**What does it means to provide “culturally responsive” pedagogy?**

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**Why should faculty be culturally responsive to students?**

* To increase student learning
	+ Increase student learning and retention of the course content
	+ improve student affect toward the course content
	+ improve student engagement with others in the class
	+ create a civil and respectful learning environments
	+ increase student identification with the course content and academic disciplines
	+ increase student’s ability to engage in integrative learning

**What basic elements of culture are relevant to the classroom?**

A broad definition of **culture** is a set of objective and subjective values, attitudes, beliefs, and orientations shared by a group of people. However, culture is far from monolithic.

* Cultures normally have a **dominate culture** or a group who has the power to set the tone and agenda for others in the culture to follow.
* Cultures are comprised of multitudes of **co-cultures** - people share many of the patterns and perceptions found in the dominate culture but also have distinct and unique backgrounds and patterns of communication that distinguish them as part of the membership in their specialized group. Few, if any, individuals participate/engage in a singular cultural experience. Most of us participate in a multitude of co-cultures (e.g., USA, California, Southern California, ethnic identity, family, religious affiliation, work/profession, personal interest groups, hobbies, etc.).
* Classrooms are multicultural and intercultural communication/learning environments comprised of participants from a vast array of co-cultures.
* CSULB learning environments require **intercultural communication** which is communication that occurs when a member of one culture produces a message for consumption by a member of another culture.
* **Intercultural communication** involves interaction between people whose cultural perceptions and symbols are distinct enough to alter the communication event (see, Samovor, Porter, and McDaniel, 2007).

**What are some teaching strategies that I can use to be more inclusive and responsive to the intercultural context of my classroom?**

* Seek ways to apply Chickering’s *Seven Principles for Good Practice*:
	+ Encourage contact between students and faculty
	+ Develop reciprocity and cooperation among students
	+ Use active learning techniques
	+ Give prompt feedback
	+ Emphasize time on task
	+ Communicate high expectations for all students
	+ Respect diverse talents and ways of learning
* Identify procedures and activities that allow students to identify *personally* with the learning content and learning environment.
	+ Provide activities that allow students to integrate the course content into their own experiences so that students:
		- learn how to be a better student
		- learn how to inquire and construct knowledge
		- learn how to be a self-directed learner
* Identify procedures and activities that allow students to engage in integrative learning.
	+ Ask students to reflect on how the learning content and environment is related and integrate into their personal experiences, goals, and/or co-cultural identities (being sensitive to those who are not comfortable sharing these thoughts). Integrative learning activities should be designed to allow students to reflect on ways to
		- connect different perspectives
		- connect different people
		- connect different realms of life