DEVELOPING CRITICAL CONSCIOUSNESS: KNOWLEDGE INSTRUCTORS NEED TO IMPLEMENT ASSET-BASED INSTRUCTION

Francesca López, PhD
Developing Critical Consciousness: Knowledge Instructors Need to Implement Asset-Based Instruction

The Role of K-12 Experiences in Access to Higher Education

Why Do We Need Asset-Based Pedagogy in Institutions of Higher Education?

How Do We Cultivate Asset-Based Approaches in Higher Education Contexts?
Developing Critical Consciousness: Knowledge Instructors Need to Implement Asset-Based Instruction

The role of K-12 experiences in access to higher education

Why do we need asset-based pedagogy in institutions of higher education?

How do we cultivate asset-based approaches?
THE ROLE OF K-12 EXPERIENCES IN ACCESS TO HIGHER EDUCATION
Why does the K-20 trajectory matter?

- Higher education is a key pathway for social mobility in the United States.
  - The unemployment rate for college graduates (2.5%) is about half of the national average.
  - Latinx adults with a high school diploma earned $30,329, compared with $58,493 for those who had completed four-year college (or higher).
  - Black adults with a high school diploma earned $28,439 compared with $59,027 for those who held a bachelor’s degree.

Source: Advancing Diversity and Inclusion in Higher Education
4th grade Reading NAEP
4th grade Reading NAEP

[Graph showing trends in reading scores for different ethnic groups over the years.]
4th grade Math NAEP
8th grade Reading NAEP

The graph shows the trend in reading scores for different racial and ethnic groups from 1992 to 2018. The scores are represented on a scale from 0 to 500. The graph indicates a general increase in scores over time for all groups. Notably, the score for Hispanic students shows a significant increase, indicated by the red arrow.
8th grade Math NAEP
REFLECTION

Think about some of the explanations you might have for these persistent disparities.
Jeannie Oakes

Keeping Track
SECOND EDITION
How Schools Structure Inequality

Selected as a MUST READ book by the American School Board Journal
Who Learns What?

• What are the five most critical things you want the students in your class to learn this year?

Jeannie Oakes, Keeping Track
HIGH TRACK
RESPONSES:

- Interpreting and identifying
- Evaluation, investigating power
  - High-track Science—junior high
- Deal with thinking activities—Think for basic answers—essay-type questions.
  - High-track English—junior high
- Ability to reason logically in all subject areas.
  - High-track math—senior high
- The art of research.
  - High-track English—senior high
- Learn how to test and prove ideas. Use and work with scientific equipment. Learning basic scientific facts and principles.
  - High-track Science—junior high
- Scientific reasoning and logic.
  - High-track Science—senior high
- Investigating technology, investigating values.
  - High-track Social Science—junior high
- Self-reliance, taking on responsibilities themselves.
  - High-track Science—junior high
To learn values and morals—to make own personal decisions.

High-track English—junior high

To think critically—to analyze, ask questions.

High-track Social Science—junior high

Individual interpretation of materials covered.

High-track English—senior high

Logical thought processes. Analysis of given information. Ability to understand exactly what is asked in a question. Ability to perceive the relationship between information that is given in a problem in a statement and what is asked.

High-track Science—senior high

Love and respect for math—want them to stay curious, excited and to keep believing they can do it.

High-track Math—junior high

To realize that all people are entitled to certain malienable rights.

High-track Social Science—junior high
LOW TRACK
Independence—start and complete a task on their own.
Low-track English—senior high

Responsibility of working with people without standing over them.
Low-track Science—senior high

Ability to use reading as a tool—e.g., how to fill out forms, write a check, get a job.
Low-track English—junior high

How to fill out insurance forms. Income tax returns.
Low-track Math—senior high

Understanding the basic words to survive in a job. Being able to take care of their own finances—e.g., banking, income tax, etc. Being able to prepare for, seek and maintain a job. To associate words with a particular job.
Low-track English—senior high

To be able to work with other students. To be able to work alone. To be able to follow directions.
Low-track English—junior high
Develop more self-discipline—better use of time.
   Low-track English—junior high

Respect for each other
   Low-track Math—junior high

I want them to respect my position—if they’ll get this. I’ll be happy.
   Low-track Math—junior high

That they know that their paychecks will be correct when they receive them. Punctuality, self-discipline and honesty will make them successful in their job. They must begin and end each day with a smile. To be able to figure their own income tax (at the) end of the year. Properly planning to insure favorable performances.
   Low-track Math—senior high

Self-discipline, cooperativeness, and responsibility.
   Low-track Science—junior high

I teach personal hygiene—to try to get the students to at least be aware of how to keep themselves clean.
   Low-track Vocational Education—junior high
Who Learns What?

