



# Culturally Responsive (Sustaining) Teaching of 1<sup>st</sup> Generation College Students

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# Objective

- ▶ Review of first gen students
- ▶ To Understand the importance of Culturally Responsive/Sustaining(CR/S) Practices
- ▶ To discuss ways to enact CR/S practices
- ▶ For you to identify at least 2-3 CR/S tools that you will use in your classes



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

Lisa Delpit (1988)



# First Generation College Students

# First Generation College Students



- ▶ Students whose parents have not attended college and/or have not earned a college degree
- ▶ 1 in 3 students
  - ▶ First gen college students are more likely to be:
    - ▶ Female
    - ▶ Black or Hispanic
    - ▶ Have dependent children
    - ▶ Come from low income families



# First Generation College Students



- ▶ Enrollment characteristics put students at risk of dropping out
  - ▶ Delay entry
  - ▶ Began at a 2 year institution
  - ▶ Commute to campus
  - ▶ Take classes part-time/discontinuously while working full time
  - ▶ Need remedial course work
- ▶ Financial
- ▶ Personal
- ▶ Emotional
- ▶ Social
- ▶ Academic

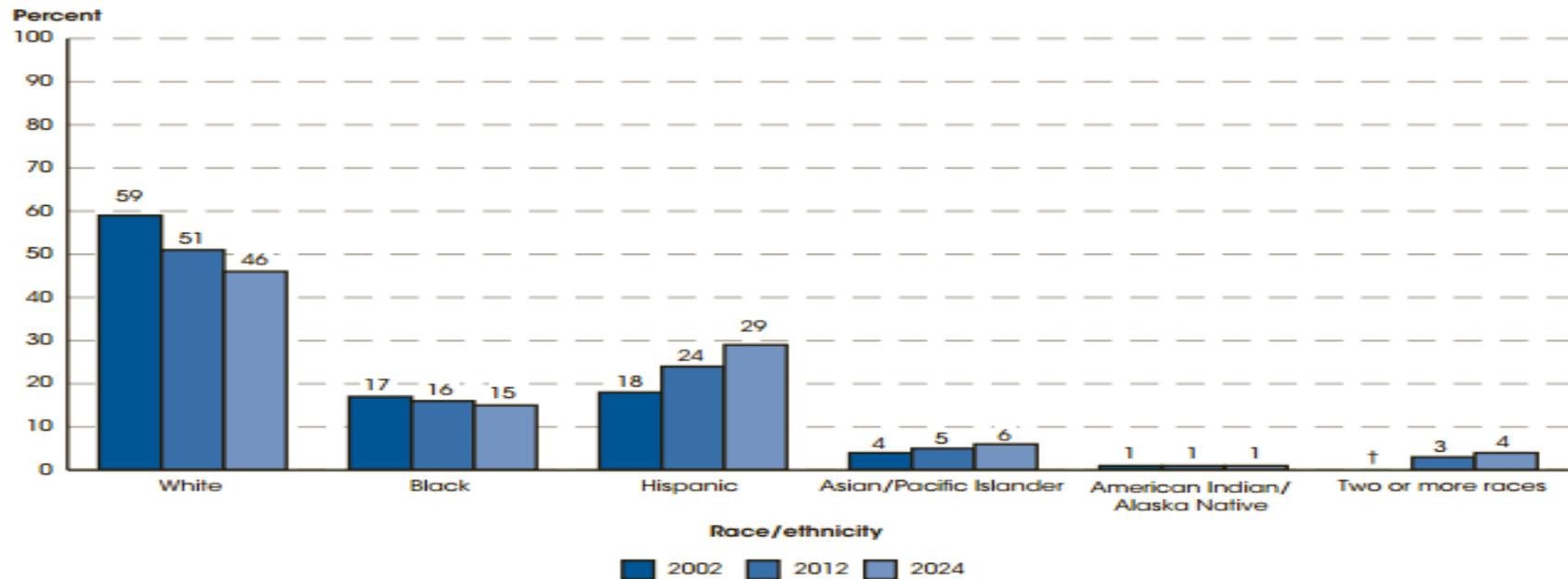
# First Generation College Students at CSUF

- ▶ 52% of graduates are 1<sup>st</sup> generation
- ▶ Lack guidance and acculturation from parents/siblings
- ▶ Lack familiarity with University Culture
  - ▶ College feels like a foreign country and confusing to navigate
- ▶ Don't understand what they need to succeed



# Increasingly Diverse Student Body

**Figure 1. Percentage distribution of students enrolled in public elementary and secondary schools, by race/ethnicity: Fall 2002, fall 2012, and fall 2024**



† Not applicable.

NOTE: Race categories exclude persons of Hispanic ethnicity. Prior to 2008, separate data on students of Two or more races were not collected. Detail may not sum to totals because of rounding. Data for 2024 are projected.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD). \*State Nonfiscal Survey of Public Elementary

# 21<sup>st</sup> Century Skills In Education

- ▶ Cultural Capital
- ▶ Embracing multiculturalism/pluralism
- ▶ Understanding the fluid nature of individual identity
- ▶ Reflect knowledge in “valued” ways of knowing
- ▶ Engage in honest critique of social structures and stereotype “norms” to foster critical thinking and map out ways to provide solutions
- ▶ Being monolingual and mono-cultural is becoming a liability





