

Culturally Responsive Pedagogy Toolkit

CULTURALLY RESPONSIVE PEDAGOGY TOOLKIT

EMEAD2

CONTENTS

Welcome!	1
----------	---

Part I. [Chapter 1: What is Culturally Responsive Pedagogy?](#)

1. Culturally Responsive Pedagogy Timeline	7
2. Teaching Practice as Doing and Being	10
3. For Additional Study	12

Part II. [Chapter 2: Creating Culturally Responsive Learning Goals](#)

4. Why Learning Goals?	15
5. Writing Learning Goals	19
6. Designing with Goals in Mind	22
7. Assessing Success	25

Part III. [Chapter 3: Culturally Responsive Teaching](#)

8. Serving at a Hispanic Serving Institution	29
9. Humanizing Learning	31
10. Asset-Based Learning & Funds of Knowledge	34
11. Self-Reflection as Practice	37

Part IV. Chapter 4: Culturally Responsive Design

12. Universal Design for Learning	41
13. Open, X-Based & Active Learning	43
14. Alternative Grading Methods	45
15. Culturally Responsive Checklists	47

WELCOME!

Welcome to the Culturally Responsive Pedagogy Toolkit!

- Chapter One provides an overview and timeline of culturally responsive pedagogy
- Chapter Two guides you through the process of developing, implementing, and measuring learning goals for belonging and cultural engagement to support and enrich any course
- Chapter Three presents core approaches, strategies, and understandings of culturally responsive pedagogy, including teaching reflection
- Chapter Four offers course and curriculum design frameworks that support culturally responsive classrooms

PART I

CHAPTER 1: WHAT IS CULTURALLY RESPONSIVE PEDAGOGY?

Culturally responsive pedagogy is an evolution of culturally *relevant* pedagogy, first introduced by Dr. Gloria Ladson-Billings in the 1990s. As a teaching practice and mindset it centers learning relationships, develops critical consciousness, and recognizes and uses learners' experiences, perspectives, characteristics, and customs as assets and tools for better classroom instruction. Incorporating culturally responsive pedagogy engages with all aspects and realms of teaching and course development. This chapter will serve as a very brief introduction to culturally responsive pedagogy through providing a timeline of major thinkers, a framework for understanding CRP as a holistic practice, and links to resources for additional foundational learning.

The Realms of Culturally Responsive Teaching



Key Aspects of Culturally Responsive Pedagogy

1. Takes an asset-based perspective, viewing learners' diverse cultural backgrounds and experiences as strengths rather than deficits
2. Emphasizes relationships and relationship building

3. Curriculum and instruction are adapted to reflect and engage with learners' cultures
4. Learners develop their critical consciousness of social issues
5. Educators engage in ongoing self-reflection about their identities and biases

1.

CULTURALLY RESPONSIVE PEDAGOGY TIMELINE

1995

The teachers saw themselves as a part of the community and teaching as a way to give back to the community. They encouraged their students to do the same. They believed their work was artistry, not a technical task that could be accomplished in a recipe-like fashion.

-Dr. Gloria Ladson-Billings, "[But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy](#)"

Dr. Ladson-Billings research and publications throughout the 1990s define culturally relevant pedagogy and found our practices today. In culturally relevant teaching, three criteria are met:

1. Students must experience academic success
2. Students must develop and/or maintain cultural competence
3. Students must develop a critical consciousness through which they challenge the status quo of the current social order

2000

When academic knowledge and skills are situated within the lived experiences and frames of

reference for students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly.

-Dr. Geneva Gay, [Culturally Responsive Teaching: Theory, Research, and Practice](#)

In 2000, Dr. Gay expanded the work done in culturally relevant pedagogy and in doing so establishes our current terminology; her research proposes five essential components of culturally responsive teaching:

1. Developing a culturally diverse knowledge base
2. Designing culturally relevant curriculum
3. Demonstrating cultural care and building a learning community
4. Establishing cross-cultural communications
5. Aligning instructional strategies with cultural contexts

2005

We extend this thinking, however, by advancing that low income African American students do not reject high academic achievement. Instead, among African American students, there is a rejection of mainstream cultural themes that many high-achieving students are expected and encouraged to use in the pursuit of such achievement.

-Boykin, et al., "[Culture-Based Perceptions of Academic Achievement Among Low-Income Elementary Students](#)"

Significant in the early 2000s was the shift from multiculturalist practices within culturally relevant and responsive pedagogies to asset-based approaches. At its heart, asset-based learning focuses on the strengths, skills, and resources that learners bring to the classroom rather than emphasizing what they are perceived to lack.

