

Exploring Concepts And Practices Across Theoretical, Cultural, And/Or Social Differences

Summary of the Literature

Exploring concepts and practices across theoretical, cultural, and/or social differences is critical for developing students' understanding of themselves and their ability to successfully participate in a complex and interconnected world. Exploring across differences in the classroom begins with genuine openness to and value of diverse perspectives that is reflected in course learning goals. Course curricula meaningfully integrate diverse and culturally-responsive perspectives on course content, and learning activities include opportunities to collaborate with others to promote intercultural and/or interdisciplinary dialogue and to develop community in the classroom.

Students often experience anxiety and other strong emotions while exploring concepts and practices across differences. To support growth and learning, faculty can develop, ideally in collaboration with students, clear classroom norms or social contracts outlining expectations for behavior during class discussion and/or group work. The purpose of these norms is to ensure an open and respectful learning environment in which students feel safe to express themselves and take intellectual/creative risks. Additionally, faculty can develop plans for how to address inequity, discriminatory behavior, and challenging classroom scenarios that might arise when exploring across differences.

Finally, one of the major educational outcomes of exploring across differences is self-discovery. Faculty can promote this using reflective activities that develop students' self-awareness, empathy, and interpersonal skills. Providing creative and/or artistic options for exploring course content provides students with opportunities to express their identity and relate course content to their own experiences.

Annotated Bibliography

Creating Inclusive College Classrooms

Saunders, S., & Kardia, D. (1997). *Creating Inclusive College Classrooms*. Center for Research on Learning and Teaching, University of Michigan.

Keywords

- Inclusive classrooms
- Multicultural education
- Classroom climate
- Diversity
- Equity
- Teaching strategies

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Summary

The article "Creating Inclusive College Classrooms" by Shari Saunders and Diana Kardia emphasizes the importance of developing an inclusive learning environment where all students feel safe, supported, and encouraged to express their views. The authors provide practical strategies for instructors to address multicultural issues in their teaching, emphasizing the significance of course content, instructor awareness, classroom interactions, and planning considerations. The goal is to promote academic excellence and mutual respect by incorporating diverse perspectives and fostering an environment that values all students' experiences.

Practical Actions Recommended

1. **Course Content:**
 - **Include Multiple Perspectives:** Ensure that course content represents diverse voices and perspectives, including those of underrepresented groups.
 - **Diverse Authors:** Use materials created by individuals from varied backgrounds to avoid sending a message that only certain voices are valued.
2. **Instructor Awareness:**
 - **Challenge Assumptions:** Be mindful of assumptions about students' learning behaviors and capacities based on their social identities.
 - **High Expectations:** Maintain high expectations for all students and provide support to help them meet these expectations.
3. **Planning Considerations:**
 - **Accommodations:** Plan for religious holidays and practices, and make accommodations for students with disabilities.
 - **Cultural Reference Points:** Use examples from a variety of cultural backgrounds to ensure all students can relate to the material.
4. **Instructional Strategies:**
 - **Variety of Methods:** Use different teaching methods to cater to diverse learning styles, such as visual materials, hands-on activities, and cooperative group work.
 - **Handling Controversial Topics:** Prepare for and structure discussions on controversial topics to ensure productive and respectful dialogue.
5. **Student Interactions:**
 - **Group Work:** Use diverse methods to form groups and rotate roles to prevent reinforcing social group differences.
 - **Building Relationships:** Spend time getting to know students through activities like writing autobiographies, which can reveal valuable information about their experiences and needs.
6. **Addressing Inequities:**
 - **Monitor Gender Dynamics:** Be aware of and address any gender imbalances in classroom discussions.
 - **Respond to Conflicts:** Facilitate discussions during conflicts to help students understand the learning opportunities these moments present.

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Navigating Learning and Teaching in Expanding Culturally Diverse Higher Education Settings

Markey, Kathleen, Margaret M. Graham, Dymrna Tuohy, Jane McCarthy, Claire O'Donnell, Therese Hennessy, Anne Fahy, Brid O'Brien. "Navigating learning and teaching in expanding culturally diverse higher education settings." *Higher Education Pedagogies* 8.1 (2023): 2165527.

