



CULTURALLY RESPONSIVE TEACHING IN HIGHER EDUCATION

DR. LA'KESHIA OPARA-NADI
Department of Elementary & Early Childhood
College of Education & Human Development

Agenda

- What is Culturally Responsive Teaching?
- Culturally Responsive Teaching in Higher Education
- Pedagogical Framework of Culturally Responsive Teaching
- Role of Culturally Responsive Teaching in Higher Education
- Recognizing Different Types of Biases
- CRT Strategies To Use in the Classroom



WHAT IS CULTURALLY RESPONSIVE TEACHING?

Culturally Responsive Teaching (CRT) is an approach to teaching that uses students' cultural backgrounds, experiences, and perspectives as assets in learning. CRT creates inclusive classrooms, connects content to real-life contexts, and promotes equity, engagement, and critical thinking.

Did You Know?

2022 CENSUS DATA

- 104 White groups (Dutch, Lebanese, etc.)
- 62 Black or African American groups (Congolese, Grenadian, etc.)
- 22 Some Other Race groups (Brazilian, Belizean, etc.)



Pedagogical Frameworks

Aspect	Culturally Relevant Teaching (CRT)	Culturally Responsive Teaching	Culturally Sustaining Pedagogy (CSP)
Origin / Key Scholar(s)	Gloria Ladson-Billings (1995)	Geneva Gay, Zaretta Hammond	Django Paris & H. Samy Alim (2017)
Primary Goal	Academic success, cultural competence, and critical consciousness	Use students' cultural knowledge and experiences for effective learning	Sustain cultural and linguistic practices while ensuring global success
Focus	Equity, empowerment, and social justice	Instruction adapted to cultural backgrounds	Support and sustain cultural pluralism
Approach to Culture	Culture as an asset integrated into teaching	Teaching aligned with cultural preferences	Cultural practices maintained and expanded
Classroom Application	Critical thinking, diverse voices in curriculum	Differentiated instruction with relevant contexts	Bilingualism, community-based projects, cultural identity affirmation
Student Role	Co-constructors of knowledge, critical thinkers	Learners whose cultural strengths enhance learning	Agents whose identities are preserved and celebrated
Teacher Role	Advocate and equity change agent	Responsive facilitator adapting instruction	Sustainer valuing and nurturing diversity
Key Outcome	Socially conscious, empowered graduates	Improved engagement and achievement	Equity and cultural pluralism

**WHY IS CULTURALLY
RESPONSIVE TEACHING
IMPORTANT IN
HIGHER EDUCATION?**



Cultural Responsive Teaching in Higher Education



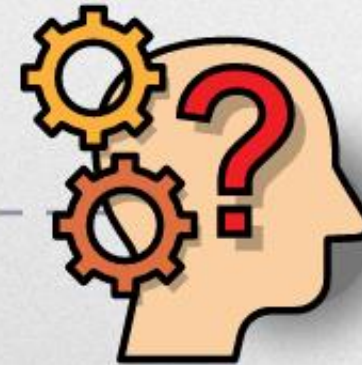
Connects learning to students' cultural backgrounds



Promotes equity and inclusion



Enhances student engagement and retention



Prepares students with critical thinking and cross-cultural skills

Connects Learning to Students' Cultural Backgrounds

- Validates and incorporates students' lived experiences, languages, and perspectives
- Makes coursework more relevant and meaningful
- Builds stronger connections between theory and practice



Promotes Equity and Inclusion

Adapts instruction
and assessments
to diverse
learning needs



Challenges bias
and integrates
diverse voices
into curricula



Creates a
classroom climate
where all students
feel seen,
respected, and
valued





Enhances Student Engagement & Retention

Increases enrollment retention, course completion, and graduation rates

Affirms student identities, boosting motivation and participation

Improves persistence and success rates for underrepresented students

Prepares Graduates with Critical Thinking & Cross-Cultural Skills

01

Encourages students to analyze and challenge systemic inequities

02

Builds cross-cultural communication and problem-solving skills

03

Produces equity-minded leaders ready for global and diverse workplaces



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BIAS



Explicit
50/50
Implicit

Explicit Bias

“Explicit bias” refers to our attitudes and beliefs about a person or group on a conscious level (Perception Institute).

