Critical Andragogy & Culturally Responsive Classrooms

Dr. Jacquelyn (Jackie) V. Reza
Professor and Director of Professional Development De Anza College, Emeritus
www.consultingbyjackie.com
jvreza@comcast.net
510 676-3260
Goal:

This workshop is designed to have participants engage in a dialogue and practice infusing elements of Critical Andragogy and Culturally Responsive Teaching practices into their/our practice.

Learning Objectives:

By the end of this session, participants will ...

1. ...be able to define basic elements of critical andragogy in relation to good teaching

2. ...learn how to implement at least one culturally responsive teaching (Gloria Ladson-Billings) technique into their daily classroom practice and at least one way to start thinking about integrating culturally appropriate material into their course content.

3. ...understand Dr. Delpli’s Five Tenets of the Culture of Power in the classroom and theory into practice: develop at least one strategy for “re-centering the classroom” (Shor).

4. ...understand the basic theoretical premise behind Dr. Tara Yasso’s Cultural Wealth paradigm recognize how it shows up in the classroom and develop one technique to foster/use the wealth our students bring to the classroom
Agenda:

I. Introduction & Context Setting

II. Review Magic and Science of Teaching and Learning (Reza) [focus on Adult Learning = Andragogy & Heutagogy]

III. Theory into practice re: Learning Styles (Kolb’s), & Multiple Intelligences in the classroom (Gardner)

IV. Theory into Practice: re: Culturally Responsive Teaching (Gloria Ladson-Billings) Case Studies

V. Review Dr. Delphi’s the Five Tenets of the Culture of Power in Education and Theory into Practice: how to make explicit that which is implicit

VI. Theory into Practice: re-centering power in the classroom (Shor).

VII. Review Dr. Tara Yasso’s Cultural Wealth and Theory into Practice = How does each one show up in class and how do we capitalize on each wealth.

VIII. It’s Just Good Teaching: Common Classroom Issues in the Classroom and Planning & Design

IX. Closing Remarks

---

Four-Fold Way

➤ Show up, or choose to be present.

➤ Pay attention to what has heart and meaning.

➤ Tell the truth without blame or judgment.

➤ Be open to outcome, not attached to outcome.

Dr. Angeles Antim’s Work as Summarized by Michael Web, Ph.D., www.equalvoice.com
The Magic & Science of Teaching & Learning

Pedagogy  Andragogy  Heutoagogy

- Culturally Responsive Classroom
- Learning Styles
- Emotional Intelligence
- Multiple Intelligences
- Teaching to Students' Strengths
- Teaching Social Justice & Equity
Pedagogy, Andragogy, Heutagogy compared.

<table>
<thead>
<tr>
<th></th>
<th>Pedagogy</th>
<th>Andragogy</th>
<th>Heutagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependence</strong></td>
<td>The learner is a</td>
<td>Adults are independent. They strive for autonomy and self-</td>
<td>Learners are interdependent. They identify the potential to</td>
</tr>
<tr>
<td></td>
<td>dependent personality.</td>
<td>direction in learning</td>
<td>learn from novel</td>
</tr>
<tr>
<td></td>
<td>The teacher determines</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>what, how and when</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>anything is learned.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>The learner has few</td>
<td>Adults use their own and other’s experience.</td>
<td>Teacher provides some resources but the learner decides the</td>
</tr>
<tr>
<td><strong>for learning</strong></td>
<td>resources – the teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>devises transmission</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>techniques to store</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>knowledge in the learner’s head.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reasons for</strong></td>
<td>Learn in order to advance to the next stage.</td>
<td>Adults learn when they experience a need to know or to perform more effectively.</td>
<td>Learning is not necessarily planned or linear. Learning is not necessarily based on need but on the identification of the potential to learn in novel situations.</td>
</tr>
<tr>
<td><strong>learning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Focus of</strong></td>
<td>Learning is subject</td>
<td>Adult learning is task or problem centered.</td>
<td>Learners can go beyond problem solving by enabling pro-activity.</td>
</tr>
<tr>
<td><strong>learning</strong></td>
<td>centered, focused on</td>
<td></td>
<td>Learners use their own and others’ experiences and internal processes such as reflection, environmental scanning, experience, interaction with others, and pro-active as well as problem-solving behaviors.</td>
</tr>
<tr>
<td></td>
<td>prescribed curriculum and planned sequences according to the logic of the subject matter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Motivation</strong></td>
<td>Motivation comes from</td>
<td>Motivations stems from internal sources – the increased self-esteem, confidence and recognition that come from successful performance.</td>
<td>Self-efficacy, knowing how to learn, creativity, ability to use these qualities in novel as well as familiar situations and working with others.</td>
</tr>
<tr>
<td></td>
<td>external sources – usually parents, teachers and a sense of competition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Role of the</strong></td>
<td>Designs the learning</td>
<td>Enabler or facilitator, climate of collaboration, respect and openess.</td>
<td>Develop the learner’s capabilities.</td>
</tr>
<tr>
<td><strong>teacher</strong></td>
<td>process, imposes material, is assumed to know best.</td>
<td></td>
<td>Capable people:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Know how to learn</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Are creative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Have a high degree of self-efficacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Apply competencies in novel as well as familiar situations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Can work well with others.</td>
</tr>
</tbody>
</table>