Keywords

- Cultural Diversity
- Higher Education
- Postgraduate Nursing Programmes
- Culturally Responsive Pedagogies
- Intercultural Learning
- Culturally Responsive Teaching

Summary

This article explores the challenges and opportunities in teaching and learning within culturally diverse postgraduate nursing programs in Ireland. Through a qualitative descriptive study, the authors examine the experiences of both domestic and international students, as well as teaching faculty. The findings highlight three main themes: early apprehension, cautious engagement, and shared acceptance, revealing the complexities of adapting to and navigating a culturally diverse educational environment. The study underscores the importance of culturally responsive pedagogies in fostering intercultural understanding and respect, and suggests that proactive planning and support structures are essential for enhancing the learning experience in diverse settings.

Practical Actions Recommended

- 1. Early Apprehension:**
 - Acknowledge and address initial anxieties of students and faculty regarding cultural diversity.
 - Example: Provide orientation sessions that discuss cultural differences and expectations to help ease the transition for new students and faculty.
- 2. Cautious Engagement:**
 - Encourage gradual integration and engagement among students from different cultural backgrounds.
 - Example: Design group activities that require collaboration and promote intercultural dialogue, helping students build confidence and trust.
- 3. Shared Acceptance:**
 - Foster a learning environment where cultural differences are respected and valued.
 - Example: Include cultural competence training for faculty to better understand and respond to the diverse needs of their students.
- 4. Support Structures:**

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- Implement strategic support systems to assist students and faculty in navigating culturally diverse classrooms.
 - Example: Create peer mentoring programs where experienced students guide new international students, facilitating smoother cultural integration.
- 5. Inclusive Communication:**
- Use clear and inclusive communication methods to ensure all students understand and can participate fully.
 - Example: Provide lecture notes and guided reading materials in advance, and use visual aids and demonstrations to support understanding.
- 6. Reflective Practice:**
- Encourage faculty to engage in reflective practice to continuously improve their teaching strategies in culturally diverse settings.
 - Example: Conduct regular faculty workshops on culturally responsive pedagogies and share best practices for inclusive teaching.
- 7. Intercultural Learning Opportunities:**
- Make intercultural learning outcomes explicit and incorporate them into program and module learning objectives.
 - Example: Integrate assignments that require students to explore and present on cultural perspectives related to their field of study.

The Anti-Racist Discussion Guide: An Introductory Guide to Building an Anti-Racist Pedagogy in Any Discipline

Chew, S., Houston, A., & Cooper, A. (2021). *The Anti-Racist Discussion Guide: An Introductory Guide to Building an Anti-Racist Pedagogy in Any Discipline*. Packback.

Keywords

- Anti-racist pedagogy
- Discussion-based learning
- Critical theory
- Inclusive teaching
- Diversity and equity
- Higher education
- Classroom management

Summary

"The Anti-Racist Discussion Guide" by Dr. Selfa Chew, Dr. Akil Houston, and Dr. Alisa Cooper provides a framework for implementing anti-racist pedagogical practices across various disciplines. The guide emphasizes the importance of instructor self-reflection, setting clear communication guidelines, and using inquiry-based discussions to foster an inclusive classroom environment. The authors outline the necessity of acknowledging and opposing racism in educational settings by integrating anti-racist principles into course design and classroom interactions. The guide also includes practical tools and strategies for creating

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safe spaces for discussion, handling challenging scenarios, and continuously iterating on teaching practices to ensure they remain effective and inclusive.

Practical Actions Recommended

1. **Instructor Self-Reflection:**
 - **Assess Readiness:** Reflect on your comfort level with facilitating difficult conversations about race and your preparedness to address potential pushback.
 - Example: Use self-reflection prompts to evaluate your biases and how your experiences shape your teaching approach.
2. **Establish Clear Communication Guidelines:**
 - **Set Expectations:** Develop and share communication guidelines with students to foster a respectful and productive discussion environment.
 - Example: Implement a "social contract" outlining acceptable behavior, academic argument standards, and the importance of impact over intent.
3. **Use Inquiry-Based Discussion:**
 - **Facilitate, Don't Dictate:** Adopt a facilitative role in discussions to encourage student-to-student interaction and critical thinking.
 - Example: Pose open-ended questions that require students to engage with academic texts and each other's perspectives.
4. **Create Safe Spaces for Discussion:**
 - **Build Trust:** Set early and explicit expectations for respectful and constructive discourse, ensuring minority students feel supported.
 - Example: Use shared language and mantras to recenter conversations when they become unproductive or emotional.
5. **Encourage Reflective Writing:**
 - **Journaling:** Incorporate reflective writing assignments to help students articulate their thoughts and develop a deeper understanding of race-related issues.
 - Example: Assign reflective journals where students respond to prompts about their personal experiences and learning in the context of race.
6. **Evaluate and Select Inclusive Texts:**
 - **Diverse Perspectives:** Choose course materials that represent a wide range of voices and experiences, particularly those of marginalized groups.
 - Example: Include readings from scholars of color and materials that address the intersectionality of race with other social factors.
7. **Prepare for Challenging Scenarios:**
 - **Plan Ahead:** Anticipate and strategize responses to common challenges in discussions about race.
 - Example: Develop responses for situations such as offensive remarks, misuse of data, and conflicts between students to maintain a respectful learning environment.