What is the most important thing you have learned or done so far in this class?

Jeannie Oakes, *Keeping Track*
HIGH TRACK
Basic concepts and theories have been most prevalent. We have learned things that are practical without taking away some in-depth studies of the subject.

High-track Science—senior high

Learning political and cultural trends in relation to international and domestic events.

High-track Social Studies—senior high

I have learned a lot about molecules and now am able to reason and figure out more things.

High-track Science—senior high

It teaches you how to do research in a college library.

High-track English—senior high

Learned to analyze famous writings by famous people, and we have learned to understand people’s different viewpoints on general ideas.

High-track English—junior high

Things in nature are not always what they appear to be or what seems to be happening is not what really is happening.

High-track Science—senior high
Greek philosophy, Renaissance philosophy, humanities. How to write essays and do term papers. The French Revolution. HISTORY!

High-track social studies—junior high

We learned how to do experiments.

High-track science—junior high

I've really learned the whole idea and meaning behind economics and how to apply economics to my life.

The bases of our economic system and the way the business world is.

High-track Vocational Education—senior high

About businesses—corporations, monopolies, oligopolies, etc., and how to start, how they work, how much control they have on the economy—prices, demand, supply, advertising.

We've talked about stocks—bonds and the stock market and about the business in the U.S.A.

High-track Vocational Education—junior high

To infer or apply the past ideas to my ideas and finally to the future's ideas.

High-track social studies—junior high
LOW TRACK
I can distinguish one type rock from another.
Low-track Science—senior high

To spell words you don’t know, to fill out things where you get a job.
Low-track English—junior high

Learned about how to get a job.
Low-track English—junior high

Job applications. Job interviews. Preparation for the above.
Low-track English—junior high

Learned to fill out checks and other banking business.
Low-track English—junior high

Spelling, worksheets.
Low-track Science—junior high

How to sew with a machine and how to fix a machine.
Low-track Vocational Education—junior high
To be honest, nothing.

Nothing outstanding.

Nothing I’d use in my later life; it will take a better man than I to comprehend our world.

I don’t remember.

The only thing I’ve learned is how to flirt with the chicks in class. This class is a big waste of time and effort.

I learned that English is boring.

I have learned just a small amount in this class. I feel that if I was in another class, that I would have a challenge to look forward to each and every time I entered the class. I feel that if I had another teacher I would work better.
REFLECTION

Think about some of the explanations you had for persistent disparities. Are there other things to consider?
Expectations

- Teacher expectations research has added to our understanding about
  - the ways teachers communicate their expectations to students (see Brophy & Good, 1970; Brophy & Good, 1984)
  - how students perceive differential teacher behavior (e.g., Weinstein, Marshall, Sharp, & Botkin, 1987)
  - its effect on students’ own perceptions of ability and achievement (Rubie-Davies, 2006)
Traditional expectations framework

EDUCATORS

Beliefs

Behaviors

STUDENTS

+ Academic Identity

+ Achievement

(e.g., Good & Brophy, 2010; Rosenthal, 1991)
Expectations

- Despite
  - the established presence of teacher expectation research in
    - teacher preparation programs (e.g., Barnes, 1987)
    - licensure standards (e.g., Council of Chief State School Officers, 2011)
- Numerous education reforms
- Many students continue to be underrepresented in a vast array of achievement outcomes
  - achievement test scores
  - AP and dual credit
  - high school completion
  - college matriculation
The expectations of Latinos is too often low, as evidenced by teachers’ tendency to deliver a watered-down curriculum with low rigor and restricted access to cognitively demanding tasks.

