, and students.

For more information, please visit the ELITE website at <https://www.montgomerycollege.edu/elite> or contact us at dl@montgomerycollege.edu.

Do you have an idea for a workshop? We would love to work with you! Contact an Instructional Designer or Faculty Associate on your campus, or submit your proposal by going to <https://www.montgomerycollege.edu/offices/elite/professional-development-proposal-form.html>

Visit The Hub for teaching resources developed by MC faculty!
<https://mcblogs.montgomerycollege.edu/thehub/>





The Institute for Part-Time Faculty Engagement & Support

The Institute for Part-Time Faculty Engagement & Support (IPTFES) is in its sixth year of providing resources and guidance to Montgomery College's part-time faculty and counseling community. The Institute also recognizes the exceptional work and contributions made by our faculty and counselors in serving the students of Montgomery College.

The Institute has embraced a broad range of responsibilities. Some of our core functions include:

- Providing part-time faculty orientation and professional development opportunities;
- Serving as a problem solving, trouble-shooting hub for technical and faculty related issues that impact teaching and counseling by part-time faculty and counselors;
- Providing resource centers where faculty can work, meet with students and engage with colleagues;
- Assisting the academic and counseling departments in communicating and interacting with part-time faculty to more effectively advance department and College goals and initiatives;
- Serving as a source of information regarding rank advancement, assignments and ap-ointment requests, professional development, and opportunities for full employment in the educational community;
- Providing both a physical and virtual presence to support part-time faculty on and off campus during both day and evening classes.

Please reach out to us. Your involvement with the Institute's virtual presence begins by visiting our website at <https://info.montgomerycollege.edu/resources/part-time-faculty/>

Please also connect with us on Facebook: *@MC.PTFaculty*

The Love of Teaching

Celebrate your love of teaching with your MC colleagues! The Office of E-Learning, Innovation, and Teaching Excellence (ELITE) and The Institute for Part-Time Faculty Engagement and Support are proud to offer all faculty the Love of Teaching Half-Day Conference: Culturally Responsive Teaching in a Remote Teaching Environment.

This conference will focus on how the principles of Culturally Responsive Teaching (CRT) can be applied to guide students to success in the remote teaching environment. CRT is an approach that involves using information about our students' backgrounds to tailor instruction in ways that increase their opportunities to succeed.

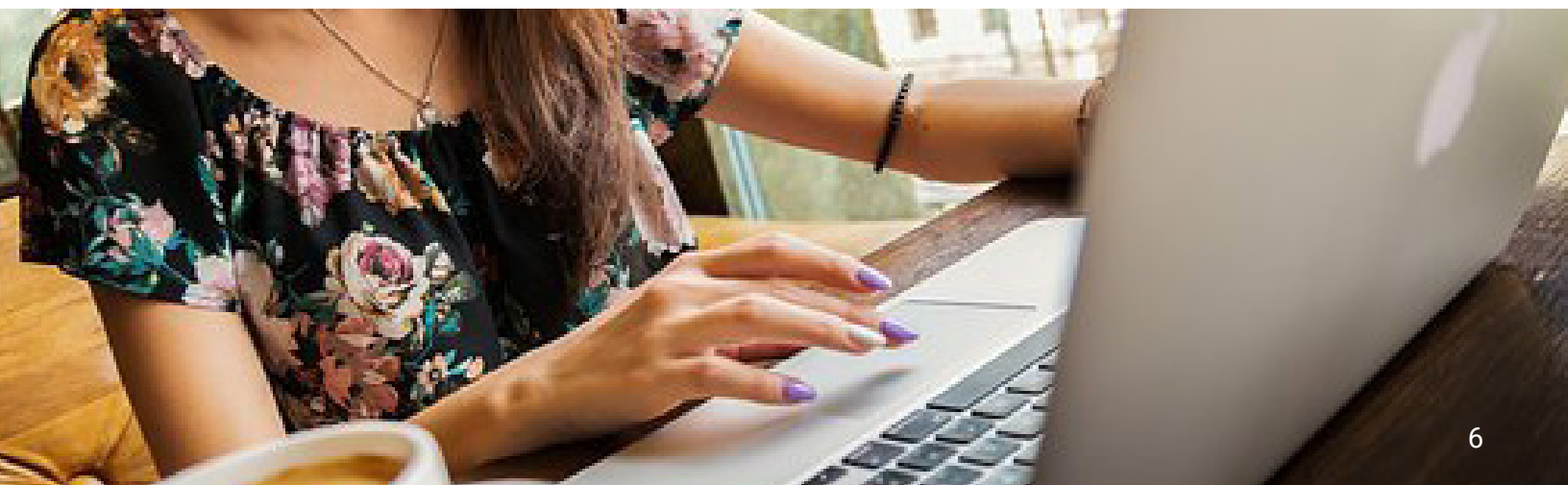
Participants will discuss common problems they and their students encounter in the remote teaching/learning environment then work in groups to apply CRT strategies to address those challenges. In groups, participants will have the opportunity to reflect on the use of best teaching practices in their courses. Everyone will walk away with a greater awareness of relevant electronic resources and other tools to identify issues or life circumstances that affect student learning and to facilitate learning in the remote environment. Attend this conference and explore how your teaching can be made more effective by adopting CRT strategies.