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Decolonizing Curriculum: Student Resistances to Anti-Oppressive Pedagogy

Zinga, D., & Styres, S. (2018). Decolonizing Curriculum: Student Resistances to Anti-Oppressive Pedagogy. *Power and Education*, 11(1), 85-99. doi:10.1177/1757743818810565

Keywords

- Decolonizing pedagogy
- anti-oppressive education
- student resistance
- critical reflection
- Positionality
- power relations
- inclusive teaching

Summary

The article by Zinga and Styres discusses the challenges and strategies of implementing decolonizing and anti-oppressive pedagogies in higher education. Drawing from their 15 years of teaching experience, the authors analyze how students in mainstream programs react to and resist these pedagogical approaches. They emphasize the importance of instructors' self-reflection and the need to design curriculum and classroom practices that challenge colonial and oppressive structures. The article provides practical examples of decolonizing and anti-oppressive pedagogies, highlighting the complexities of student resistances and the necessity of creating ethical spaces for critical engagement. The authors argue that decolonizing education is essential for fostering meaningful and equitable learning experiences.

Practical Actions Recommended

1. **Self-Reflection and Instructor Positionality:**
 - **Critical Self-Examination:** Instructors should engage in ongoing self-reflection to understand their own positionality and its impact on teaching.
 - Example: Reflect on personal biases and how they influence interactions with students and course content.
2. **Normalize Discussions on Power and Privilege:**
 - **Regular Check-Ins:** Conduct regular access check-ins and include discussions about power and privilege in classroom interactions.
 - Example: Start each class with a brief discussion on how power dynamics affect the day's topic.
3. **Create Ethical and Inclusive Spaces:**
 - **Ethical Space Creation:** Establish classroom environments where diverse perspectives are valued and students feel safe to express themselves.

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- Example: Use Ermine's concept of ethical space to facilitate open and respectful dialogue.
- 4. **Challenge Assumptions and Biases:**
 - **Critical Reflection Assignments:** Design assignments that encourage students to critically examine their own assumptions and biases.
 - Example: Assign reflective essays that require students to connect course material with their own experiences and positionalities.
- 5. **Address Resistance and Counter-Resistance:**
 - **Indirect Strategies:** Use indirect strategies to address student resistances, such as posing reflective questions and encouraging peer discussions.
 - Example: When a student resists a concept, ask them to explore why they feel resistant and discuss their thoughts in small groups.
- 6. **Integrate Decolonizing Content:**
 - **Indigenous Voices and Perspectives:** Center Indigenous voices and perspectives in the curriculum to provide a decolonizing framework.
 - Example: Include readings and resources from Indigenous authors and scholars in course materials.
- 7. **Facilitate Collaborative Learning:**
 - **Group Work and Peer Learning:** Encourage collaborative learning activities that allow students to learn from each other's diverse perspectives.
 - Example: Use group projects and discussions to explore complex topics related to decolonization and social justice.
- 8. **Emphasize Metacognitive and Affective Learning:**
 - **Deep Critical Reflection:** Foster metacognitive and affective learning by encouraging students to reflect deeply on their emotional responses to course content.
 - Example: Provide prompts that ask students to analyze their emotional reactions to readings and discussions.

Engaging Students in Research and Self-Discovery: An Integrative and Student-Centered Approach to History of the English Language

Treglia, Maria Ornella. "Engaging students in research and self-discovery: An integrative and student-centered approach to History of the English Language." *Language* 99.4 (2023): e210-e221.

Keywords

- History of English
- Writing-Intensive
- Ethnographic Research
- Student-Centered
- Equitable Pedagogy
- Language Identity

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Summary

The article by Maria Ornella Treglia presents a student-centered, culturally responsive pedagogical approach to teaching the History of the English Language (HEL) to diverse community college students. Treglia outlines a curriculum that integrates ethnographic research and multiple-draft writing assignments to enhance students' self-knowledge and academic confidence. The course covers various linguistic areas, including language theory, etymology, language policy, varieties of English, and language identity. By engaging in research related to their own communities, students develop a deeper understanding of language equality and the sociopolitical contexts of language. Treglia provides examples of student writing that demonstrate their engagement and learning outcomes, emphasizing the importance of validating students' voices and experiences in the classroom.