2015

Attention drives learning. Neuroscience reminds us that before we can be motivated to learn what is in front of us, we must pay attention to it.

-Dr. Zaretta L. Hammond, [Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students](#)

In 2015, the publication of Dr. Hammond's brought the neuroscience of learning to culturally relevant pedagogy. Hammond's work also engages with how our own culture impacts our teaching and affects our learning relationships.

2022

So much of their school day is caught up in policing their bodies—"sit here, keep your mouth closed, put your hands there"—that very little of it is really pushing them intellectually.

-Dr. Ladson-Billings, "[What Should Culturally Relevant Teaching Look Like Today? Gloria Ladson-Billings Explains](#)" (by Madeline Will)

In the linked article, some 30 years into her research and the field, Dr. Ladson-Billings reminds us that cultural engagement in teaching, learning, and personal development situates and enhances intellectual engagement.

2.

TEACHING PRACTICE AS DOING AND BEING

Culturally responsive teaching is a continuous, dual practice of doing and being.

Process One: Being

This process is a personal journey. It involves accountability for one's personal perspectives, cultural lens, implicit biases, & assumptions about others. It is one of growth & curiosity and transcends our classroom self.

Aligned with Pedagogical Changes

- Critical thinking & self-reflection
- Understand and address privilege, bias, & microaggressions
- Foster empathy
- Demonstrate authenticity and transparency
- Develop cultural knowledge, & curiosity
- Community building

Process Two: Doing

This is the process of building learner and classroom belonging. It involves actionable and intentional teaching methods that cultivate a sense of care, support, and value for learners and the cultures they represent

Aligned with Curriculum Changes

- Design for engagement
- Learn, use, and uphold names and pronouns
- Representation in authors, theorists & content contributors
- Representation in content/materials
- Recognize & affirm “surface” culture (food, holidays)
- Recognize & engage with “deep culture” (communication styles, cultural attitudes)



[Image](#)

3.

FOR ADDITIONAL STUDY



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pimaopen.pressbooks.pub/crpt/?p=110#oembed-1>

Essays

[“The what, why, and how of culturally responsive teaching: international mandates, challenges, and opportunities,”](#) Geneva Gay

[“Preparing for Culturally Responsive Teaching,”](#) Geneva Gay

[“Toward a Theory of Culturally Relevant Pedagogy,”](#) Gloria Ladson-Billings

[“Culturally Relevant Pedagogy 2.0: aka the Remix,”](#) Gloria Ladson-Billings

[“Culturally Sustaining Pedagogies and Our Futures,”](#) Django Paris

[“Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice,”](#) Django Paris

In the PCC Library

[*Culturally responsive teaching : theory, research, and practice,*](#) Geneva Gay

[*Culturally Responsive Teaching Online and in Person : An Action Planner for Dynamic Equitable Learning Environments,*](#) Budhai et al.

PART II

CHAPTER 2: CREATING CULTURALLY RESPONSIVE LEARNING GOALS

This Chapter uses Fink's Taxonomy of Significant Learning and Backwards Design principles as frameworks for developing, implementing, and assessing learning goals for learner belonging and cultural engagement regardless of discipline or modality.

Different than the formal learning *outcomes* developed for and met in each course guide each course, learning *goals* are the classroom goals and objectives you establish to accompany and contextualize learning outcomes. And as we will see, whereas learning outcomes focus on the cognitive and content area skills of the course learning goals incorporate the human and social dimensions of learning. Including these dimensions in course planning can help us identify areas to expand cultural relevance and appropriate strategies for doing so.

For more information about course learning outcomes, please see the [Assessment at PCC: Faculty and Discipline Guide](#).

4.

WHY LEARNING GOALS?

Reflection Activity

Please spend some 3-5 minutes freewriting on the following question:

Five years after students complete your course, what do you hope they will still carry with them?

Review your freewrite from the above exercise. What do you notice?

Chances are, you didn't simply restate the course learning outcomes of the class – the skills and content students should have after exiting the course. Perhaps you also included social and cognitive attitudes, values, and awareness, such as teamwork or community, sense of purpose, confidence, and self-efficacy. Of course, successful courses do more than simply convey content – they create environments and build relationships that foster deep and engaged learning. And whether or not we explicitly develop and state our learning goals to our classes, they are evident in our practice and teaching approaches.