(Moll, 1988, 1990)
Teachers expect less from black and Hispanic students, study shows
This boy would be three times more likely to be placed in a gifted-education program if he had a black rather than a white teacher. What's behind the racial disparity in our education system?
Figure 6.3
Educational Expectations among Latino Youths and All Youths

Question: How much further in school do you plan to go? (% 18- to 20-year-olds)

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Latinos</th>
<th>General Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's degree or higher</td>
<td>48</td>
<td>60</td>
</tr>
<tr>
<td>Some college/2 years</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Technical or trade school</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Finish high school</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>No further</td>
<td>21</td>
<td>18</td>
</tr>
</tbody>
</table>

REFLECTION

Think about expectations. What interferes with high expectations?
Social Equity Theory (SET)

- **Direct Influences**
  - Parenting practices
  - Neighborhood influences
  - Quality of instruction

- **Signal Influences**
Direct Influences: Quality of Instruction

- We have a firm understanding of the role of direct influences in classrooms

  (e.g., Brophy & Good, 1984; Good, 2014)
## Teacher observations: quality instruction

<table>
<thead>
<tr>
<th>CLASS</th>
<th>Emotional Support</th>
<th>Classroom Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross subject</td>
<td>Positive climate</td>
<td>Behavior management</td>
</tr>
<tr>
<td></td>
<td>Negative climate</td>
<td>Productivity</td>
</tr>
<tr>
<td></td>
<td>Teacher sensitivity</td>
<td>Instructional learning formats</td>
</tr>
<tr>
<td></td>
<td>Regard for student perspectives</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Support</th>
<th>Student Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of feedback</td>
<td>Student Engagement</td>
</tr>
<tr>
<td>Content understanding</td>
<td></td>
</tr>
<tr>
<td>Analysis and problem solving</td>
<td></td>
</tr>
<tr>
<td>Instructional dialogue</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Framework for Teaching</th>
<th>Classroom Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross subject</td>
<td>Creating an environment of respect and rapport</td>
</tr>
<tr>
<td></td>
<td>Establishing a culture of learning</td>
</tr>
<tr>
<td></td>
<td>Managing classroom procedures</td>
</tr>
<tr>
<td></td>
<td>Managing student behavior</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating with students</td>
</tr>
<tr>
<td>Using questioning and discussion techniques</td>
</tr>
<tr>
<td>Engaging students in learning</td>
</tr>
<tr>
<td>Using assessments in instruction</td>
</tr>
</tbody>
</table>

*Kane & Staiger, 2012*
Research: attachment theory, caring

<table>
<thead>
<tr>
<th>CLASS</th>
<th>Emotional Support</th>
<th>Classroom Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross subject</td>
<td>Positive climate</td>
<td>Behavior management</td>
</tr>
<tr>
<td></td>
<td>Negative climate</td>
<td>Productivity</td>
</tr>
<tr>
<td></td>
<td>Teacher sensitivity</td>
<td>Instructional learning formats</td>
</tr>
<tr>
<td></td>
<td>Regard for student perspectives</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Support</th>
<th>Student Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of feedback</td>
<td>Student Engagement</td>
</tr>
<tr>
<td>Content understanding</td>
<td></td>
</tr>
<tr>
<td>Analysis and problem solving</td>
<td></td>
</tr>
<tr>
<td>Instructional dialogue</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Framework for Teaching</th>
<th>Classroom Environment</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross subject</td>
<td>Creating an environment of respect and rapport</td>
<td>Engaging students in learning</td>
</tr>
<tr>
<td></td>
<td>Establishing a culture of learning</td>
<td>Using assessments in instruction</td>
</tr>
<tr>
<td></td>
<td>Managing classroom procedures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Managing student behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communicating with students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using questioning and discussion techniques</td>
<td></td>
</tr>
</tbody>
</table>

Kane & Staiger, 2012
Research: open-ended questions, elaborating and extending, understanding

<table>
<thead>
<tr>
<th>CLASS</th>
<th>Emotional Support</th>
<th>Classroom Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross subject</td>
<td>Positive climate</td>
<td>Behavior management</td>
</tr>
<tr>
<td></td>
<td>Negative climate</td>
<td>Productivity</td>
</tr>
<tr>
<td></td>
<td>Teacher sensitivity</td>
<td>Instructional formats</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross subject</th>
<th>Instructional Support</th>
<th>Student Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of feedback</td>
<td>Analysis and problem solving</td>
<td>Instructional dialogue</td>
</tr>
<tr>
<td>Content understanding</td>
<td></td>
<td>Student Engagement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Framework for Teaching</th>
<th>Classroom Environment</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross subject</td>
<td>Creating an environment of respect and rapport</td>
<td>Establishing a culture of learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicating with students</td>
<td>Using questioning and discussion techniques</td>
<td>Engaging students in learning</td>
</tr>
</tbody>
</table>