Practical Actions Recommended

- 1. Integrate Ethnographic Research:**
 - Assign students to gather information from family and community members.
 - Connect their findings to historical and sociopolitical contexts of the English language.
- 2. Multiple-Draft Writing Assignments:**
 - Encourage students to write several drafts of their assignments to refine their understanding and improve their writing skills.
- 3. Culturally Responsive Curriculum:**
 - Design the curriculum to include topics relevant to students' cultural and linguistic backgrounds.
 - Validate and incorporate students' home languages and cultural experiences into the classroom.
- 4. Focus on Language Identity:**
 - Explore topics such as the etymology of students' names and the impact of language on personal and community identity.
 - Discuss language equality and the sociopolitical implications of language variations.
- 5. Student-Centered Learning Outcomes:**
 - Develop learning outcomes that emphasize the connection between language, culture, identity, and globalization.
 - Ensure that students understand the relevance of historical linguistic changes to their own language use.
- 6. Promote Self-Discovery and Academic Confidence:**
 - Create assignments that encourage students to reflect on their own linguistic heritage and identity.
 - Provide a supportive environment that fosters students' confidence in their academic abilities.
- 7. Scaffold Complex Topics:**
 - Use creative and engaging methods to introduce linguistic terminology and historical facts.

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- Offer low-stakes assignments to build students' confidence and skills before tackling high-stakes projects.

Unlocking the Classroom Closet: Privileging the Marginalized Voices of Gay/Lesbian College Students

DeSurra, Christopher J., and Kimberley A. Church. "Unlocking the Classroom Closet: Privileging the Marginalized Voices of Gay/Lesbian College Students." (1994).

Keywords

- Gay/Lesbian Students
- Marginalization
- Classroom Environment
- Homophobia
- Teacher-Student Relationship
- Social Discrimination

Summary

The study explores the experiences of gay and lesbian college students regarding their sense of marginalization or alienation in classroom environments. Through individual interviews and focus groups at southern California universities, the research identifies characteristics of classroom settings that contribute to feelings of marginalization and the coping strategies students employ. The findings reveal that explicit marginalization involves direct homophobic comments or actions by instructors and peers, while implicit marginalization includes neglecting or avoiding gay/lesbian topics. In contrast, centralizing strategies involve both planned and unplanned inclusion of gay/lesbian perspectives. The study emphasizes the importance of creating inclusive classroom environments to support the well-being and academic success of gay and lesbian students.

Practical Actions Recommended

- 1. Acknowledge Gay/Lesbian Contributions:**
 - **Example:** Include discussions and examples of contributions by gay and lesbian individuals in relevant course content.
 - **Action:** Integrate materials and resources that highlight the historical and contemporary achievements of gay and lesbian figures in various fields.
- 2. Create Inclusive Classroom Policies:**
 - **Example:** Establish classroom norms that explicitly condemn homophobic behavior and support inclusivity.
 - **Action:** Develop and communicate clear policies that prohibit discriminatory language and actions, ensuring a safe and respectful learning environment for all students.
- 3. Respond Positively to Gay/Lesbian Topics:**

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- **Example:** Address gay/lesbian issues openly and positively when they arise in classroom discussions.
 - **Action:** Show openness and support when students bring up gay/lesbian-related topics, reinforcing that these perspectives are valued and respected.
4. **Provide Training for Instructors:**
- **Example:** Offer professional development opportunities focused on diversity, equity, and inclusion, specifically addressing the needs of gay and lesbian students.
 - **Action:** Encourage instructors to participate in workshops and training sessions that equip them with the skills and knowledge to create inclusive and supportive classroom environments.
5. **Supportive Peer Interactions:**
- **Example:** Facilitate group work and discussions that promote respectful peer interactions and support for gay/lesbian students.
 - **Action:** Encourage collaborative learning activities that foster a sense of community and belonging among students, ensuring that gay/lesbian students feel included and supported by their peers.
6. **Address Homophobic Comments and Behavior:**
- **Example:** Immediately address and correct any homophobic comments or behavior observed in the classroom.
 - **Action:** Take a proactive stance in addressing homophobia, providing education and corrective feedback to students who engage in discriminatory behavior.

International Service-Learning: Possibilities for Developing Intercultural Competence and Culturally Responsive Pedagogies

Wrench, Alison, Bec Neill, and Alexandra Diamond. "International service-learning: possibilities for developing intercultural competence and culturally responsive pedagogies." *Asia-Pacific Journal of Teacher Education* 50.2 (2022): 215-228.