Dr. J. V. Reza © 2015
## Elements of the Magic and Science of Teaching & Learning

<table>
<thead>
<tr>
<th>Who to Read in the Field</th>
<th>Culturally Responsive Classroom</th>
<th>Learning Styles (How Students Learn)</th>
<th>Emotional Intelligence</th>
<th>Multiple Intelligences (How Students are Smart)</th>
<th>Teaching to Students’ Strengths</th>
<th>Teaching Social Justice &amp; Equity</th>
<th>Other issues that may foster or hinder learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hanley &amp; Noblit, Gay &amp; Ladson-Billings</td>
<td>Kolb</td>
<td>Goleman &amp; Mortaboys</td>
<td>Gardner</td>
<td>Arauz</td>
<td>Freire, hooks, Nieto</td>
<td>Universal Design Learning differences, any of the -isms</td>
<td></td>
</tr>
</tbody>
</table>

### Basic Premise...
- Culturally responsive teaching is using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.
- There is a cycle of learning that takes place for someone to REALLY learn something and that different people enter the cycle at different points based on who they are AND that all people must complete the cycle to have learned “x”.
- That the safer and more cared for students feel the better they learn. How do we as faculty create these types of learning environments for all our students?
- That all students are smart...in different ways. His theory has progressed to include 8 basic types of intelligence: logical/mathematical, spatial/visual, bodily/kinesthetic, interpersonal, intrapersonal, naturalist, musical/rhythmic, verbal/linguistic.
- That all students come to class with some skill level associated with innovation, adaptability, teamwork, cross-communication & critical thinking. The question for faculty is how to assess these skill levels and then use teaching methods that capitalize on those skills to foster successful learning.
- Using engaged pedagogies & andragogies creating an equitable classroom that is student centered and meets a student where they are.
Characteristics of Adult Learners

- Adults are **autonomous and self-directed**. Their concepts about themselves directly affect their behavior and desire to learn.
- Adults have accumulated a lifetime of **experiences and knowledge** that may include work-related activities, family responsibilities, and previous education upon which to draw and to share with others.
- Adults are **goal-oriented** and seek to learn what they have identified as important rather than what others deem important.
- Adults are **relevancy-oriented**. Adults want to know if what they are asked to learn is relevant to their needs.
- Adults are **problem-centered rather than subject-centered**. Adults are **practical** focusing on aspects of the learning that they determine will be the most useful to them.
- Adults respond better when the material is presented through a **variety of teaching methods** and when information is understood through different sensory experiences they are open to learning.

Culturally Responsive Teaching – Geneva Gay

- **Basic Premise?**
  1) culture counts 2) Conventional reform is inadequate, 3) Intention without action is insufficient, 4) strength and vitality reside in cultural diversity and 5) test scores and grades are symptoms, not causes, of the achievement dilemma

*Therefore: culturally responsive teaching needs to unleash “the higher learning potentials of ethnically diverse students simultaneously cultivating their academic and psychosocial abilities.” (Chap 1)*

- **Culturally responsive teachers are:**
  1) cultural mediators, 2) orchestrators of social contexts of learning (sometimes called cultural brokers) and 3) cultural organizers (Chap 2)

- **Culturally responsive praxis is...**
  1) being supportive and facilitative 2) Rituals & Routines 3) Learning Cooperatively & Successfully 4) Choice and Authenticity are Essential to Learning 5) Teaching to Enable & Empower 6) Knowledge plus Practice is Imperative 7) Cultivating Critical Orientations is Important 8) The Personal is Powerful (Chap 7)
Characteristics of Culturally Responsive Teaching