This chapter is meant to help you identify and refine your classroom goals and practices to support them as part of your class planning process. The first tool in our toolkit will help us develop goals related to learner emotional engagement, value development, and self-understanding.

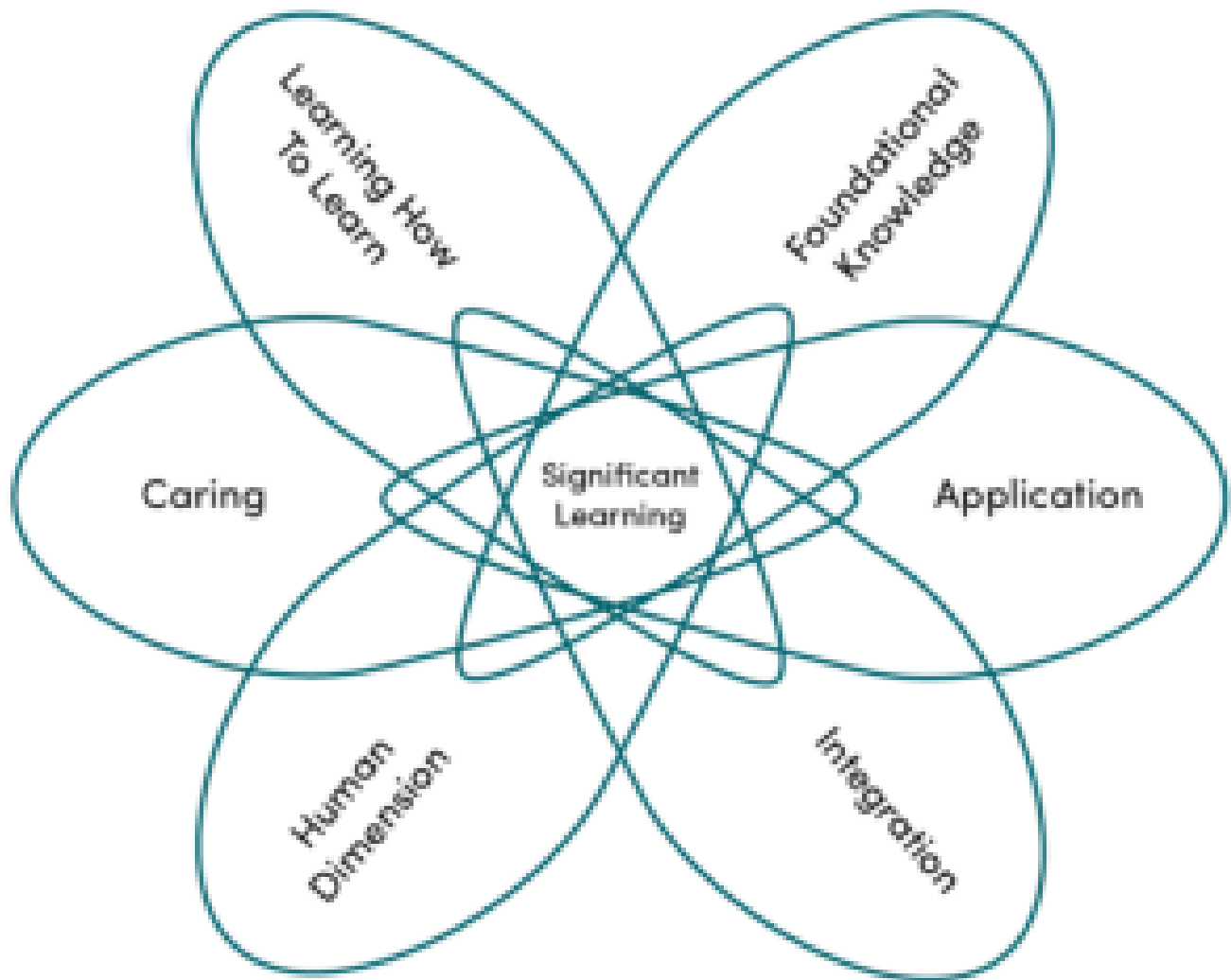
Framework: Fink's Taxonomy of Significant Learning

Just as Bloom's Taxonomy establishes the framework for our course learning outcomes, Fink's Taxonomy can be a useful framework for developing culture- and belonging-centric learning goals.

Fink's Taxonomy of Significant Learning is a framework for designing and assessing educational experiences, developed by L. Dee Fink and published in [*Creating Significant Learning Experiences: an integrated approach to designing college courses*](#) in 2003. Significant learning is defined by Fink as learning which is transformative,

creating lasting change in the student. Notably, while Bloom's taxonomies focus exclusively on cognitive skills, Fink's model emphasizes a broader and more holistic view of learning to support such change and transformation.