Keywords

- International Service-Learning
- Intercultural Competence
- Culturally Responsive Pedagogies
- Pre-Service Teachers
- Diversity in Education

Summary

This article examines a New Colombo Plan (NCP) service-learning project designed to develop intercultural competence and culturally responsive pedagogies among pre-service teachers (PSTs) through a water safety/swimming program in a rural Fijian community. The

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project emphasized immersion in a culturally diverse environment to foster empathy and understanding of the lived realities of Indigenous Fijian and Indo-Fijian children. Findings indicate that this immersive experience was pivotal in building PSTs' cultural competence and their ability to apply culturally responsive teaching practices. The study underscores the importance of providing PSTs with opportunities to work within diverse communities to prepare them to meet the educational and cultural needs of all students effectively.

Practical Actions Recommended

1. Immersive Cultural Experiences:

- Engage pre-service teachers in service-learning projects in culturally diverse communities to foster empathy and cultural competence.
- Example: Participating in community-based programs like the water safety/swimming initiative in Fiji to experience cultural immersion.

2. Collaborative Community Engagement:

- Work closely with community leaders to design programs that address specific community needs and cultural protocols.
- Example: Collaborating with Fijian community elders to plan the water safety program, including logistics and cultural considerations.

3. Culturally Responsive Teaching Practices:

- Develop pedagogical approaches that connect learning activities to students' cultural backgrounds and real-life experiences.
- Example: Using culturally relevant analogies and reference points in lessons, such as comparing floating techniques to coconuts or picking mangoes.

4. Inclusive Communication Strategies:

- Use multilingual and embodied communication methods to ensure understanding and inclusivity in diverse classrooms.
- Example: Providing instructions in both English and local dialects, using body language and demonstrations to reinforce learning.

5. Building Trust and Mutual Respect:

- Foster open, respectful relationships with students by valuing their cultural knowledge and promoting mutual trust.
- Example: Encouraging students to share their cultural practices and involving them in the learning process to build a supportive learning environment.

6. Reflective Practice and Adaptability:

- Encourage pre-service teachers to reflect on their cultural assumptions and adapt their teaching methods to be more inclusive.
- Example: Reflecting on experiences of discomfort and tension to gain deeper cultural insights and improve teaching practices.

Reterritorialising Pedagogies of Listening: Bringing into Dialogue Culturally Responsive Pedagogies with Reggio Emilia Principles

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Rigney, Lester-Irabinna, and Stephen Kelly. "Reterritorialising pedagogies of listening: Bringing into dialogue culturally responsive pedagogies with Reggio Emilia principles." *Discourse: Studies in the cultural politics of education* 44.1 (2023): 147-161.

Keywords

- Reterritorialising
- Culturally Responsive Pedagogies
- Indigenist Epistemologies
- Indigenous

Summary

The article explores the intersection of culturally responsive pedagogies (CRP) and Reggio Emilia principles, addressing the urgent need for pedagogical approaches that respond to Australia's culturally diverse student population, especially Indigenous students. The authors argue for the reterritorialisation of Indigenous ways of being and knowing within educational contexts, proposing that integrating CRP with Reggio Emilia principles can create a decolonising educational framework. This integration emphasizes listening pedagogies that honor students' cultural strengths and promote relational and dialogic teaching. The paper concludes that reforming educational practices to connect curriculum with students' cultural identities can lead to significant improvements in educational equity and inclusion.

Practical Actions Recommended

- 1. Integrate Culturally Responsive Pedagogies (CRP) with Reggio Emilia Principles:**
 - Develop a curriculum that combines CRP and Reggio Emilia approaches to enhance cultural responsiveness and democratic participation in education.
 - Example: Implementing projects that allow students to explore their cultural identities and share their experiences in a collaborative learning environment.
- 2. Promote Listening Pedagogies:**
 - Emphasize active listening as a core pedagogical practice to understand and respect students' cultural backgrounds and perspectives.
 - Example: Teachers actively engage in listening to students' stories and experiences, creating an inclusive classroom environment that values diverse voices.
- 3. Support Relational and Dialogic Teaching:**
 - Foster relationships and dialogue between teachers and students to build trust and mutual respect, facilitating a deeper understanding of cultural differences.
 - Example: Organize group discussions and activities that encourage students to express their thoughts and collaborate on problem-solving tasks.
- 4. Emphasize the Role of the Teacher as a Collaborator:**
 - Position teachers as partners in the learning process who work alongside students to co-construct knowledge and facilitate learning experiences.

