

Cultivating a Culturally Responsive Pedagogy



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Underlying Assumptions

(1) Engaging diverse perspectives is a central building block to 'higher' forms of learning.

(2) Maintaining professional competence is an ongoing process; cultural competence must include knowledge, skills, motivation – and a certain level of cultural humility.

(3) Incorporating multicultural and global perspectives into the college classroom is filled with dialectical tensions.

(4) Addressing issues of *diversity* – broadly defined – is a competent means to enlighten, engage, and empower students.

(5) If we do not address issues of diversity, we are – in essence – preparing students for a world that when they graduate no longer exists.

10 Lessons Regarding Change

- (1) Change is central to the higher education experience.
- (2) The changes may or may not be apparent to others.
- (3) Educators must work to recognize, and affirm, big as well as small changes.
- (4) Different people have different levels of readiness for change.
- (5) Starting change is significantly easier than maintaining change.
- (6) Change typically generates feelings of awkwardness, self-consciousness, isolation, and incompetency.
- (7) Information, explanation, and clarification are central to an effective change process.
- (8) In times of change, it is crucial to utilize the resources available to you.
- (9) Not all changes are necessarily positive.
- (10) Change is contagious.

Pedagogical Self-Assessment

1. Initially, I was attracted to a career in higher education because ...

2. For me, the most rewarding part of teaching is ...

3. The training that I've received regarding a culturally responsive pedagogy has been...

4. In the classroom, my biggest challenge (opportunity) is...

5. One thing that I wish students and colleagues knew about me is ...

21st Century Culturally Responsive Pedagogy

What pedagogical practices reflect a culturally responsive pedagogy?



- ❖ Promoting an equitable classroom (Paperclips, Popsicle sticks)
- ❖ Focusing on understanding rather than judgment, debate, and/or agreement (“Testable material”)
- ❖ Recognizing TUI (Thinking Under the Influence)
- ❖ Seeking for BTUs (Bridges to Understanding)
- ❖ Embracing dialectical tensions (Critical reflection assignments)

Personal-Professional Development Plan

Specific Objective: _____

Strategy#1: _____

Strategy #2: _____

Strategy #3: _____

Means of Evaluation: _____

Suggested Readings

- Allen, B. J. (2011). *Difference matters: Communicating social identity* (2nd edition). Long Grove, IL: Waveland Press, Inc.
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- Keating, A. (2007). *Teaching transformation: Transcultural classroom dialogues*. New York: Palgrave Macmillan.
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- Nash, R. J., Bradley, D. L., & Chickering A. W. (2008). *How to talk about hot topics on campus: From polarization to moral conversation*. San Francisco, CA: Jossey-Bass.
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- Rawlins, W. K. (2000). Teaching as a mode of friendship. *Communication Theory*, 10(1), 5-26.
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Mark P. Orbe, Ph.D.

A native of New London, Connecticut and a product of New London Public Schools, Dr. Orbe is a internationally known educator, author, and consultant/trainer. With a bachelor's degree in Organizational Communication (Ohio University, 1986) and a master's degree in Higher Education Administration (University of Connecticut, 1989), Dr. Orbe has worked as a student affairs administrator at several colleges and universities. In 1993, he received his doctoral degree in Interpersonal/Intercultural Communication from Ohio University and began teaching full-time.

Dr. Orbe's teaching and research interests center on the inextricable relationship between culture and communication as played out in a number of contexts (intrapersonal, interpersonal, intergroup, mass media). He teaches a wide variety of undergraduate and graduate courses (interpersonal communication, interracial/intercultural communication, communication theory, critical research methods, and gender and communication) and is actively involved in numerous research projects. He has presented over 100 papers at regional, national, and international academic conferences, and published over 100 articles in scholarly journals and chapters in edited books.

To date, he also has published more than a dozen books including: *Constructing Co-Cultural Theory: An Explication of Culture, Power, and Communication* (Sage Publications, 1998); *Interracial Communication: Theory Into Practice* (with T. Harris, 3e, Sage Publications 2015); *Building Diverse Communities: Applications of Communication Research* (with T. McDonald and T. Ford-Ahmed, Hampton Press, 2003); *The Same and Different: Acknowledging the Diversity Within and Between Cultural Groups*, (with B. Allen and L. Flores, NCA Press, 2006); *Intercultural Communication in a Transnational World* (with L. Flores and B. Allen, NCA Press, 2009); *Communication Realities in a 'Post-Racial' Society: What the US Public Really Thinks about President Obama* (Lexington Books, 2011); *Identity Research and Communication: Intercultural Reflections and Future Directions* (with N. Bardhan, Lexington Books, 2012); *Critical Autoethnography: Intersecting Cultural Identities in Everyday Life* (with R. Boylorn, Left Coast Press, 2014), *Communication Training and Development: Exploring the Cutting Edge* (with S. Camara, K. Makai, and L. Gilinets, Kendall Hunt, 2017).

In addition to his award-winning teaching, research, and service accomplishments, Dr. Orbe has actively sought out opportunities – across the U.S. and abroad – to utilize his expertise beyond the walls of the university. Through his consulting company, *Dumela Communications*, he has worked with a number of corporate, educational, health-care and community-based organizations in terms of promoting communication competence in an increasingly diverse society. His range of expertise includes communication and diversity, community building, strategic planning, mentoring, and academic writing/publishing. Each year at Ohio University, he facilitates the *Summer Institute on Diversity Education*, an intensive 30-hour professional development curriculum that provides a theoretical, conceptual, and experiential “train the trainers” opportunity.

At present, Dr. Orbe is Professor of Communication & Diversity in the School of Communication at Western Michigan University where he holds a joint appointment in the Gender and Women's Studies Program. In 2017, he was honored as the first Intercultural Communication Research Fellow in the Hugh Downs School of Human Communication at Arizona State University. He is also the past Secretary-General for the World Communication Association and past Editor of *The Journal of Intergroup Relations* and *The International and Intercultural Communication Annual*.