- Positive perspectives on culture(s) & families
- Teacher as facilitator
- Reshaping the curriculum
- Student-centered instruction
- Culturally mediated instruction
- Foster a sense of belonging
- Sharing cultures


Summary: 7 points of engagement

1. LEARN about your students' individual cultures.
2. ESTABLISH an interactive dialogue to engage all students.
3. ADAPT your teaching to the way your students learn.
4. DEVELOP a connection with the most challenging students.
5. CONTINUALLY INTERACT with students and provide frequent feedback.
6. USE frequent questioning as a vehicle to keep students involved.
7. STAY within your comfort zone and don't come off as "fake."

(an anachronism: LEAD CU8... it's the right thing to do... )
What are Learning Styles?

A learning style is a student’s consistent way of responding to and using stimuli in the context of learning. There are various instruments used to determine a student’s learning style.

VAK (Visual, Auditory, & Kinesthetic) has been derived from the accelerated learning world, and seems to be a popular model nowadays. Its main strength is that it is quite simple, which appeals to a lot of people. Its main weakness is that the research does not really support it.

Kolb’s Learning Style Inventory describes a learning process and a style. Kolb contents that people learn from immediate, here-and-now experience, as well as from concepts and books, and learning happens in all human settings—from school to shop floor, from research laboratory to management boardroom, in personal relationships and in the aisles of the local grocery store. Learning is the method we use to adapt to and cope with our world; it keeps us busy through life—from childhood to adolescence, to middle and old age.

While we all learn all the time, we do not all learn in the same way. As a result of our unique set of experiences, we each develop a preferred style of learning. This learning style is simply the way we prefer to absorb and incorporate new information. Our learning style affects the way we solve problems, make decisions, and develop and change our attitudes and behavior.

The Experiential Learning Model is a simple description of the learning cycle—how experience is translated into concepts, which, in turn, are used as guides in the choice of new experiences. This cycle consists of the following four stages:

1. Immediate or concrete experience.
2. This concrete experience is the basis for observations and reflections
3. These observations and reflections are assimilated and distilled into a theory or concept, however informal, from which new implications for action can be drawn.
4. These implications can be tested and serve as guides in creating new experiences.

The learning process may begin in any of the four phases of the learning cycle. Ideally, using a well-rounded learning process, you would cycle through all four phases. However, you may find that you sometimes skip a phase in the cycle or focus primarily on just one.

Learning Styles Inventory

What is your preferred learning style?

Read each statement carefully. To the left of each statement, write the code that best describes how each statement applies to you.

Answer honestly as there are no correct or incorrect answers. It is best if you do not think about each question too long, as this could lead you to the wrong conclusion.

Section 1

Place either an AE or a RO next to the statement below, depending upon which part of the statement mostly closely describes you.

1. _____ (AE) - I often produce off-the-cuff ideas that at first might seem silly or half-baked. (RO) - I am thorough and methodical.
2. _____ (AE) - I am normally the one who initiates conversations. (RO) - I enjoy watching people.
3. _____ (AE) - I am flexible and open-minded. (RO) - I am careful and cautious.
4. _____ (AE) - I like to try new and different things without too much preparation. (RO) - I investigate a new topic or process in depth before trying it.
5. _____ (AE) - I am happy to have a go at new things. (RO) - I draw up lists up possible courses of actions when starting a new project.
6. _____ (AE) - I like to get involved and to participate. (RO) - I like to read and observe.
7. _____ (AE) - I am loud and outgoing. (RO) - I am quiet and somewhat shy.
8. _____ (AE) - I make quick and bold decisions. (RO) - I make cautious and logical decisions.
9. _____ (AE) - I speak slowly, after thinking. (RO) - I speak fast, while thinking.

Total of AEs - _____. Total of ROs - _____. The one that has the larger number is your task preference.

Section 2

Place either an AC or a CE next to the statement below, depending upon which part of the statement mostly closely describes you.

1. _____ (AC) - I ask probing questions when learning a new subject. (CE) - I am good at picking up hints and techniques from other people.
2. _____ (AC) - I am rational and logical. (CE) - I am practical and down to earth.

3. _____ (AC) - I plan events down to the last detail. (CE) - I like realistic, but flexible plans.

4. _____ (AC) - I like to know the right answers before trying something new. (CE) - I try things out by practicing to see if they work.