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- Example: Teachers and students co-design learning activities that reflect students' cultural contexts and interests.
- 5. **Create Sovereign Learning Spaces:**
 - Establish educational spaces that honor and integrate Indigenous and other cultural epistemologies, allowing students to see their cultural practices reflected in the curriculum.
 - Example: Incorporate Indigenous knowledge systems and community practices into the school curriculum through partnerships with local Indigenous leaders and elders.
- 6. **Encourage Reflective Practice:**
 - Promote ongoing reflection among educators on their teaching practices and their impact on culturally diverse students.
 - Example: Teachers regularly engage in professional development workshops focused on cultural competence and inclusive teaching strategies.

Family Stories as Resources for a Decolonial Culturally Responsive Pedagogy

Hickey-Moody, Anna, and Christine Horn. "Family stories as resources for a decolonial culturally responsive pedagogy." *Discourse: Studies in the cultural politics of education* 43.5 (2022): 804-820.

Keywords

- Decolonial Culturally Responsive Pedagogy
- Social and Emotional Learning
- Intercultural Education
- New Materialism
- Family Stories
- Experiential Knowledge

Summary

The article by Anna Hickey-Moody and Christine Horn examines how family stories and community practices can be utilized to foster a decolonial, culturally responsive pedagogy. The authors argue that engaging with students' familial and lived experiences can transform traditional teaching practices by embedding cultural knowledge and social and emotional learning into the curriculum. They emphasize that this approach challenges persistent racism in educational settings and promotes a more inclusive and equitable learning environment. The study highlights the importance of recognizing and valuing the diverse backgrounds and experiences of students, suggesting that such an inclusive pedagogical approach can lead to a richer, more engaged educational experience for all students.

Practical Actions Recommended

1. **Engage with Family Stories:**

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- Incorporate students' family narratives and cultural practices into the curriculum to enrich the learning experience and make it more relevant.
 - Example: Assign projects where students share family traditions and stories, creating a classroom tapestry of diverse cultural backgrounds.
2. **Promote Social and Emotional Learning (SEL):**
 - Integrate SEL into everyday teaching practices to help students develop empathy, self-awareness, and interpersonal skills.
 - Example: Use group activities that encourage students to reflect on their emotions and build supportive relationships with peers.
 3. **Implement Decolonial Pedagogies:**
 - Challenge colonial narratives in the curriculum by including multiple perspectives and valuing indigenous and marginalized voices.
 - Example: Introduce literature and historical accounts from a variety of cultural viewpoints, discussing their impact and significance.
 4. **Foster Inclusive Classroom Environments:**
 - Create a classroom culture that values diversity and promotes equity, ensuring all students feel seen and respected.
 - Example: Develop classroom agreements that emphasize respect for all cultural backgrounds and encourage students to share their unique perspectives.
 5. **Utilize Arts-Based Methods:**
 - Employ creative and arts-based approaches to allow students to express their identities and experiences in non-verbal ways.
 - Example: Organize art projects or performances that let students explore and communicate their cultural heritage and personal stories.
 6. **Strength-Based Approach:**
 - Focus on students' strengths and cultural assets rather than deficits, highlighting their capabilities and potential.
 - Example: Recognize and celebrate students' bilingual abilities or cultural knowledge as valuable skills in the classroom.
 7. **Reflective Practice for Educators:**
 - Encourage teachers to engage in continuous self-reflection and professional development to better understand and implement culturally responsive practices.
 - Example: Facilitate regular workshops and discussion groups for teachers to share experiences and strategies for inclusive teaching.

Exploring Relationships Between Aesthetic Education and Writing Across the Curriculum Using Poetry

Gulla, A., Pinhasi-Vittorio, L., & Zakin, A. (2009). Exploring Relationships Between Aesthetic Education and Writing Across the Curriculum Using Poetry. *Across the Disciplines*, 6. Retrieved from <https://wac.colostate.edu/docs/atd/articles/gullaetal2009.pdf>

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Keywords

- Aesthetic education
- Writing Across the Curriculum (WAC)
- Poetry
- interdisciplinary teaching
- teacher education
- creative inquiry
- arts integration

Summary

This article explores the integration of aesthetic education and Writing Across the Curriculum (WAC) through the use of poetry, aiming to enhance teaching and learning across various disciplines. The authors, three professors from Lehman College, CUNY, share their experiences in combining these approaches within their respective courses in English education, literacy studies, and art education. By incorporating poetry and aesthetic inquiry, they found that these methods not only complement each other but also deepen students' understanding and engagement. The article provides classroom vignettes to illustrate how poetry can be used as a tool for inquiry and reflection, facilitating a holistic learning experience that bridges the gap between artistic and academic learning.

