

# Before We Get Started

- With someone near you, discuss:

What is one value that you were raised with that you take with you in some way everyday into the classroom as an instructor? What is something from your background that you choose NOT to bring with you into the classroom?

# Objectives

1. Increase awareness of how culture may play a role in our classrooms
2. Identify some ways that our teaching could be even more responsive to culture.

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**Cultural  
Competence**

**Cultural  
Humility**

**GOAL**

**REQUIRES**

**STARTS WITH...**

**BASED ON AN IDEA OF THAT...**

**ENCOURAGES PEOPLE TO...**

**WE bring culture into the classroom.**

**Back to our starter discussion...**

What are some ways that we bring our own experiences of culture into the classroom with us everyday as an instructor? What are some aspects that we choose NOT to bring with us into the classroom?

**Culture is FELT. Not INTELLECTUALIZED.**



[Zootopia: In the DMV](#)

# Culture is just part of the story.

**The Mideast Came to Idaho State. It Wasn't the Best Fit.**

By [STEPHANIE SAUL](#) MARCH 21, 2016

The New York Times



# Culturally-Responsive Teaching

- Being open to different perspectives
- Avoiding assumptions
- Making your own perspective visible
- Making it discussable
- Considering flexibility
- Remember your objectives
- Listen

# Time for Discussion?

- Have you experienced being a student or an instructor outside of the U.S.? If so, what did you notice about differences in classrooms and teaching?
- What have you learned through working with students about the variety of ways that people might approach teaching, learning, and student-instructor relationships?
- What have you noticed about the different ways that students seem to interpret a basic part of the university course experience such as Office Hours... or Class Attendance... or Speaking in Class... or Group work?