5. _____ (AC) - I analyze reports to find the basic assumptions and inconsistencies. (CE) - I rely upon others to give me the basic gist of reports.

6. _____ (AC) - I prefer working alone. (CE) - I enjoy working with others.

7. _____ (AC) - Others would describe me as serious, reserved, and formal. (CE) - Others would describe me as verbal, expressive, and informal.

8. _____ (AC) - I use facts to make decisions. (CE) - I use feelings to make decisions.

9. _____ (AC) - I am difficult to get to know. (CE) - I am easy to get to know.

Total of ACs - _____. Total of CEs - _____. The one that has the larger number is your thought or emotional preference.

Scoring Procedures

Each preference (high score) from the two above sections are used to determine your learning style:

_____ AE    _____CE    ____RO    ____AC

<table>
<thead>
<tr>
<th>If you are an AE and CE then you are a Doer/Planer</th>
<th>If you are a RO and CE then you are a Watcher</th>
<th>If you are a RO and AC then you are a Thinker</th>
<th>If you are an AE and AC then you are a “Sensor”/Feeler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete Experience and Active Experimentation</td>
<td>Reflective Observation and Concrete Experience</td>
<td>Abstract Conceptualization and Reflective Observation</td>
<td>Abstract Conceptualization and Active Experimentation</td>
</tr>
</tbody>
</table>

Remember:

✎ Everyone learns in ALL four styles!
✎ You normally learn best by starting in and using one style the most!
✎ This inventory is meant as a snapshot in time – it can change!
Reflective Observation

**Learning Strengths:**
- Learning by reflecting
- Careful observation before making judgments
- Viewing things from different perspectives
- Introversion—looking inward for the meaning

**Preferred Learning Situations:**
- Lectures
- Opportunities to take an observer role, to see an issue from different perspectives
- Objective tests of one's knowledge about an issue
- Journals
- Discussion
- Brainstorming
- Thought questions
- Reflection papers
- Observation
- Facilitator as role model

Concrete Experience

**Feeling**

**Learning Strengths:**
- Learning by experiencing
- Relating to people
- Sensitivity to people
- Sensitivity to feelings

**Preferred Learning Situations:**
- Learning from new experiences (games, role plays)
- Small group discussion and peer feedback
- Personalized counseling
- Examples
- Autobiography
- Trigger films
- Exercises
- Introductions
- Guided imagery
- Music
- Video graphics
- Peer teaching
- Facilitator as coach/helper

Active Experimentation

**Doing**

**Learning Strengths:**
- Learning by doing
- Ability to get things done
- Risk taking
- Extroversion—acting to influence people and events

**Preferred Learning Situations:**
- Opportunities to practice and receive feedback
- Small group discussions
- Projects and individualized self-paced learning activities
- Fieldwork
- Homework
- Laboratory
- Case study
- Simulations/games
- Practice assignments
- Demonstration
- Facilitator as role model

Abstract Conceptualization

**Thinking**

**Learning Strengths:**
- Learning by thinking
- Logical analysis of ideas
- Systematic planning
- Deductive thinking—acting on the basis of one's understanding of a situation

**Preferred Learning Situations:**
- Theory readings
- Study time alone
- Clear, well-structured presentation of ideas
- Lecture
- Papers
- Projects
- Analogies
- Model building
- Theory construction
- Research
- Facilitator as communicator of information

**Based on:** Svinicki and Dixon, 1987  
**Revised by:** Milton Bennett, 2001  
**Merged with:** info from Hay/McBer Facilitator’s Manual for Kolb Learning Styles

**Vertical axis:** How experience is taken in  
**Horizontal axis:** How that experience is processed

---

**Regina Rowland & Dr. Jaquelyn Reza**  
© Fall 2005 CCSF Multicultural Infusion Project  
Kolb Learning Styles  
IMPlications for Design

**Handout C**
Emotional Intelligence in the Classroom/Office

...as teachers, we should develop and employ emotional intelligence to complement the subject expertise and pedagogical [andragogical/heutagogical] skills that we already offer to learners.