Practical Actions Recommended

- 1. Integrate Poetry with Aesthetic Education:**
 - **Use Poetry for Deep Engagement:** Employ poetry writing as a method for students to engage deeply with visual and performing arts.
 - Example: Ask students to write poems in response to specific works of art, capturing their observations and interpretations.
- 2. Combine Multiple Pedagogical Approaches:**
 - **Blend WAC and Aesthetic Education:** Utilize the strengths of both WAC and aesthetic education to foster critical thinking and creativity.
 - Example: Design assignments that require students to respond to literature and art through various forms of writing, including poetry.
- 3. Facilitate Collaborative Inquiry:**
 - **Encourage Interdisciplinary Collaboration:** Promote collaborative teaching and learning experiences that cross traditional disciplinary boundaries.
 - Example: Organize interdisciplinary workshops where faculty from different departments co-create learning activities centered around art and writing.
- 4. Develop Reflective Practices:**
 - **Use Writing as Reflection:** Incorporate reflective writing practices to help students articulate their learning processes and outcomes.
 - Example: Have students maintain journals where they reflect on their experiences with art and poetry throughout the course.
- 5. Create Safe Spaces for Experimentation:**

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- **Foster Creative Expression:** Provide a supportive environment where students feel safe to experiment and take creative risks.
 - Example: Establish classroom norms that encourage open-ended exploration and respect diverse perspectives.
- 6. **Engage with Art Through Multiple Lenses:**
 - **Adopt the Capacities for Imaginative Learning:** Apply the Lincoln Center Institute's Capacities for Imaginative Learning to enhance students' engagement with art.
 - Example: Guide students to "Notice Deeply," "Make Connections," and "Create Meaning" as they interact with works of art and write poetry.
- 7. **Incorporate Performance-Based Activities:**
 - **Utilize Performance as a Pedagogical Tool:** Integrate performance-based activities to enrich students' understanding and expression.
 - Example: Have students perform their poems or create multimedia presentations that combine visual art, music, and poetry.

Masculinized Discourses of STEM Interest, Performance, and Competence that Shape University STEM Students' Recognition of a "STEM Person"

Cian, H., & Dou, R. (2024). Masculinized Discourses of STEM Interest, Performance, and Competence that Shape University STEM Students' Recognition of a "STEM Person". *Journal of Research in Science Teaching*, 61(5), 1062-1092. doi:10.1002/tea.21937

Keywords

- Masculinized discourses
- STEM identity
- Gender equity
- Student beliefs
- STEM competence
- University students

Summary

The article by Cian and Dou investigates how masculinized discourses shape the recognition of STEM identity among university students at a Hispanic-serving institution in the United States. The study explores the gendered expectations and stereotypes that influence students' perceptions of what constitutes a "STEM person," highlighting how these norms perpetuate the marginalization of women and other historically underrepresented groups in STEM fields. Through phenomenological and dialogic interviews with STEM students, the authors reveal that masculinized standards of performance, competence, and interest continue to dominate the criteria for recognizing oneself and others as belonging in STEM. The findings suggest that these gendered discourses are ingrained in the STEM community, contributing to ongoing inequities despite efforts to diversify the field. The article concludes

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with recommendations for designing inclusive learning experiences that challenge these entrenched norms and support broader recognition of diverse STEM identities.

Practical Actions Recommended

1. **Normalize Diverse STEM Identities:**
 - **Inclusive Representation:** Highlight diverse role models and success stories from underrepresented groups in STEM.
 - Example: Invite guest speakers from various backgrounds to share their career paths and experiences in STEM fields.
2. **Foster Inclusive Classroom Environments:**
 - **Gender-Neutral Language:** Use inclusive language that avoids reinforcing gender stereotypes in STEM discussions.
 - Example: Replace phrases like "guys' work" with neutral terms such as "group tasks" or "collaborative projects."
3. **Encourage Multiple Forms of Competence:**
 - **Varied Assessments:** Implement diverse assessment methods that recognize different types of intelligence and skills.
 - Example: Use project-based assessments, oral presentations, and collaborative work in addition to traditional exams.
4. **Promote Equitable Participation:**
 - **Active Engagement:** Design classroom activities that ensure all students have opportunities to participate and contribute.
 - Example: Use structured group work with rotating roles to give every student a chance to lead and collaborate.
5. **Challenge Stereotypes:**
 - **Critical Discussions:** Facilitate discussions that critically examine gender stereotypes and their impact on STEM identity.
 - Example: Incorporate readings and case studies that explore gender biases in STEM fields and their historical context.
6. **Support Mentorship and Networking:**
 - **Mentorship Programs:** Develop mentorship programs that connect students with diverse mentors in STEM.
 - Example: Pair students with mentors who can provide guidance, support, and insights into navigating STEM careers.
7. **Highlight Non-Traditional Pathways:**
 - **Alternative Career Paths:** Showcase a variety of STEM careers and pathways to success that do not conform to traditional norms.
 - Example: Share stories of professionals who transitioned into STEM from other fields or who have non-linear career trajectories.