In his taxonomy, Fink defines six criteria necessary for transformative learning, positioned in a non-hierarchical, interactive dynamic. For the exercise on the next page we will place special emphasis on the *human dimension* and *caring* categories of the taxonomy in the construction of outcomes-reinforcing learning goals.



Six Criteria

1. Foundational Knowledge: Understanding and remembering important information and

ideas; the basic concepts and facts that students need to know to build a foundation for further learning. This dimension is aligned with Bloom's Remembering and Understanding dimensions.

2. Application: Using foundational knowledge in practical and meaningful ways; skills such as critical thinking, problem-solving, and the ability to apply learning to real-world situations. This dimension is aligned with the Apply, Analyze, Evaluate, and Create dimensions in Bloom's Taxonomy.

3. Integration: Making connections between different ideas, concepts, and realms of knowledge; synthesizing and integrating learning across various subjects or disciplines.

4. Human Dimension: Understanding oneself and others; personal growth, interpersonal skills, and recognizing the impact of one's learning on themselves and others.

5. Caring: The development of new feelings, interests, and values; fostering a sense of commitment, motivation, and a deeper level of engagement with the subject matter.

6. Learning How to Learn: These are metacognitive skills – acquiring strategies and skills to become a more effective and self-directed learner; developing the ability to inquire, investigate, and continue learning independently.

Additional Resources: Fink's Taxonomy

[A Self-Directed Guide to Designing Courses for Significant Learning](#), Dee Fink, University of Oklahoma

[Creating Significant Learning Experiences: the key to quality in educational programs](#), Dee Fink (PCC Library Resource)

["Fink's Significant Learning,"](#) Vermont State University

[“Fink’s Taxonomy of Significant Learning,”](#) Intentional College Teaching

5.

WRITING LEARNING GOALS

This page will lead you through two exercises resulting in the construction of 2-4 actionable, measurable learning goals to engage with learners' cultures and create a sense of classroom belonging.

Warm-up: Learning Outcomes Reflection

Learning outcomes are the foundation of every course. Revisiting your course's learning outcomes before you develop your learning goals will help you identify elements to highlight in them and help you think about how you will implement and assess your learning goals in the future.

Reviewing your Course Learning Outcomes

Link to catalog w/instructions to find learning outcomes

Read over the outcomes and reflect:

- questions

Example

here

Activity: Writing Goals with Fink's Taxonomy

Expanded discussion of Human and Caring dimensions of [Fink's Tax.](#)

Exercises:

Type your exercises here.

examine learning outcomes. making use of fink's refine them. look for long-term impact goals not represented in clos; consider specific, feasible, and measurable

developing Learning Goals; questions to ask – with examples

- First
- Second

Example

Type your textbox content here.

Questions to Ask

While you work, ask these questions:

- who are my students?
- am I engaging with both the surface and deep aspects of the cultures in my classroom? where can I improve?
- what soft skills should learners in your class, discipline, and/or program need to succeed?
- what values am I currently instilling in my class, such as teamwork, or a growth mindset? how am I accomplishing this?
- what values would I like to instill?

- what types of learning environments support the acquisition of these skills and values?
- what partnerships would I like to build?

Additional Examples

- Students will...produce your own personal code of ethics to guide decision-making
- Be excited and motivated to learn more about elementary education as a field of practice and research
- Become a conscious consumer committed to increasing own and others' wellbeing

set up transition to backwards design: on the next page, you will...

6.

DESIGNING WITH GOALS IN MIND

This page features information, resources, and activities on the Backwards Design framework and is meant to help you further plan, implement, and measure the learning goals you have set. Completing these activities you should reveal strategic opportunities to incorporate culturally relevant practices in your teaching practice and course design.

Backwards Design is not only a good curriculum design tool. Aligned with Fink's Taxonomy and teaching reflection, Backwards Design can help identify opportunities to engage with culturally responsive practices and areas to grow as educators.

Framework: Backwards Design

set up and describe backwards design (McTighe & Wiggins, 2013).



Course Alignment

Alignment among three main components, learning outcomes & goals, instructional activities, and assessment, ensures a quality course.

When these components are misaligned, students might rightfully feel that the test did not have anything to do with what was covered in class, or instructors might feel that even though students are earning a passing grade they haven't really mastered the material at the desired level.