Bio-Reaction

Stimulus
- Amygdala Senses Threat

Bioreactive Response
- Fight!
- Flight!
- Freeze!
- Appease!
Pathways to Learning

Rate each statement: rarely = 1 sometimes = 2 often = 3 almost always = 4

Write the number of your response on the line next to the statement and total each set of 6 questions

<table>
<thead>
<tr>
<th>Bodily-Kinesthetic</th>
<th>Musical</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ I enjoy physical activities.</td>
<td>_____ I listen to music.</td>
</tr>
<tr>
<td>_____ I am uncomfortable sitting still.</td>
<td>_____ I move my fingers or feet when I hear music.</td>
</tr>
<tr>
<td>_____ I prefer to learn through doing rather than listening.</td>
<td>_____ I have good rhythm.</td>
</tr>
<tr>
<td>_____ I tend to move my legs or hands when I’m sitting.</td>
<td>_____ I like to sing along with music.</td>
</tr>
<tr>
<td>_____ I enjoy working with my hands.</td>
<td>_____ People have said I have musical talent.</td>
</tr>
<tr>
<td>_____ I like to pace when I’m thinking or studying.</td>
<td>_____ I like to express my ideas through music.</td>
</tr>
<tr>
<td><strong>Total for Bodily-Kinesthetic</strong></td>
<td><strong>Total for Musical</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visual-Spatial</th>
<th>Interpersonal</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ I use maps easily.</td>
<td>_____ I like doing a project with other people.</td>
</tr>
<tr>
<td>_____ I draw pictures or diagrams when explaining ideas.</td>
<td>_____ People come to me to help them settle conflicts.</td>
</tr>
<tr>
<td>_____ I can assemble items easily from diagrams.</td>
<td>_____ I like to spend time with friends.</td>
</tr>
<tr>
<td>_____ I enjoy drawing or taking photographs.</td>
<td>_____ I am good at understanding people.</td>
</tr>
<tr>
<td>_____ I do not like to read long paragraphs.</td>
<td>_____ I am good at making people feel comfortable.</td>
</tr>
<tr>
<td>_____ I prefer a drawn map over written directions.</td>
<td>_____ I enjoy helping others.</td>
</tr>
<tr>
<td><strong>Total for Visual-Spatial</strong></td>
<td><strong>Total for Interpersonal</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbal-Linguistic</th>
<th>Intrapersonal</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ I enjoy telling stories.</td>
<td>_____ I need quiet time to think.</td>
</tr>
<tr>
<td>_____ I like to write.</td>
<td>_____ When I need to make a decision, I prefer to think about it before I talk about it.</td>
</tr>
<tr>
<td>_____ I like to read.</td>
<td>_____ I am interested in self-improvement.</td>
</tr>
<tr>
<td>_____ I express myself clearly.</td>
<td>_____ I understand my thoughts, feelings, and behavior.</td>
</tr>
<tr>
<td>_____ I am good at negotiating.</td>
<td>_____ I know what I want out of life.</td>
</tr>
<tr>
<td>_____ I like to discuss topics that interest me.</td>
<td>_____ I prefer to work on projects alone.</td>
</tr>
<tr>
<td><strong>Total for Verbal-Linguistic</strong></td>
<td><strong>Total for Intrapersonal</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Logical-Mathematical</th>
<th>Naturalist</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ I like math.</td>
<td>_____ I enjoy being in nature whenever possible.</td>
</tr>
<tr>
<td>_____ I like science.</td>
<td>_____ I would enjoy a career involving nature.</td>
</tr>
<tr>
<td>_____ I problem-solve well.</td>
<td>_____ I enjoy studying plants, animals, forests, or oceans.</td>
</tr>
<tr>
<td>_____ I question why things happen or how things work.</td>
<td>_____ I prefer to be outside whenever possible.</td>
</tr>
<tr>
<td>_____ I enjoy planning or designing something new.</td>
<td>_____ When I was a child I liked bugs, ants, and leaves.</td>
</tr>
<tr>
<td>_____ I am able to fix things.</td>
<td>_____ When I experience stress I want to be out in nature.</td>
</tr>
<tr>
<td><strong>Total for Logical-Mathematical</strong></td>
<td><strong>Total for Naturalist</strong></td>
</tr>
</tbody>
</table>