Kane & Staiger, 2012
### Research: higher-level thinking; modeling language

<table>
<thead>
<tr>
<th>CLASS</th>
<th>Emotional Support</th>
<th>Classroom Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross subject</td>
<td>Positive climate</td>
<td>Behavior management</td>
</tr>
<tr>
<td></td>
<td>Negative climate</td>
<td>Productivity</td>
</tr>
<tr>
<td></td>
<td>Teacher sensitivity</td>
<td>Instructional learning formats</td>
</tr>
<tr>
<td></td>
<td>Regard for student perspectives</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Support</th>
<th>Student Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of feedback</td>
<td>Student Engagement</td>
</tr>
<tr>
<td>Content understanding</td>
<td></td>
</tr>
<tr>
<td>Analysis and problem solving</td>
<td></td>
</tr>
<tr>
<td>Instructional dialogue</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Framework for Teaching</th>
<th>Classroom Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross subject</td>
<td>Creating an environment of respect and rapport</td>
</tr>
<tr>
<td></td>
<td>Establishing a culture of learning</td>
</tr>
<tr>
<td></td>
<td>Managing classroom procedures</td>
</tr>
<tr>
<td></td>
<td>Managing student behavior</td>
</tr>
</tbody>
</table>

Instruction

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessments in instruction

*Kane & Staiger, 2012*
Social Equity Theory (SET)

- **Direct Influences**
  - Parenting practices
  - Neighborhood influences
  - Quality of instruction

These socially transmitted influences affect all children and explain ALL achievement disparities...
Social Equity Theory (SET)

- **Direct Influences**
  - Parenting practices
  - Neighborhood influences
  - Quality of instruction

These socially transmitted influences affect all children and explain ALL achievement disparities…until children reach the age of 8.
Direct Influences not statistically-controlled
Direct Influences statistically-controlled

Parenting practices

Achievement

Pre-K – Grade 2
Direct Influences statistically-controlled

- Parenting practices
- Neighborhood influences

Achievement

Pre-K – Grade 2
Direct Influences statistically-controlled

- Parenting practices
- Neighborhood influences
- Quality of instruction

Achievement

Pre-K – Grade 2
Direct Influences statistically-controlled

- Parenting practices
- Neighborhood influences
- Quality of instruction

Grade 3

Achievement
Direct Influences statistically-controlled

Parenting practices
Neighborhood influences
Quality of instruction

Grade 4

Achievement
Direct Influences statistically-controlled

Parenting practices
Neighborhood influences
Quality of instruction
Direct Influences statistically-controlled

Parenting practices
Neighborhood influences
Quality of instruction
Social Equity Theory (SET)

- **Direct Influences**
  - Parenting practices
  - Neighborhood influences
  - Quality of instruction

- **Signal Influences**
Social Equity Theory (SET)

- **Direct Influences**
  - Parenting practices
  - Neighborhood influences
  - Quality of instruction

- **Signal Influences**
Signal Influences: Biases

- We know that children who belong to stigmatized groups
  - Poverty
  - Race/ethnicity
  - Disability
- become aware of stereotypes earlier than other children, and this awareness makes them able to perceive differential treatment and become susceptible to its effects

(McKown, 2013; Tenenbaum & Ruck, 2007)
In my research, when I’ve asked teachers:

What do you believe would increase the achievement of your students?

Some answers were like this:

I believe educating parents would help increase achievement. When parents value and make education a priority, so do the children. Parents need to understand the importance of school, why their child should be there, and be involved in their child’s education.
Where do these deficiency beliefs come from?
“You mean a woman can open it...?"
RE-CIVILIZE YOURSELF
Yale Study
The appeal to “education” as a cure-all for the most varied social problems is rooted deep in the mores of America.

Biases

(Merton, 1948, p. 197-198)
The appeal to “education” as a cure-all for the most varied social problems is rooted deep in the mores of America. Yet it is nonetheless illusory for all that.

(Merton, 1948, p. 197-198)
Biases

The appeal to “education” as a cure-all for the most varied social problems is rooted deep in the mores of America. Yet it is nonetheless illusory for all that. For how would this program of racial education proceed?

(Merton, 1948, p. 197-198)
The appeal to “education” as a cure-all for the most varied social problems is rooted deep in the mores of America. Yet it is nonetheless illusory for all that. For how would this program of racial education proceed? Who is to do the educating?

(Merton, 1948, p. 197-198)
The appeal to “education” as a cure-all for the most varied social problems is rooted deep in the mores of America. Yet it is nonetheless illusory for all that. For how would this program of racial education proceed? Who is to do the educating? The teachers in our communities?