The Backward Design process helps us align these three areas. This is a dynamic, iterative process.

Start at the End (Goal)

Identify the desired results

Think Assessment

Determine what would be considered acceptable evidence that the learning outcomes have been achieved. What do students need to do or show as evidence they've reached that goal?

Design your assessments and informal activities as opportunities for students to demonstrate they've achieved the learning outcomes.

Strategize

Plan learning experiences and instruction

Consider:

What knowledge & skills learners require to achieve the outcomes;

What types of activities will equip learners with that knowledge and those skills (group discussion, exploration, etc)

What you'll need to teach and facilitate the transfer of knowledge and to scaffold learners toward the outcomes

Activity

set up the chart; link to copy the [Alignment Plan GoogleDoc](#)

Learning Goals	Practice & Assessment	Instructional Plans (include materials, IT, etc)
What do I hope that students will take away from my course, years in the future?	What do students do to demonstrate that they have attained those goals?	What do students do during the course to be successful in those assessment activities?

commentary on the chart/grid: questions to ask;

Example

here

Additional Resources: Backwards Design

here

7.

ASSESSING SUCCESS

On this page you will find information and resources related to assessing the learning goals you have set for your classroom and teaching practice.

Assessment is a broad term, so this page will break the term down into two general roles in our work

- the assessment of our classroom success through formal and informal mechanisms.
- grading, an aspect of assessment whose prominence in our daily teaching activities is significant enough to warrant its own category.

Assessment

section to find resources to assess success of practices around belonging (class reflections)

assessing classroom community: bolster and support relational opportunities in class. Qualitative: interviews, focus groups, open-ended surveys and course reflections. Quantitative: classroom community scale; supplemental questions on student evals

<https://www.marquette.edu/center-for-teaching-and-learning/documents/mid-term-check-in.pdf>

section on assessing teaching practices composes Ch 5.

Grading

lowering the stakes

[alternative grading methods](#)

build in strategic reflections

Course, Practice, and Learning Assessment

Questions to ask about assessment current and imagined assessments

Learning Goals & Assessment – Strategies For:

- Meeting students where they are
- Creating community for students
- Engaging authentically with the material and peers
- Supporting students in finding themselves and discovering interests

PART III

CHAPTER 3: CULTURALLY RESPONSIVE TEACHING

This chapter focuses on the “[Being](#)” aspects of culturally responsive teaching, and offers frameworks for understanding pedagogical changes.

brief recap of what’s inside

Reflection Activity

Below are questions to consider as you begin this chapter:

- Do the instructional resources I use allow learners to see themselves?
- Do I use cultural references, experiences, and knowledges learners bring as assets to be connected to or built upon?
- Do I review the instructional resources I use for historical accuracy, stereotypes, cultural relevance, and multiple perspectives?
- How do I seek to learn about my learners’ existing knowledge, cultural backgrounds, interests, and issues of concern?
- How do my behavioral and communication expectations of learners consider varying cultural norms?
- How do I reduce communication barriers with my learners?
- How do I cultivate trust, authenticity, and transparency to my classroom demeanor?
- How can I grow in this area of my teaching?

8.

SERVING AT A HISPANIC SERVING INSTITUTION

In 2022, only 48.3 percent of Arizona’s high school graduates enrolled in postsecondary education, falling short of the national average of 62 percent. Our state, local, and institutional data highlight the need for progress, especially given the challenges within our community. Pima Community College’s [Strategic Plan](#) includes two ambitious institutional goals:

- Increase completer counts to 6,000 by 2024-2025: This goal represents a 65% increase over the past six years, demonstrating our commitment to significantly boosting overall student success rates.
- Double the completer counts of Hispanic or Latino, American Indian, Alaska Native, and Black or African American learners by 2024-2025: This goal underscores our dedication to diversity, equity, inclusion, and access by focusing on these specific underrepresented groups to transform our community through affordable education.

Research and institutional support for Pima as a Hispanic Serving Institution identify humanizing and culturally responsive practices as crucial for learner growth and success.

What is a Hispanic Serving Institution (HSI)?

- Federal Definition: 25% Hispanic identifying students
- Practice Definition: Intentional practices to ensure equitable access and achievement
- Cultural Definition: Using culturally responsive pedagogy to drive success for Latino identifying students which also benefit all students.