## Multiple Intelligences Skills

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>LEARNING TECHNIQUES</th>
</tr>
</thead>
</table>
| **Verbal/Linguistic**  
- Analyzing own use of language  
- Remembering terms easily  
- Explaining, teaching, learning & using humor  
- Understanding syntax and meaning of words  
- Convincing someone to do something  | **Verbal/Linguistic**  
- Read text and highlight no more than 10%  
- Rewrite notes  
- Outline chapters  
- Teach someone else  
- Recite information or write scripts/debates  |
| **Musical/Rhythmic**  
- Sensing tonal qualities  
- Creating or enjoying melodies and rhythms  
- Being sensitive to sounds and rhythms  
- Using “schemas” to hear music  
- Understanding the structure of music  | **Musical/Rhythmic**  
- Create rhythms out of words  
- Beat out rhythms with hand or stick  
- Play instrumental music / write raps  
- Put new material to songs you already know  
- Take music breaks  |
| **Logical/Mathematical**  
- Recognizing abstract patterns  
- Reasoning inductively and deductively  
- Discerning relationships and connections  
- Performing complex calculations  
- Reasoning scientifically  | **Logical/Mathematical**  
- Organized material logically  
- Explain it sequentially to someone  
- Develop systems and find patterns  
- Write outlines and develop charts and graphs  
- Analyze information  |
| **Visual/Spatial**  
- Perceiving and forming objects accurately  
- Recognizing relationships between objects  
- Representing something graphically  
- Manipulating images  
- Finding one’s way in space  | **Visual/Spatial**  
- Develop graphic organizers for new material  
- Draw mind maps  
- Develop charts, and graphs  
- Use color in notes to organize  
- Visualize material (method of loci)  |
| **Bodily/Kinesthetic**  
- Connecting mind and body  
- Controlling movement  
- Improving body functions  
- Expanding body awareness to all senses  
- Coordinating body movement  | **Bodily/Kinesthetic**  
- Move or tap while you learn/pace and recite  
- Use “method of loci” or manipulatives  
- Move fingers under words while reading  
- Create “living sculptures”  
- Act out scripts of material, design games  |
| **Intrapersonal**  
- Evaluating own thinking  
- Being aware of and expressing feelings  
- Understanding self in relationship to others  
- Thinking and reasoning on higher levels  | **Intrapersonal**  
- Reflect on personal meaning of information  
- Visualize information / keep a journal  
- Study in quiet setting  
- Imagine experiments  |
| **Interpersonal**  
- Seeing things from others’ perspectives  
- Cooperating within a group  
- Communicating verbally and non-verbally  
- Creating and maintaining relationships  | **Interpersonal**  
- Study in a group  
- Discuss information  
- Use flash cards with others  
- Teach someone else  |
| **Naturalist**  
- Deep understanding of nature  
- Appreciation of the delicate balance in nature  
- Feeling most comfortable when in nature  | **Naturalist**  
- Form study groups of people with like interests  
- Choose courses related to nature, when possible  
- Connect ideas to what you know about nature  |

The Culture of Power*
Five Tenets

1. Issues of power are enacted in classrooms.

2. There are codes or rules for participating in power; that is, there is a "culture of power."

3. The rules of the culture of power are a reflection of the rules of the culture of those who have power.

4. If you are not already a participant in the culture of power, being told explicitly the rules of that culture makes acquiring power easier.

5. Those with power are frequently least aware of -- or least willing to acknowledge -- its existence. Those with less power are often most aware of its existence.

Point = Teachers must teach all students the explicit and implicit rules of power as a first step toward a more just society.

Cultural Wealth

1. Deficit thinking is when one focuses first on the banking method

2. Deficit thinking is when one focuses first on the oppression

3. Asset based thinking is when we acknowledge that the other already has the knowledge and skill to be successful

4. Asset based thinking is when we acknowledge that our own lens(es) limit our ability to see, understand and know.

Cultural Wealth: What we bring to the table from our ‘home’ cultures

Dr. Tara Yosso
Shifting Gears: Planning & Design & Classroom Challenges

1. What are the Instructor responsibilities?
2. What are the Student Responsibilities
3. Goals of Classroom Management?

REPORT OUTS

Planning /Design

Course Planning/Design
- Identify major and minor topic areas you plan to cover
- Target “milestone” weeks throughout the term
- Determine any necessary supporting resources & make arrangements to obtain them
- Identify summative assessment &/or evaluation methods

Session Planning/Design
- Identify appropriate areas for mini-lecture versus other learning activities
- Select appropriate, targeted instructional activities to accompany your mini-lectures
- Develop formative classroom assessments
- Gather any required instructional or supporting materials
- Create your media files, if appropriate

Lesson Outline
- Activation Task (5-10 min)
- Correction, evaluation & re-teaching of entry task (5-10 min)
- Teach new material (15 min)
- Assess student understanding (10 min)
- Provide Closure (5-10 min)
The Cone of Learning

After 2 weeks, we tend to remember...