(Merton, 1948, p. 197-198)
The appeal to “education” as a cure-all for the most varied social problems is rooted deep in the mores of America. Yet it is nonetheless illusory for all that. For how would this program of racial education proceed? Who is to do the educating? The teachers in our communities? But, in some measure like many other Americans, (Merton, 1948, p. 197-198)
The appeal to “education” as a cure-all for the most varied social problems is rooted deep in the mores of America. Yet it is nonetheless illusory for all that. For how would this program of racial education proceed? Who is to do the educating? The teachers in our communities? But, in some measure like many other Americans, the teachers share the very prejudices they are being urged to combat.

(Merton, 1948, p. 197-198)
Traditional expectations framework

EDUCATORS

Beliefs

Behaviors

STUDENTS

+ Academic Identity

+ Achievement

(e.g., Good & Brophy, 2010; Rosenthal, 1991)
What is missing?
Asset-Based Pedagogy

- Unique competencies that are essential to the effective teaching of historically marginalized students (e.g., Ladson-Billings, 1999)

  - Knowledge

  - Behaviors
Beliefs
Behaviors
Achievement
Academic Identity

STUDENTS

TEACHERS

Critical Awareness Beliefs
Asset-Based Behaviors

Perceived Discrimination

Ethnic Identity

Academic Identity
Achievement

Critical Awareness Asset-Based Behaviors

Perceived Discrimination

Ethnic Identity

Academic Identity

Achievement

RACE-REIMAGED FRAMEWORK
(DECUIR-GUNBY & SCHUTZ, 2014)

(López, 2017)
Beliefs
Behaviors
Achievement
Academic Identity

STUDENTS

Critical Awareness Beliefs
Asset-Based Behaviors

Perceived Discrimination

Ethnic Identity

Academic Identity

Achievement

(Teacher)

(López, 2017)
Beliefs (Knowledge)

- Critical awareness
- Critical consciousness
- Anti-racist
Beliefs (Knowledge)
RACE-REIMAGED FRAMEWORK
(DECUIR-GUNBY & SCHUTZ, 2014)

TEACHERS

Critical Awareness Beliefs

Asset-Based Behaviors

STUDENTS

Perceived Discrimination

Academic Identity

Ethnic Identity

+ Achievement

-López, 2017
ABP: LANGUAGE
“language prejudice remains a ‘legitimate’ prejudice; that is, one can generally say the most appalling things about people’s speech without fear of correction or contradiction”

Language

...to speak of language is to speak of our "selves." Language is at the heart, literally and metaphorically, of who we are, how we present ourselves, and how others see us....The ineffable link of language to emotion, to the very core of our being, is one of the ties that bind children to a sense of heritage.

(González, 2001, p. xix)
ABP: CULTURAL KNOWLEDGE
Cultural Knowledge

○ **Constructivism:**
  ○ “pulling knowledge out”  
    (Ladson-Billings, 1995a, p. 479)
  ○ “repertoires of practice”  
    (Gutierrez & Rogoff, 2003)
  ○ “funds of knowledge”  
    (González, Moll, & Amanti, 2005, p. 10)
  ○ “practices in which the youth directly engage out of school”  
    (Lee, 2007, p. 34)
ABP: CULTURAL CONTENT INTEGRATION
Cultural Content Integration

- Incorporating students’ culture into the curriculum affirms “the legitimacy of cultural heritages of different ethnic groups...as worthy content to be taught in the formal curriculum” (Gay, 2000, p. 29)

- Includes decisions about “what information should be included in the curriculum, how it should be integrated into the existing curriculum, and its location within the curriculum” (Banks, 1993, p. 8)
TO STAND IN EQUITY TOGETHER
THIS IS HOW MANY STORIES WE WOULD TELL:
It’s Time to Talk About Dr. Seuss

In light of a new study revealing stereotyped characters across Dr. Seuss’s children’s books, published just before Read Across America Day, how can educators engage older students in a critical discussion of this canonical author?

BY GABRIEL SMITH
MARCH 4, 2019
NO HISTORY NO SELF.

KNOW HISTORY

KNOW SELF.