“Servingness” at a Hispanic Serving Institution (HSI) refers to the intentional efforts and practices aimed at genuinely serving the needs of Hispanic students beyond merely achieving the enrollment threshold required to be designated as an HSI. It encompasses a holistic approach to fostering an inclusive and supportive environment that promotes the academic success, cultural affirmation, and overall well-being of Hispanic students. In our classrooms, disciplines, and programs at PCC servingness appears in student-first approached

in student services, institutional commitments, community engagements, and curriculum and pedagogy changed toward cultural relevance, responsiveness, and sustainability.

For Further Reading

Garcia, Gina Ann. *Transforming Hispanic-Serving Institutions for Equity and Justice*, Johns Hopkins University Press, 2023. *ProQuest Ebook Central*, <https://ebookcentral.proquest.com/lib/pcc/detail.action?docID=30189209>.

Excelencia in Education

Excelencia in Education is a national organization in the United States dedicated to accelerating Latino student success in higher education. Founded in 2004, the organization aims to address the disparities in educational achievement for Latino students and to support institutions in becoming more effective in serving this population.

Pima Community College is [currently...](#)

Excelencia in Education also publishes regular research and studies, such as [Latinos in Higher Education: 2024 Compilation of Fast Facts](#)

9.

HUMANIZING LEARNING

The language of humanizing education appears across higher education discourse communities, for example within the realm of online & distance learning, in Freirean-rooted scholarship of teaching, and in reports and whitepapers from organizations such as Excelencia in Education and those related to HSI servingness. Focusing on creating a learning environment where students feel seen, valued, and understood as individuals and not just a number or grade, humanized learning spaces incorporate culturally relevant practices.

Regardless of context, a humanizing pedagogy values “students’ background knowledge, culture, and life experiences, and [create] learning contexts where power is shared by students and teachers” (Bartolomé, 1994). As such, it is an asset-based approach. Further, it focuses on the social and relational aspects of learning in addition to cognitive. As research on men of color and first-generation students in community colleges has emphasized that “relationships before pedagogy” is a tenet of effective teaching (Palacios & Wood, 2015; Rendón, 1994; Wood & Harris III, 2015), humanizing practices are directly tied to student learning and success.

Reflection Activity

Set up folks to go through the list below

additional questions to ask

- one
- two

Core Strategies for Humanizing Classes

Learn and use learners' names and pronouns

- Recognize and respect the multilingual abilities of learners

- Co-develop course policies such as AI Use Statements and Course Community Guidelines

- Create a get-to-know activity or survey early in the semester, and check in at midpoint

- Share personal stories, experiences, and mistakes

- Recognize and incorporate family, including chosen family, and community

- Encourage peer-to-peer connection, collaboration, and community among learners

- Apply active and social learning activities, especially those that connect to our communities

- Create assignments that connect learning to real-world issues and actions

- Develop activities that support social justice, equity, and community improvement

- Incorporate elements of gamification to motivate and engage learners

- Celebrate learner achievements, both big and small; highlight their successes

- Provide options for how learners access course information and, when appropriate, how they are assessed on their knowledge

- Give learners control over learning by allowing them to choose project topics, set learning goals, and/or contribute to course content

- Build a safe and inclusive environment through addressing microaggressions and discriminatory behavior promptly and effectively

- Acknowledge the challenges learners face through flexibility with deadlines

- Provide feedback that is specific, constructive, and encouraging

- Review grading policies for transparency and equity

Humanizing Pima's Online & Distance Classes

[Learning From Our Students: Recommendations on What Works](#)

Faculty Senate Syllabi Statements

[Syllabus Statements & Additional Resources](#)

Works Cited

Bartolome, L. (1994). Beyond the methods fetish: Toward a humanizing pedagogy. *Harvard educational review*, 64 (2), 173-195.

Palacios, A. & Wood, J. L. (2015). Is online learning the silver bullet for men of color? An institutional-level analysis of the California Community College system. *Community College Journal of Research and Practice*, 40(8), 1-13.

Rendón, L. (1994). Validating culturally diverse students: Toward a new model of learning and student development. *Innovative Higher Education*, 19, 33-51.

Wood, J. L., Harris, F. III, & White, K. (2015). *Teaching men of color in the community college: A guidebook*. Lawndale Hill.

10.

