Jun 2nd, 1:10 PM - 2:00 PM

Culturally Responsive One-Shots: Flowing from institutional data

Hope Kelly
Virginia Commonwealth University

Follow this and additional works at: https://scholarworks.wm.edu/tilc

Culturally Responsive One-Shots

flowing from institutional data

Hope Kelly

Favorite Color

PINK

Favorite Animal

DOG

Dream Super Power

TELEPORTATION

Agenda

01 Problem of Practice
How do we approach instruction without relationships?

02 Institutional Data
Another way to get to know your students

03 Culturally Responsive One-Shots
Methods that can be applied in this context

04 Reflection & Response
Identifying opportunities

OBJECTIVES

- Consider sources of data that describe the student population at your institution and how it can shape your curriculum development to better reflect your student body.
- Identify elements of culturally responsive teaching that can be applied to one-shot instruction.
- Develop a short analysis of opportunities for culturally responsive teaching approaches in your own practice.

"The one-shot format poses barriers to incorporating CRT, such as the difficulty of knowing students' cultural backgrounds prior to class and <u>insufficient time to build relationships</u> ..."

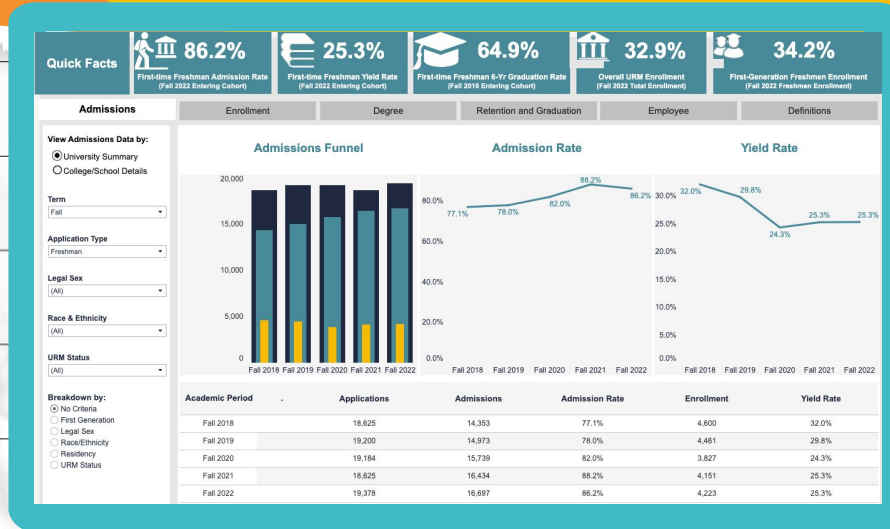— Chapel Cowden, Priscilla Seaman, Sarah Copeland, and Lu Gao 2021