At the end of this conference, participants will be able to:

1. Describe Culturally Responsive Teaching (CRT), its principles and key characteristics.
2. Apply CRT principles and practices to address challenges in the remote teaching and learning environment.
3. Identify various technological and other tools and resources that can facilitate teaching and learning in the remote environment.

2021 Love of Teaching Planning Committee

Gloria Barron, Instructional Designer, ELITE
Philip Bonner, Instructional Designer, ELITE
Eric Grosse, Ed.D., Part-Time Faculty, IPTFES
Elizabeth Feldman, Part-Time Faculty, IPTFES
Paul Miller, Ed.D., Professional Development Director
Nghi Nguyen, Web Specialist, ELITE





Schedule

10:00-10:05 a.m.

Welcome. Paul Miller, Ed.D., Professional Development Director

10:05-10:10 a.m.

DeRionne Pollard, Ph.D., Montgomery College President

10:10-10:15 a.m.

Sanjay Rai, Ph.D., Senior Vice President for Academic Affairs

10:15-10:20 a.m.

Michael Mills, Ed.D., Vice President of ELITE

10:20-11:20 a.m.

Keynote Presentation. Alla Webb, Ph.D., and Ray Gonzalez

11:20-11:40 a.m.

Breakout Session 1

11:40-11:50 a.m.

Team Reports

11:50 a.m.-12:10 p.m.

Breakout Session 2

12:10-12:20 p.m.

Team Reports

12:20-12:25 p.m.

Wrap Up

12:25-12:30 p.m.

Giveaways and Closing

Our Featured Speakers



Dr. Alla Webb holds both a B.S. and a M.S. in Mechanical Engineering from State Technical University, St. Petersburg, Russia, a M.S. in Computer Science from Johns Hopkins University, and a Ph.D. in Systems Engineering from George Washington University.

Her professional experience in the private sectors involved all phases of the system development cycle, including project management, requirement analysis, system design, programming, testing, system administration, database design and administration, and system installation. Dr. Webb is the Principal Investigator (PI) of the American Association of Colleges and Universities Teaching to Increase Diversity and Equity in STEM (TIDES) grant. Dr. Webb's research interests include mobile development, software engineering, and database management systems.

Dr. Webb, Professor Gonzales, and Dr. Monica Trent have written a chapter titled, "Journey of Discovery," about the Teaching to Increase Diversity and Equity in STEM (TIDES) grant project at Montgomery College. Appearing as Chapter 9 in the recently released *Culturally Responsive Strategies for Reforming STEM Higher Education: Turning the TIDES on Inequity*, the authors discuss the project, which focuses on helping faculty to utilize culturally responsive teaching (CRT) to increase the success and persistence of under-represented students in STEM at MC. [Publisher Website](#)



Professor Ray Gonzales has taught in Montgomery College's English Language for Academic Purposes (ELAP) program for twenty-one years. He served as ELAP Coordinator for six years. He was co-Primary Investigator of the Teaching to Increase Diversity and Equity in STEM (TIDES) Grant at MC (2014–2017).

As part of the TIDES Grant Project, he has conducted workshops and given presentations focused on Culturally Responsive Teaching (CRT) and related topics at MC, state, regional and national conferences. Before coming to MC, he taught English as a Foreign Language in Syria and South Korea.

Summary Sheet (Love of Teaching Conference, 4/24/2021)

Key Definitions

Culturally Responsive Teaching (CRT)

Utilizing information about our students' backgrounds and learning to tailor instruction in ways that facilitate their learning and increase their opportunities for success (MC TIDES Grant Project, 2014-2017).

Microaggression

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership (Su et al. 2007).

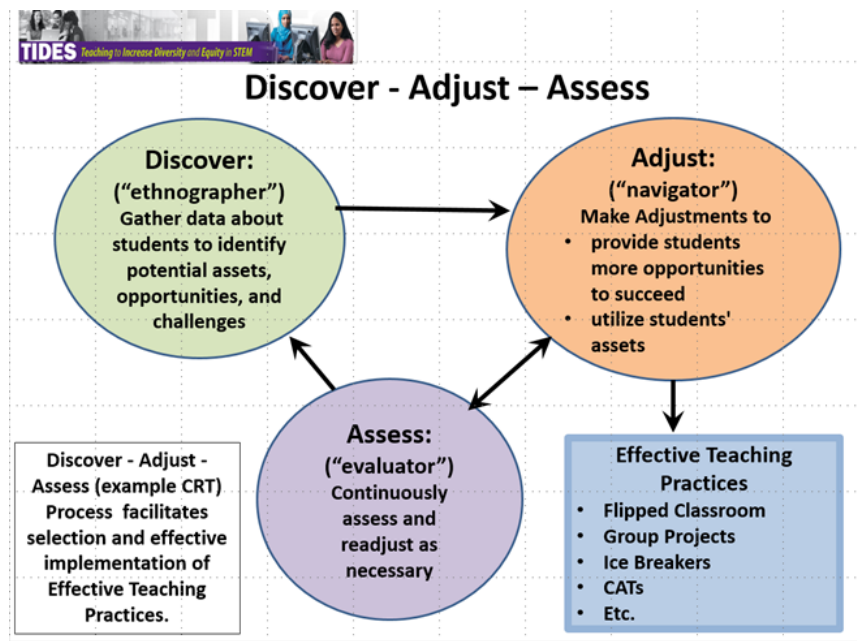
Stereotype Threat

A socially premised psychological threat that arises when one is in a situation or doing something for which a negative stereotype about one's group applies (Steele & Aronson, 1995).