ASSET-BASED LEARNING & FUNDS OF KNOWLEDGE

Asset-Based Learning

<https://www.everylearnereverywhere.org/blog/what-is-assets-based-teaching-and-how-does-it-enable-equity-practices-in-college-classrooms/>

Assets-based teaching is a classroom method where each student's unique strengths and differences are thought of as resources that can be called upon to meet learning goals. It is also sometimes called [strengths-based teaching](#). Using this approach, faculty and instructional designers keep in mind possible student assets like:

- cultural background
- relationships
- their sense of community
- language practices
- diversity of thought

Assets-based teaching lends itself to many different practices, each providing a sustainable and equitable experience for students. A 2018 report entitled [Asset-Based Teaching and Learning with Diverse Learners in Postsecondary Settings](#) outlines five key characteristics of an assets-based teaching framework:

- Inclusive: implementing diverse teaching methods to better serve a diverse student body
- Active/interactive: creating engaging content and opportunities for students
- Culturally informed: acknowledging students' varied experiences and backgrounds to inform classroom practices
- Linguistically responsive: recognizing students' relationships with different languages
- Reflective/adaptive: committing to improvement over time

<https://www.everylearnereverywhere.org/blog/how-a-strengths-based-approach-in-education-enables-equity-efforts/>

Funds of Knowledge

Please spend 5-10 minutes freewriting in response to the question below:

Who or what connects you to home?

What is 'Funds of Knowledge'?

The approach known as funds of knowledge (or FoK) originated in Tucson, Arizona, in the early 1980s. The project was aimed at countering what was described as deficit thinking in education; i.e., the idea that low school performance among underrepresented students was caused by underlying linguistic, economic and cultural limitations (González, Moll & Amanti, 2005).



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pimaopen.pressbooks.pub/crpt/?p=88#oembed-1>

identifying and engaging with learner funds of knowledge

For Further Exploration

<https://fundsofknowledge.org/category/news-resources/>

Questions to Ask

Who or what connects you “home?”

What lessons or wisdom did you hear growing up?

What languages were spoken in your home?

What memories do you have with neighbors, friends, family?

What were your favorite foods growing up?

What do you dream about?

Where do you find inspiration?

What are some skills you are really proud of?

What were the occupations of the adults in your home?

How did you learn about college?

What do you dream about?

What regular household cores or responsibilities did you have?

11.

SELF-REFLECTION AS PRACTICE

Introduction (& activity?)

Unconscious Bias

here; [possible source & activity](#)

Resources

Self-assessment – how did this course go? what did I learn about myself? my students? the content? what do I need to do differently to improve this course and student learning? how does this align, or not, with student evals? what other sort of information and relationships should I consider?

<https://caul-cbua.pressbooks.pub/transformingpractice/chapter/transforming-teaching-and-learning/>

<https://www.everylearnereverywhere.org/resources/what-our-best-college-instructors-do-reflections-by-students-about-meaningful-learning-experiences/>

PART IV

CHAPTER 4: CULTURALLY RESPONSIVE DESIGN

This chapter focuses on the “[Doing](#)” aspects of culturally responsive pedagogy.
brief description of what’s inside.

Activity

Exercises

- How can I guide learners in developing possible solutions to real-world problems?
- How do the projects, assignments, and assessments I use empower and prepare students to solve problems in their lives, their communities, and in the world?
- How does my professional practice connect knowledge to students’ daily lives, including experiences with oppression and injustice?
- Does my professional practice develop students’ self-efficacy, critical consciousness, and motivation to challenge the status quo?
- How can I further develop this competency?

12.

UNIVERSAL DESIGN FOR LEARNING

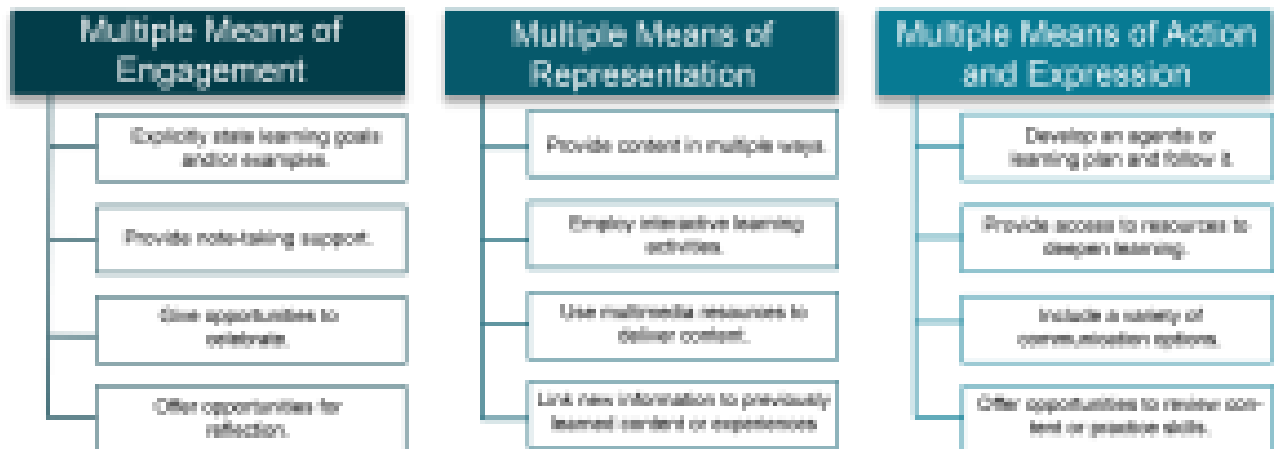
Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. It's often simplified to a “plus one” model that encourages exploration and easy adoption of the practice. Use of the framework accompanies a well-rounded approach to culturally responsive teaching.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pimaopen.pressbooks.pub/crpt/?p=94#oembed-1>