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we SEE & HEAR
- 70% of what we SAY
- 90% of what we SAY & DO

Source: Edgar Dale (1969)

List some Classroom Challenges

Classroom challenges usually fall into 3 categories:

1. Academic
2. Non-academic
3. Physical

Common Factors affecting learning:

1. Instructor style and methods
2. Personality conflicts
3. Student Understanding
4. Attendance

What classroom challenges have you experienced?
Common Issues
(almost all of these issues can have cross cultural considerations that need to be taken into account = assessed / vetted)

In small groups, please come up with at least 1 solution for each issue:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undermining the instructor’s authority</td>
<td></td>
</tr>
<tr>
<td>Leaving class to frequently</td>
<td></td>
</tr>
<tr>
<td>“Spacing out” or sitting with back to instructor</td>
<td></td>
</tr>
<tr>
<td>Poor hygiene different hygiene (possible cultural considerations)</td>
<td></td>
</tr>
<tr>
<td>Verbal or physical threats</td>
<td></td>
</tr>
<tr>
<td>Gum, food, Cell Phone Computer Disruption</td>
<td></td>
</tr>
<tr>
<td>Monopolizing Discussions</td>
<td></td>
</tr>
<tr>
<td>Sleeping in class</td>
<td></td>
</tr>
<tr>
<td>Repeated Tardiness</td>
<td></td>
</tr>
<tr>
<td>Refusal to participate or speak</td>
<td></td>
</tr>
<tr>
<td>Sexual Innuendo, Flirting, or Other Inappropriate Suggestion</td>
<td></td>
</tr>
<tr>
<td>Sharing/Copying Work</td>
<td></td>
</tr>
<tr>
<td>Plagiarism or Lying</td>
<td></td>
</tr>
<tr>
<td>Too Much Chit Chat</td>
<td></td>
</tr>
<tr>
<td>Disrespectful Behavior</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Lisa Rodriguez, Classroom Management – via [http://www.4faculty.org/includes/108r2.jsp](http://www.4faculty.org/includes/108r2.jsp)*
Supporting Material for the Workshop

Course & Session Planning/Design

Planning is perhaps the most essential of all course management functions. Good course and lesson plans allow you to see where you will go over the course of the quarter and detail how you plan to get there. There are two types of planning you should engage in every quarter:

- Course planning
- Individual session planning

Course Planning

1. Course planning occurs before you begin planning for your individual class sessions and is performed with an eye toward the big picture you have for the course. During course planning, you should have the official course outline (from ECMS), the course syllabus (yours and others in your department), and the course student learning outcomes.

2. Identify major and minor topic area you plan to cover. Use the Course Student Learning Outcomes as a guide for this process.

3. Target “milestone” weeks throughout the quarter to measure your progress against a timeline. This step can be especially important when you are preparing to teach the class again, so you can make adjustments to the overall course or session plan, if necessary.

4. Determine any necessary supporting resources and make arrangements to obtain them. You could put a resource on hold at your campus library for student to review or identify websites that could be helpful.

5. Identity summative assessment and/or evaluation methods you will use to determine if students met the course student learning outcomes. Assessment is a crucial piece of the learning puzzle that tells us, as instructors, whether or not we are successful in facilitating learning. Evaluation involves making a judgment about how well the student performed on a given task or in the class (think of it as a grade on a paper or a final grade in the course). You can use your summative assessment method for evaluation if you choose.
**Individual Session Planning is the detail step in planning**

1. During the session planning phase you will want to:

2. Identify appropriate areas for lecture versus other learning activities & research shows that mini-lectures are better than longer lectures. Mini lectures are 10s to 15 minutes.

3. Select appropriate, targeted instructional activities to accompany your lectures

4. Develop formative classroom assessments (which are different than the summative assessments you identified in the course planning stage. This type of assessment gauges how well your students have grasped a particular concept and should be completed several times a session.

5. Gather any required instructional or supporting materials.

6. Create your media files, if appropriate.

**Basic Lesson Outlines – (based on a 50-minute class hour)**

1. Activation task (5 to 10 minutes)

2. Correction, evaluation, and re-teaching of entry task (5 to 10 minutes)

3. Teach new material (15 minutes)

4. Assess student understanding (10 minutes)

5. Provide closure (5 to 10 minutes)