

Handout Scenarios for participants

Scenario 1

A small group of students is consistently coming to class late and does not seem engaged in discussions and other class activities on Zoom/Collaborate. What should the professor do in this situation?

Instructions:

- You will be working in groups in break-out rooms.
- What is the main problem(s) in this scenario?
- In your group identify several specific actions or strategies to address these issues.
- Advice: Use the CRT Principles to help you identify these actions or strategies.
- Report back the actions/strategies and related CRT Principles if any.

Scenario 2

Your students are doing very well with attendance, class participation, and homework submission. However, half of the class just failed your high stakes mid-term. Now, you are worried that it may be too late for these students to turn things around and pass the class.

Instructions:

- You will be working in groups in break-out rooms.
- What is the main problem(s) in this scenario?
- In your group identify several specific actions or strategies to address these issues.
- Advice: Use the CRT Principles to help you identify these actions or strategies.
- Report back the actions/strategies and related CRT Principles if any.

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).

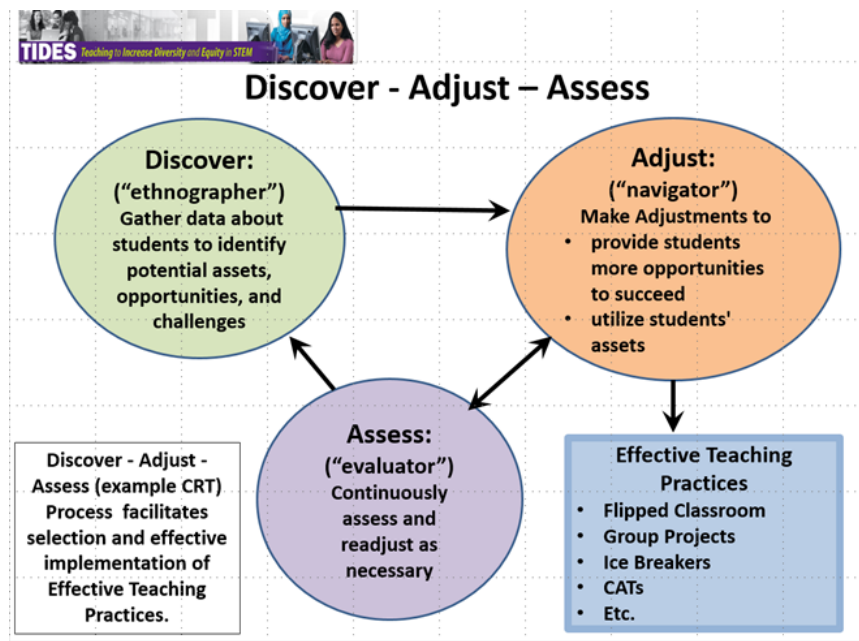
Stereotype Threat

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).

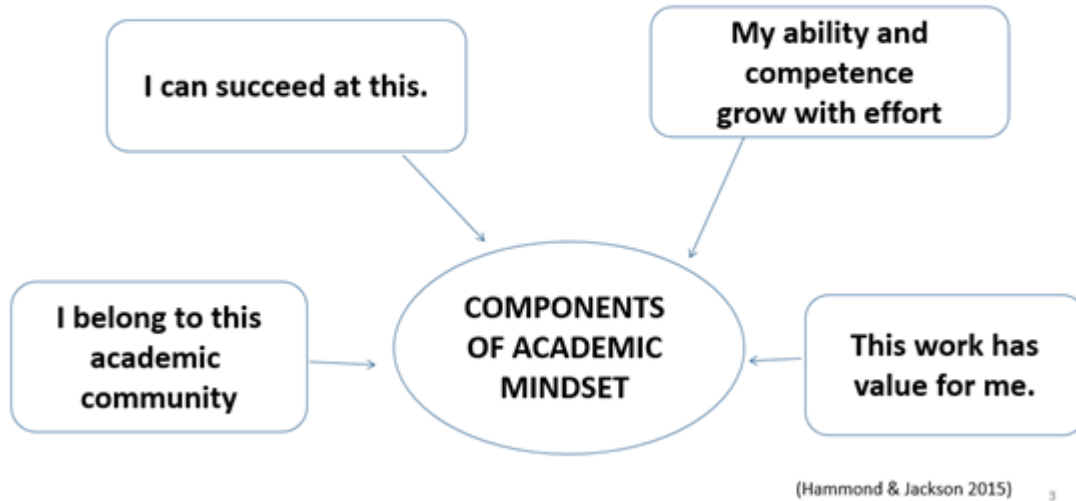
Implicit Bias

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