FIGHT FOR ETHNIC STUDIES
RACE-REIMAGED FRAMEWORK
(DECUIR-GUNBY & SCHUTZ, 2014)

TEACHERS

Critical Awareness Beliefs

Asset-Based Behaviors

STUDENTS

Perceived Discrimination

Asset-Based Behaviors

Academic Identity

Ethnic Identity

Achievement

(López, 2017)
Asset-based pedagogy

- critical bicultural pedagogy (Darder, 1991)
- equity pedagogy (Banks, 1993)
- culturally relevant pedagogy (Ladson-Billings, 1995a, 1995b)
- culturally responsive teaching (Gay, 2000)
- cultural connectedness (Irizarry, 2007)
- culturally sustaining pedagogies (Paris, 2012)
- critical culturally sustaining revitalizing pedagogy (McCarty & Lee, 2014)
- funds of knowledge (Gonzalez, Moll, & Amanti, 2004)
What does ABP look like?
WHY DO WE NEED ASSET-BASED PEDAGOGY IN INSTITUTIONS OF HIGHER EDUCATION?
The role of K-12 experiences in higher education

• Given that K-12 is a key issue in the educational trajectory of minoritized students
  • minoritized students who **make it to 4-year institutions** are already resilient.
• Higher education does indeed prevent access,
• but of the students who make it, higher education is not doing enough to ensure that they thrive.
According to the College Board:

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP.
Additional equity issues not addressed by the College Board:

<table>
<thead>
<tr>
<th></th>
<th>AB Calculus</th>
<th>Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minimum</td>
<td>Minimum Score Required</td>
</tr>
<tr>
<td></td>
<td>Score</td>
<td>Required</td>
</tr>
<tr>
<td>University of Colorado Boulder</td>
<td>4</td>
<td>University of Colorado Colorado Springs  5</td>
</tr>
<tr>
<td>University of Colorado Denver</td>
<td>4</td>
<td>University of Colorado Boulder 4</td>
</tr>
<tr>
<td>University of Denver</td>
<td>4</td>
<td>University of Denver 4</td>
</tr>
<tr>
<td>Colorado Mesa University</td>
<td>3</td>
<td>Colorado Mesa University 3</td>
</tr>
<tr>
<td>Colorado State University</td>
<td>3</td>
<td>Colorado State University 3</td>
</tr>
<tr>
<td>University of Colorado Colorado Springs</td>
<td>3</td>
<td>University of Colorado Denver 3</td>
</tr>
<tr>
<td>University of Northern Colorado</td>
<td>3</td>
<td>University of Northern Colorado 3</td>
</tr>
</tbody>
</table>
Why do we need asset-based pedagogy in institutions of higher education?

Lower rates of enrollment in four-year colleges among Hispanic and Black students

Source: Advancing Diversity and Inclusion in Higher Education
Researchers Find Disparities in Off-Campus College Recruiting

diverseeducation.com/article/115662/

University of California at Los Angeles and University of Arizona researchers released data this week that examined how colleges and universities often steer clear of poor communities and communities of color in off-campus recruiting.

While most colleges and universities present themselves as institutions open to a diverse range of students, regardless of race or socioeconomic status, research gathered by EMRA Research (Enrollment, Management, Recruiting & Access) shows a decided trend in off-campus recruiting.
Why do we need asset-based pedagogy in institutions of higher education?

Source: Advancing Diversity and Inclusion in Higher Education
Why do we need asset-based pedagogy in institutions of higher education?

Among students who entered postsecondary schooling in 2003–04, only one in five who completed a degree after six years were Black or Hispanic.

Percentage of first-time, full-time U.S. students graduating with a bachelor’s degree within six years of enrollment, by race and ethnicity and sex: 2007–08 through 2013–14.

Source: Advancing Diversity and Inclusion in Higher Education
Why do we need asset-based pedagogy in institutions of higher education?

Income does not explain all of the disparities

Percentage bachelor’s degree attainment of students within six years of postsecondary enrollment, by race and ethnicity and family income quartile:
From 2003–04 through 2008–09

Source: Advancing Diversity and Inclusion in Higher Education
HOW DO WE CULTIVATE ASSET-BASED APPROACHES IN HIGHER EDUCATION CONTEXTS?
RACE-REIMAGED FRAMEWORK
(DECUIR-GUNBY & SCHUTZ, 2014)

STUDENTS

- Perceived Discrimination
  + Ethnic Identity
  + Sense of Belonging
  + Academic Identity
  + Achievement

INSTRUCTORS

- Critical Awareness Beliefs
  - Asset-Based Behaviors

(López, 2017)
How do we cultivate asset-based approaches in higher education contexts?
How do we cultivate asset-based approaches in higher education contexts?