INSTITUTIONAL DATA
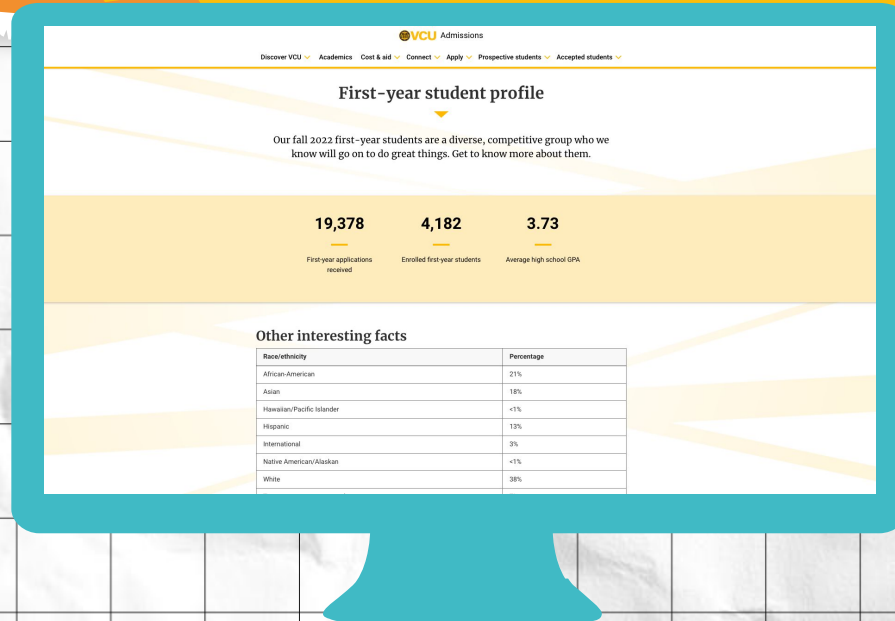
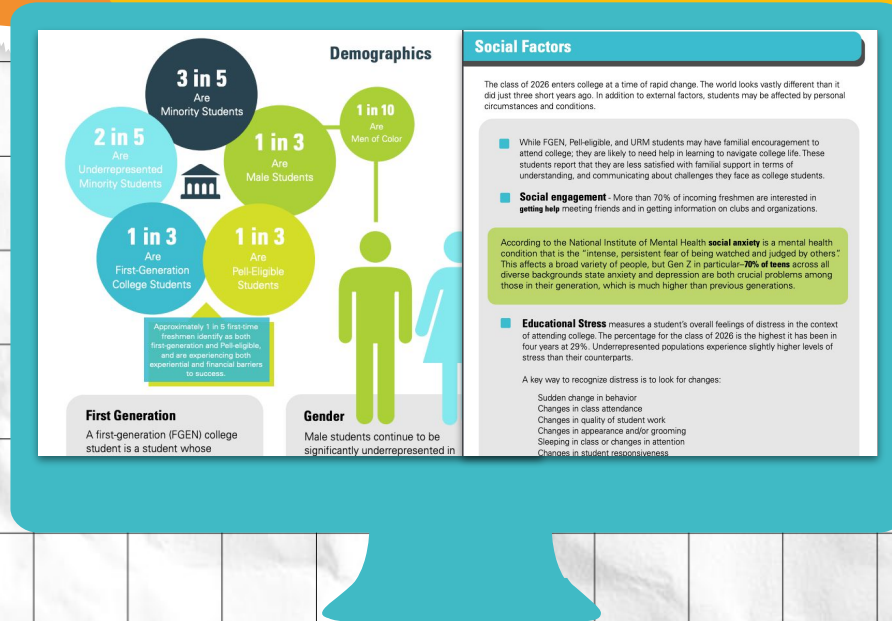Another way to get to know about our students

Sources of Data: Data Portal

https://data.vcu.edu/datadigest/

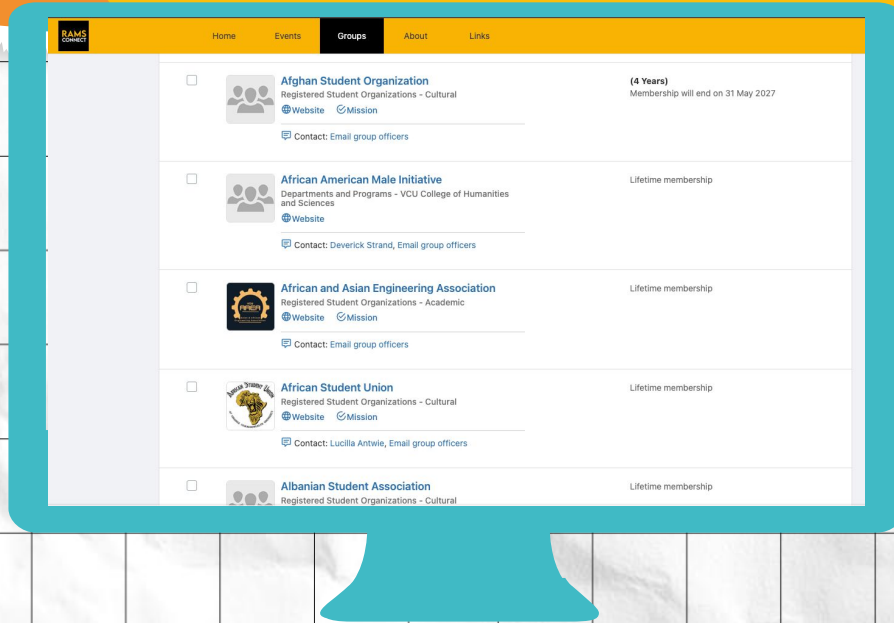# Sources of Data: Admissions Pages

https://admissions.vcu.edu/apply-to-vcu/undergraduate/first-year/first-year-student-profile/

Sources of Data: Internal Reports
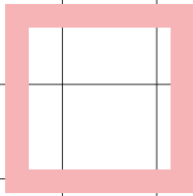

Report sent to VCU Faculty & Staff from SEMSS Office

Sources of Data: Student Organizations

https://vcu.campusgroups.com/club_signup

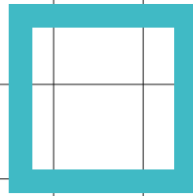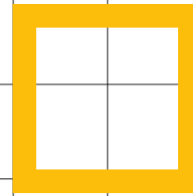# Class Composition