# Culturally Responsive/Sustaining Practices



# Culturally Responsive/Sustaining Practices

## Culturally Responsive Instruction

- ▶ A type of equity pedagogy, in which a teacher intentionally uses the cultural background and knowledge of his or her students to inform curriculum and increase academic success, of students that historically experience school failure.
  - ▶ Gay, 2000; Ladson Billings 1995
- ▶ Using Culture as a scaffold to “academic excellence”

## Culturally Sustaining Instruction

- ▶ Aims to sustain linguistic, literate and cultural pluralism as part of the democratic project of schooling
  - ▶ Paris, 2012, Paris & Alim, 2014
- ▶ Acknowledges the shifting and evolving practices of diverse communities
- ▶ Embraces pluralism
- ▶ Moving away from educational stereotyping
- ▶ Fostering the academic outside of the “White Gaze”



# Code Switching/Pluralism/Multiculturalism

- ▶ Youth culture and linguistic practices are of value and should be creatively foregrounded rather than merely viewed as resources to take students from where they are to some presumably “better” place or ignored all together
  - ▶ Alim, 2007
- ▶ Increasingly diverse student population and first gen students included—linked to access and power in US and global contexts
- ▶ This is political



Ways to infuse this in your  
classroom



# How do you engage in CR/S practices with 1<sup>st</sup> gen students

1. Understand Yourself as a cultural being and recognize how your beliefs shape your interactions and influences your teaching
2. Know your students' values and experiences and use them to inform your teaching
3. Select curriculum content with your students in mind
4. Use student centered teaching techniques
5. Create a supportive environment
6. Understand your role as an agent of change
7. Assess 1<sup>st</sup> gen students in meaningful and transparent ways
8. Support students' efforts to gain/increase their social/cultural capital

Baumgartner et al,(2015)



# How do you engage in CR/S practices with 1<sup>st</sup> gen students

- ▶ Understand Yourself as a cultural being and recognize how your beliefs shape your interactions and influences your teaching
  - ▶ What are your biases regarding “performing intelligence”?
  - ▶ What characteristics do you deem as appropriate for a “good student”?
  - ▶ What are your feelings regarding allowing students to “know” your thinking/reasoning processes? Why

▶ Baumgartner et al,(2015)



# How do you engage in CR/S practices with 1<sup>st</sup> gen students

- ▶ Know your students' values and experiences and use them to inform your teaching
  - ▶ what do your students value? Why?
  - ▶ How can you foster the notion that students are producers of knowledge?
  - ▶ How can you use these values to augment your instruction?
  - ▶ How can you problematize some of these values in ways to foster critical examination of the "unexamined"?

▶ Baumgartner et al,(2015)



# How do you engage in CR/S practices with 1<sup>st</sup> gen students

- ▶ Select curriculum content with your students in mind
  - ▶ How can you provide the 21<sup>st</sup> learning experience in your course? (multicultural, multilingual, technology, team orientated)
  - ▶ What ways can you indicate that you value student background in your curriculum? (personal histories, community leaders that reflect student heritage)
  - ▶ What texts/experiences can you include/support that reflect student culture, heritage, language etc.
- ▶ Baumgartner et al,(2015)



# How do you engage in CR/S practices with 1<sup>st</sup> gen students

- ▶ Use student centered teaching techniques
  - ▶ What more can you do to engage students in the lesson?
  - ▶ Can you include team teaching, jigsaw or collaborative problem-solving in your lessons?
  - ▶ What ways can you show that you value student leadership within your course?
- ▶ Baumgartner et al,(2015)



# How do you engage in CR/S practices with 1<sup>st</sup> gen students

- ▶ Creating a Supportive Classroom Climate
  - ▶ How can I ensure that my classroom foster a safe and supportive climate?
  - ▶ How can I create a safe space for 1<sup>st</sup> gen students make mistakes and learn from them?
  - ▶ What can I do to build a learning community that feels safe to talk about differences in communities, schools and our larger democracy?

▶ Baumgartner et al,(2015)



# How do you engage in CR/S practices with 1<sup>st</sup> gen students

- ▶ Understand your role as an agent of change
  - ▶ How can you ensure your students are empowered within your course?
  - ▶ How can you help students develop a critical stance?
  - ▶ Do you engage critiques of social inequities? How can you ensure your students are actively involved and produces of knowledge in this endeavor?

▶ Baumgartner et al,(2015)



# How do you engage in CR/S practices with 1<sup>st</sup> gen students

- ▶ Assess 1<sup>st</sup> gen students in meaningful and transparent ways
  - ▶ How can I be transparent about what you're assessing and why
  - ▶ Can I use provide Rubrics?
  - ▶ How can I allow students to connect their personal histories to new knowledge for assessment purposes?
  - ▶ Use various methods of assessment techniques to allow students to demonstrate their knowledge

▶ Baumgartner et al,(2015)



# How do you engage in CR/S practices with 1<sup>st</sup> gen students

- ▶ Support students' efforts to gain/increase their social/cultural capital
  - ▶ How can you include opportunities to gain S/C capital in your course?
  - ▶ How can you tie this to meaningful discussions in your classes?
  - ▶ Can you identify entities/endeavors that would open the door for students to increase their S/C capital?
  - ▶ What ways will you assess this outside of the white gaze?

▶ Bourdieu & Passeron, 1990



# Thinking Deeper

- ▶ In 4 or 8 groups
  - ▶ Take 1 of the recommendations
  - ▶ Discuss in detail the questions and how you will address them/problematize them
  - ▶ Add any additional questions/comments
- 



# Thank You!!

Time for Questions and Comments

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