- Knowledge: Bias reduction and developing critical consciousness
- Asset-Based Behaviors that cultivate student identity (belonging, efficacy, achievement)
  - Language
  - Cultural knowledge
  - Curriculum
Our Language Use Matters
Inclusive Language
As a welcoming and inclusive organization we ask that you consider using **equitable and inclusive practices in language and practice** at Convention and in preparation for program sessions (and hopefully in your everyday lives).
Inclusive Language
As a welcoming and inclusive organization we ask that you consider using equitable and inclusive practices in language and practice at Convention and in preparation for program sessions (and hopefully in your everyday lives). It is especially significant to consider inclusive practices when creating a program session.
Inclusive Language
As a welcoming and inclusive organization we ask that you consider using equitable and inclusive practices in language and practice at Convention and in preparation for program sessions (and hopefully in your everyday lives). It is especially significant to consider inclusive practices when creating a program session. As members of society, we have been surrounded by problematic language and practice throughout our lifetime.
Inclusive Language
As a welcoming and inclusive organization we ask that you consider using equitable and inclusive practices in language and practice at Convention and in preparation for program sessions (and hopefully in your everyday lives). It is especially significant to consider inclusive practices when creating a program session. As members of society, we have been surrounded by problematic language and practice throughout our lifetime. These continual problematic messages become part of our everyday interactions, and we begin to miss the boundaries of inclusive and exclusive practices.
Inclusive Language

As a welcoming and inclusive organization we ask that you consider using equitable and inclusive practices in language and practice at Convention and in preparation for program sessions (and hopefully in your everyday lives). It is especially significant to consider inclusive practices when creating a program session. As members of society, we have been surrounded by problematic language and practice throughout our lifetime. These continual problematic messages become part of our everyday interactions, and we begin to miss the boundaries of inclusive and exclusive practices. Fostering inclusive practices requires a willingness for growth and acceptance of failure.
Inclusive Language
As a welcoming and inclusive organization we ask that you consider using equitable and inclusive practices in language and practice at Convention and in preparation for program sessions (and hopefully in your everyday lives). It is especially significant to consider inclusive practices when creating a program session. As members of society, we have been surrounded by problematic language and practice throughout our lifetime. These continual problematic messages become part of our everyday interactions, and we begin to miss the boundaries of inclusive and exclusive practices. Fostering inclusive practices requires a willingness for growth and acceptance of failure. As educators, we do not expect perfection and hope that this opens the door for continued conversations on how to provide space for everyone in our environments.
ACPA

- **Ableism**: language that refers to able-bodied actions or using language that uses a disability as a descriptor.
- **Racism**: language or curricular materials that discriminates based on race or ethnicity or promotes one race as superior to others.
- **Gendering & Sexism**: language that uses gender terminology in reference to people, uses gendered terms, focuses on a gender binary, or uses societal standards of gender.
- **Religious Implications**: language that is not mindful of various religious & non-religious identities or religious practices.
- **Stereotypes**: language that reinforces stereotypes about various individuals and is not based on fact.
ACPA

- **Economic Assumptions**: practices that refer to monetary requirements or reference makes assumptions regarding economic accessibility.
- **Ageism**: language that reinforces age disparity.
- **Hierarchical Barriers**: be conscious of language that reinforces often inequitable hierarchical systems in which we often operate, and thus create and foster barriers.
- **Accessibility**: use language that is accessible to anyone and is not specific to any educational level, background, identity, or exclusive entities.
- **Derogatory Expression**: language that is used in a negative way, especially that which focuses negativity towards another.
Historical Context: reflect on the historical context of the word choice and themes in your course materials.

Cultural Significance: language that is significant to a culture that is not your own or using culturally significant language in a way that is exclusive of others.

Specificity: use language that is specific and clear to allow for transparency, understanding, and accuracy.

Various Populations & Backgrounds: people come into these spaces from a variety of experiences and an array of identities so it is important to be mindful of triggering language.
Table 8: The Three Most Important Problems, by Race and Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>African American adults 18-30</th>
<th>Asian American adults 18-30</th>
<th>Latino/a adults 18-30</th>
<th>Non-Hispanic white adults 18-30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most cited problem</td>
<td>Racism (49%)</td>
<td>Racism (32%)</td>
<td>Racism (31%)</td>
<td>Terrorism and Homeland Security (30%)</td>
</tr>
<tr>
<td>Second most cited problem</td>
<td>Police Brutality (45%)</td>
<td>Gun Control (30%)</td>
<td>Immigration (28%)</td>
<td>Education (25%)</td>
</tr>
<tr>
<td>Third most cited problem</td>
<td>Gun Control (25%)</td>
<td>Income Inequality (24%)</td>
<td>Police Brutality (27%)</td>
<td>National Debt (23%)</td>
</tr>
</tbody>
</table>