2/3

3/5

3.73

Female

Minority

GPA

Areas to Consider for Culturally Responsive Teaching

PREPARATION

Deepening self-awareness

COMMUNICATION

Relevant expression

FACILITATION

Decentering the instructor

PREPARATION

- Get to know your students through institutional data and other sources of information about your university community
- Write out assumptions you make ahead of planning instruction and reflect / evaluate
- Identify your cultural background and its impact on your teaching style

Deepening self-awareness

COMMUNICATION

- Prioritize introductions, for yourself and students
- Stay focused and use relevant examples rather than abstractions or idioms
- Avoid jargon or explicitly teach it
- Restate questions and answer using language that aligns with the student's

Relevant expression

FACILITATION

- Expert modeling followed up with authentic practice
- Focusing on process
- Collaborative methods
- Select topics that are cognizant of privilege, race, gender, and minority identities

Decentering the instructor

REFLECTION & RESPONSE

https://tinyurl.com/hopetilc

Culturally Responsive One-Shots Flowing from Institutional Data

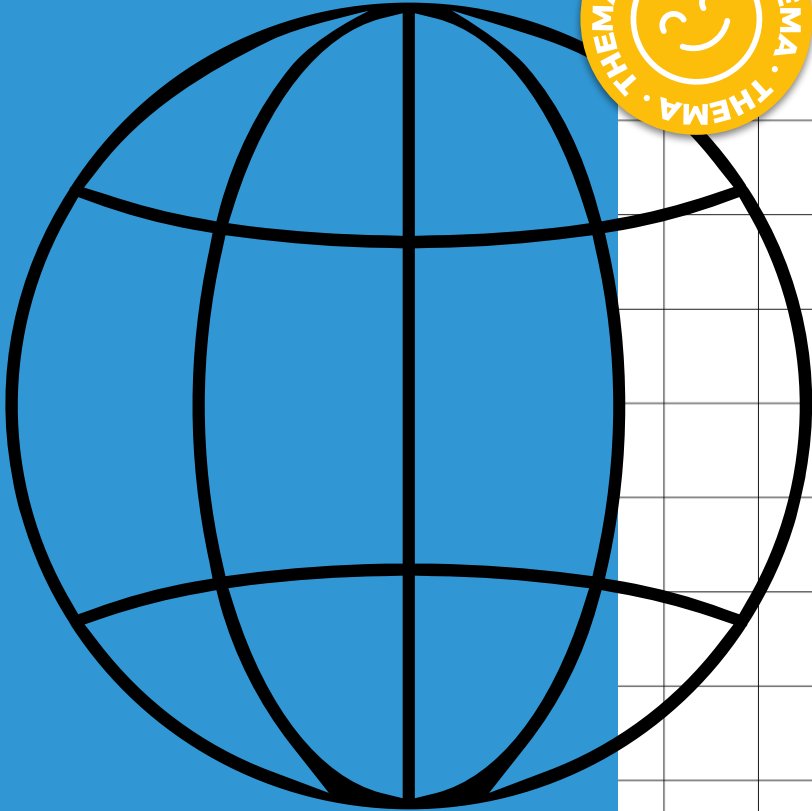| PREPARATION: deepening self-awareness		
STRATEGY	VCU EXAMPLE	YOUR INPUT
Find sources of data and information to learn about your students	Japanese Student Assoc. on the web: https://vcu.campusgroups.com/jsa/home/, https://www.facebook.com/groups/jsaatvcu	
Reflect and evaluate the assumptions you have about your students	I assumed levels of skill about internet searching; now the lesson incorporates their descriptions on how that goes for them.	
Consider how your cultural background impacts your style	I understand my teaching style as being based on growing up and schooling in FL public schools impacted by bussing mandates.	
COMMUNICATION: relevant expression		
STRATEGY	VCU EXAMPLE	YOUR INPUT

RESOURCES

Cowden, Seaman, P., Copeland, S., & Gao, L. (2021). Teaching with Intent: Applying Culturally Responsive Teaching to Library Instruction. Portal (Baltimore, Md.), 21(2), 231–251. https://doi.org/10.1353/pla.2021.0014

<u>Google Slides</u>

DANKE!

Hope Kelly, Ph.D.
kellyh3@vcu.edu

https://www.library.vcu.edu/about/staff/staff/kelly-hope.html