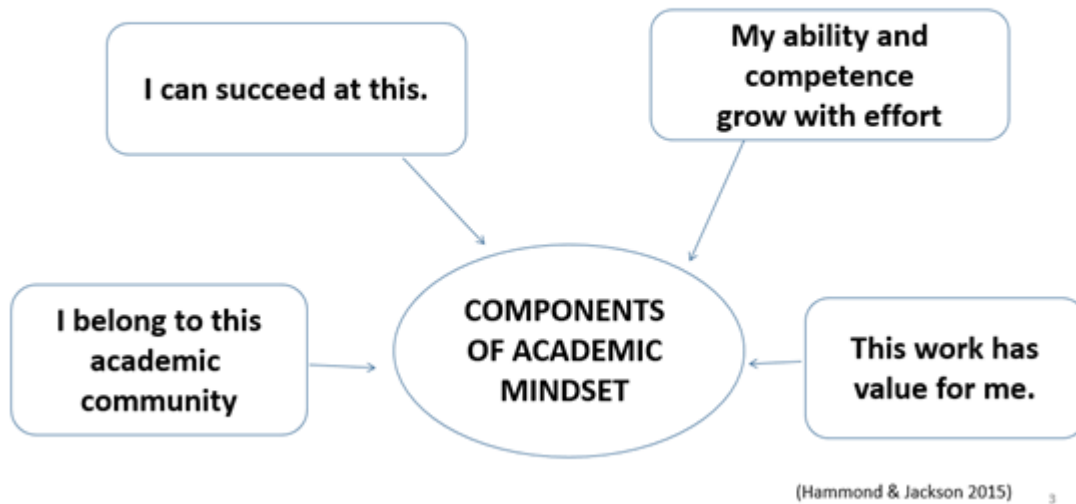
Implicit Bias

The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner (The Kirwan Institute, <https://kirwaninstitute.osu.edu/article/understanding-implicit-bias>).

Discover - Adjust - Assess Process Diagram



CRT and the Student Academic Mindset



1. I can succeed at this

The degree to which students believe they are “good” at a particular kind of task or field of study is strongly associated with academic perseverance.

2. My ability and competence grow with my effort.

The degree to which students have a growth-mindset means they are more likely to interpret academic challenge or mistakes as opportunities to learn and develop their brains.

3. I belong to this academic community

A strong sense of academic belonging where students see themselves as members of not only a social community, but an intellectual community.

4. This work has value for me.

The intrinsic value placed on academic tasks and topic that connect in some way to students’ lives, future educational pursuits, or current interests.

(Hammond and Jackson, 2015)

CRT Principles (unofficial list)

1. Know Your Students
2. Connect with Your Students
3. Let Them Know You Care
4. Create a Comfortable Learning Environment
5. Create a Strong Classroom Community
6. Build Students' Confidence
7. Vary Your Teaching Styles
8. Connect Learning to Students' Lives
9. Provide Multiple Avenues to Success

Online Teaching Principles

1. Be student-centered
2. Plan for active learning
3. Begin with the end in mind
4. Use online teaching to its comparative advantages
5. Teachers are made, not born



Resources

The Hub: A Virtual Space for Teaching Resources Developed MC Faculty
<http://mcblogs.montgomerycollege.edu/thehub/>

Teaching Toolkit
<http://mcblogs.montgomerycollege.edu/thehub/teacher-toolkit/>

MC TIDES
<https://www.montgomerycollege.edu/academics/stem/tides>

CRT and the Brain (Zaretta Hammond)
<http://crtandthebrain.com/about/>

Microaggressions:
<http://mcblogs.montgomerycollege.edu/thehub/2018/04/03/microaggressions-in-the-classroom/>

References

Sue, D.W., Capodilupo, C.M, Torino, G.C., Bucceri, J.M., Holder, A.M.B., Nadal, K.L., and Esquilin, M. (2007). Racial Microaggressions in Everyday Life: Implications for Clinical Practice. *American Psychologist*, 6 (4), 271-286. DOI: 10.1037/0003-066X.62.4.271

Steele, C. and Aronson, J., 1995. Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, 69(5), pp.797-811.

Hammond, Zaretta, and Yvette Jackson. *Culturally Responsive Teaching and the Brain: Pro-moting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*, 2015. Print.

Levy, Dan. *Teaching Effectively with Zoom. A practical guide to engage your students and help them learn.* 2021.

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