**N** = 514 301 500 577

*Question:* What do you think are the three most important problems facing this country today? Respondents select three from a list of 22 issues (see the toplines). *N* = 1,892. The percentage of respondents listing each issue as one of the three most important problems is listed in parentheses.
Racism reconsidered

OVERT WHITE SUPREMACY (Socially Unacceptable)

COVERT WHITE SUPREMACY (Socially Acceptable)
Microaggressions

- What are they?
- “brief, everyday exchanges that send denigrating messages to people of color because they belong to a .... minority group” (Sue et al., 2007, p. 273)
- Although subtle in delivery, researchers have found microaggressions to be cumulative in nature and “more problematic, damaging, and injurious to persons of color than overt racist acts” (Sue, 2003, p. 48)
“What ARE You?”

HUMAN.

Being biracial doesn't make me a 'what'.
The limited representation of my race in your classroom does not make me the voice of all Black People.
When people think it's weird that I listen to Carrie Underwood
“No, you’re White.”
"You don’t speak Spanish?"
"Courtney
I never
see you as
a black girl"

OPEN YOUR EYES!
"You don't act like a normal black person ya' know?"
Aim to be a “calibrator”

How We Pronounce Student Names, and Why it Matters | Cult of Pedagogy
STEREOTYPE
THREAT
What are stereotypes?

- Pros: Brain’s efficiency at interpreting information
- Cons: They are generalizations that are inaccurate
What is “Stereotype Threat”?

- a threat tied to an identity
- present in any situation to which the stereotype is relevant

- Everyone experiences this in some form
- It is dependent on the scenario and stereotypes
Stereotype Threat: No Explicit Bigotry Required

The implications are overwhelming. Two white people afraid of a smart, aggressive African-American!

I'm sick of their patronizing, macho glances. They can't stand a woman in a responsible position!

I can see it in their eyes. They don't like me because I'm gay!
whistling vivaldi
how stereotypes affect us and what we can do
CLAUDE M. STEELE

“This is an intellectual odyssey of the first order—a true tour de force.”
—WILLIAM G. BOWEN
Early Experiment on Stereotype Threat

SATs were underpredicting GPA for African American students at University of Michigan

Why was there reduced performance?

Early Experiment on Stereotype Threat: Verbal Test Performance

Additional Studies Finding Performance Effects

- Latinos taking English verbal tests
- Seniors taking short-term memory tests
- Students from low socioeconomic backgrounds taking verbal tests
- Women taking tests of driving
- Women taking math tests
- White males taking math tests (primed comparison with Asians)
- White males taking tests of social sensitivity
- ....
WHY?!?

- It reduces the space in our working memory—the “place” where we process information.
General Conclusions from 300 Studies

◦ One need not believe the stereotype is true to feel the pressure to disprove it

◦ ST can affect even those students with an established record of performance who have confidence in their abilities

◦ Stereotype threat influences long-term as well as immediate performance

◦ Stereotype threat can arise as a function of grouping alone: integrated groups trigger it
REDUCING THREAT
Strategies to Reducing Effects of Stereotype Threat

1. Stress the **malleability** of intelligence
2. Exposure to Role Models
3. Teaching about ST
Strategies to Reducing Effects of Stereotype Threat

4. Awareness of the external difficulties: Normalizing struggle
5. Formative feedback
CULTURAL KNOWLEDGE

Students Possess Strengths
Cultural Knowledge

- Student centered learning
- Provide student **choice** as often as possible
  - Choice in topic for written assignments
  - Choice in reading materials
  - Opportunity to bring in perspectives whenever possible
Clemson doctoral student produces rap album for dissertation, it goes viral

February 10, 2017

Clemson University doctoral student A.D. Carson is many things — poet, activist, and rap artist to name a few — but “typical Ph.D. candidate” is not one of them. So, when it came to writing a dissertation, he couldn’t simply write a traditional one. Instead, he produced a 34-song rap album that already
CURRICULUM

Our choices to be inclusive: The Syllabus
Curriculum

- The Syllabus allows us to demonstrate:
  - Language of inclusiveness and pedagogy
  - Cultural Knowledge: Always provide student choice
  - Curricular decisions: are our reading materials inclusive?
QUESTIONS?

falopez@psu.edu