UDL Guidelines

[The UDL Guidelines](#) are used in the implementation of Universal Design for Learning. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.



Though the Guidelines make UDL easy to pick up, deeper engagement with Universal Design for Learning occurs with intentional, extended review and redevelopment of the course curriculum.

Examples of UDL

<https://ecampusontario.pressbooks.pub/universaldesign/chapter/examples/>

Extended Learning Activity

<https://caul-cbua.pressbooks.pub/transformingpractice/chapter/universal-design-for-learning/>

13.

OPEN, X-BASED & ACTIVE LEARNING

Open pedagogy, active & activity-based learning, and X-based learning strategies

Open Pedagogy

Description

<https://www.pima.edu/faculty-staff/un-sdg-open-pedagogy-fellowship/index.html>

<https://openpedagogy.org/>

<https://www.everylearnereverywhere.org/resources/putting-equity-into-practice-open-pedagogy/>

Active Learning

here

X-Based Learning

X-Based Learning methods alone are not culturally responsive strategies, but work well within inclusive, equitable classrooms.

Problem Based Learning



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pimaopen.pressbooks.pub/crpt/?p=96#oembed-1>

- [Cornell](#)

- [Delaware](#)
- [Illinois](#)

Project Based Learning



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pimaopen.pressbooks.pub/crpt/?p=96#oembed-2>

- [Cult of Pedagogy](#)
- [PBLWorks](#)
- [EduTopia](#)

Inquiry Based Learning



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pimaopen.pressbooks.pub/crpt/?p=96#oembed-3>

- [Edutopia](#)
- [AIBL](#)

14.

ALTERNATIVE GRADING METHODS

overview

Specs-Based & Mastery-based Grading

Specs-based grading, also known as mastery-based grading, is an assessment approach that focuses on students' demonstration of specific skills or knowledge (i.e., mastery) rather than accumulating points or grades through traditional assessments. This method aims to ensure that students achieve a clear understanding of the course material and can apply it effectively. Specs-based or mastery-based grading aims to create a more equitable and effective learning environment by ensuring that all students reach a high level of proficiency in the course material.

Ungrading

Ungrading is a practice which eliminates or greatly minimizes the use of assigned points or letter grades in a course, focusing instead on providing frequent and detailed feedback to students on their work, in relation to the course learning goals. Ungrading is a form of “grading for growth,” in that the primary purpose of the assessment is to help students learn and improve their knowledge and skills, rather than to create a summative score that students use to compare themselves against an external credential. As a philosophy, Ungrading demonstrates traditional grading systems as unfair systems, focusing instead on promoting intrinsic motivation, self-assessment, and meaningful learning.

[Getting Started with Ungrading: Practical Tips for Instructors](#) by Every Learner Everywhere

Labor-based and Contract Grading

Labor-based grading (also known as contract grading or a labor-based grading contract) is a type of alternative grading style where grades are based on the amount of labor that is agreed upon between students of the course and the course's instructor. Labor-based grading involves the co-creation of a course contract at the start of the semester that is utilized to grade all members of the course. Faculty and students also return to the contract at

midterm to review and make possible changes. This co-created contract shifts the emphasis from traditional grading criteria, which often prioritize the final outcome, to the process and dedication students demonstrate throughout their learning journey.

[Labor-Based Grading Contracts: Building Equity and Inclusion in the Compassionate Writing Classroom](#),
2nd Edition by Asao B. Inoue

15.

CULTURALLY RESPONSIVE CHECKLISTS