- You **are aware** that you are doing it
- Attitudes, Beliefs, Thoughts or Behaviors
- Often occurs when scared or feeling threatened
- Hate Speech or Discrimination against people

Implicit Bias

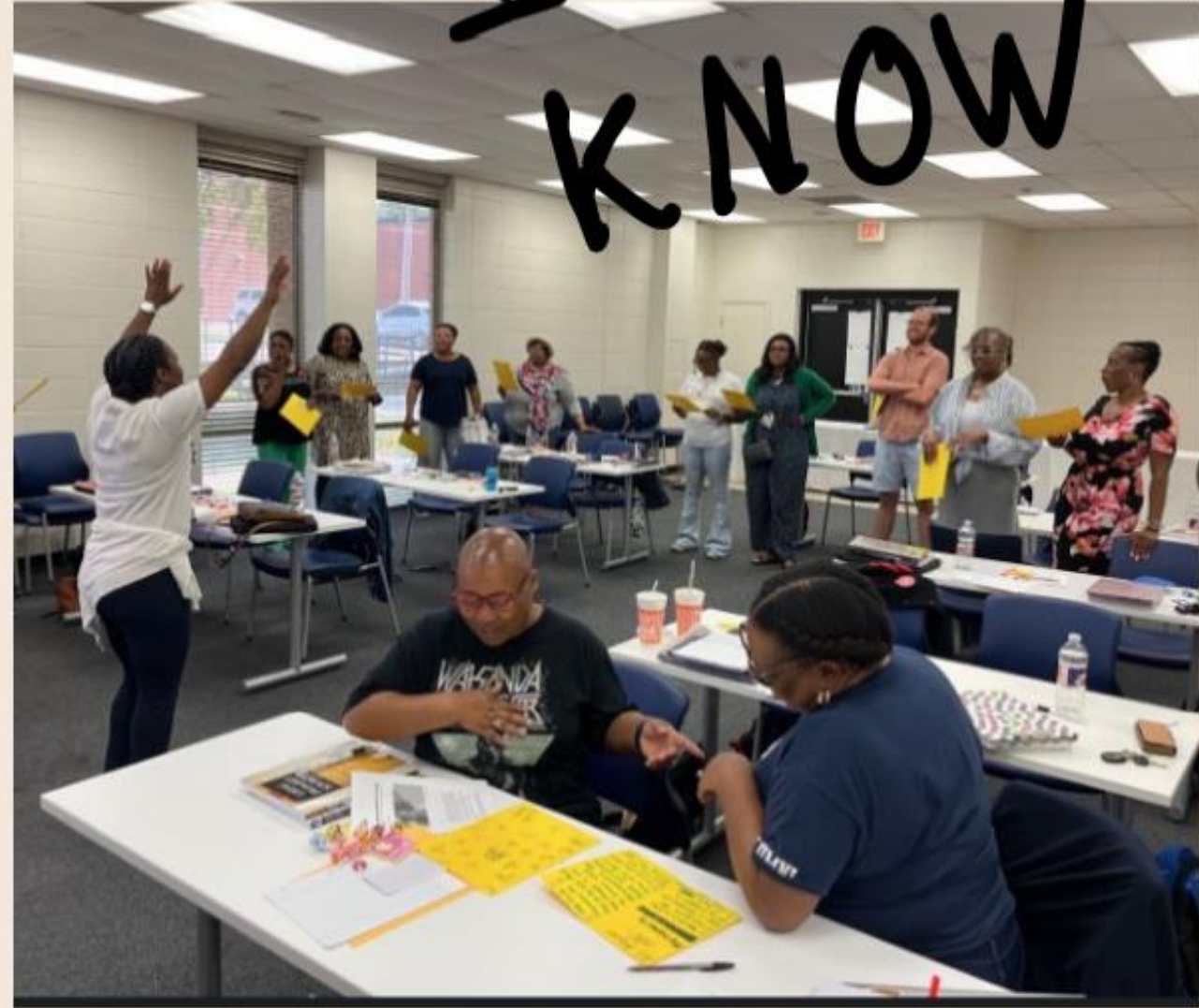
“Implicit bias” refers to our attitudes and beliefs about a person or group on a conscious level .

- You are **not** aware that you are doing it
- Automatic and Unintentional
- Assumptions instead of Facts



If You Really Knew Me

I DON'T
KNOW



TRY THIS!

Soda

Music

Professional
Basketball Player

What can
you do



What Do They Have In Common?





Mr. Carter is a first-year middle school teacher in Mississippi. One afternoon, the last bus leaves and one of his students, Malik, is still standing outside the school. Malik explains that his parent's car broke down, and he has no other way to get home. He asks Mr. Carter if he can give him a ride since they live just a few blocks apart. If you were Mr. Carter, what would you do in this situation? What ethical and legal considerations should you keep in mind as a Mississippi teacher? What would be





EDCI 401 Assessment Polls: Understanding MTSS

Assess your knowledge of MTSS and RTI in Education. Intermediate Level.

What does the acronym MTSS stand for in education?

- ☐ Managed Tiered Student Services
- ☐ Multi-Topic Student Solutions
- ☐ Multi-Tiered System of Supports
- ☐ Multiple Testing Support Services

Which key component distinguishes RTI within the MTSS framework?

- ☐ Focus on school funding
- ☐ Emphasis on extracurricular activities
- ☐ Targeting only students with disabilities
- ☐ Focus on academic interventions

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Assistant Professor
College of Education and Human Development
Department of Elementary and Early Childhood
lakeshia.a.opara-nadi@jsu.edu

THANK YOU