Addressing Cultural Variations in the Classroom

Eberly Center for Teaching Excellence & Intercultural Communication Center. (2005). Addressing Cultural Variations in the Classroom. Carnegie Mellon University.

Exploring Concepts And Practices Across Theoretical, Cultural, And/Or Social Differences

Keywords

- Cultural diversity
- Inclusive teaching
- Classroom management
- International students
- Multicultural education
- Higher education
- Teaching strategies

Summary

"Addressing Cultural Variations in the Classroom" provides guidance for faculty at Carnegie Mellon University on navigating the challenges and opportunities presented by an increasingly multicultural student body. The document highlights the significance of understanding cultural differences and offers practical strategies to enhance the learning environment for all students. Key topics include classroom culture, discussion dynamics, reading and writing variations, academic integrity, and grading practices. The guide emphasizes the need for explicit communication of expectations, modeling desired behaviors, and providing diverse opportunities for interaction and practice. By addressing these cultural variations, faculty can foster a more inclusive and effective educational experience.

Practical Actions Recommended

1. **Make Expectations Explicit:**
 - **Clear Syllabus:** Provide detailed explanations of course expectations, grading criteria, and classroom behavior norms.
 - Example: Include specific guidelines on participation, collaboration, and academic integrity in the syllabus.
2. **Model Desired Behaviors:**
 - **Demonstrate Skills:** Show examples of high-quality work and model problem-solving processes.
 - Example: Share past successful projects or papers and discuss what made them effective.
3. **Provide Multiple Representations of Material:**
 - **Visual and Auditory Aids:** Use graphs, slides, flow-charts, and videos to complement verbal explanations.
 - Example: Incorporate visual aids like concept maps during lectures to enhance understanding.
4. **Offer Opportunities for Practice and Feedback:**
 - **Un-graded Assignments:** Allow students to practice new skills through un-graded assignments or peer evaluations.
 - Example: Assign peer-reviewed writing tasks to help students improve without the pressure of grades.
5. **Encourage Diverse Interactions:**

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- **Group Work:** Use varied group compositions and roles to encourage collaboration and diverse perspectives.
 - Example: Rotate group roles to ensure all students participate and contribute equally.
- 6. **Discuss Cultural Variations Openly:**
 - **Cultural Awareness:** Address cultural differences explicitly and discuss their impact on classroom dynamics.
 - Example: Facilitate discussions on how different cultural backgrounds influence learning and interaction styles.
- 7. **Regular Check-ins and Feedback:**
 - **Access Needs:** Regularly check in with students about their needs and provide feedback on their progress.
 - Example: Use anonymous surveys to gather feedback on teaching practices and student experiences.

Counter-Hegemonic Science Education: Understanding the Effects of Coloniality and Proposing a Decolonial Pedagogy

Cassiani, Suzani. "Counter-hegemonic science education: understanding the effects of coloniality and proposing a decolonial pedagogy." *Cultural Studies of Science Education* 16.4 (2021): 1353-1360.

Keywords

- Science Education
- Science Teaching
- Curriculum
- Transnationalization
- Coloniality Effects
- Decolonial Pedagogy

Summary

The article discusses the impact of coloniality on science education and advocates for a decolonial approach to pedagogy. Suzani Cassiani critiques traditional science education, which often perpetuates Eurocentric knowledge and marginalizes local and indigenous perspectives. The paper emphasizes the importance of understanding the sociohistorical context of coloniality in shaping science curricula and calls for a shift towards counter-hegemonic discourses that address local issues and diverse epistemologies. By highlighting the effects of curriculum transnationalization and the historical legacy of colonialism, Cassiani argues for the integration of decolonial pedagogies that promote critical thinking and social justice in science education.

Practical Actions Recommended

1. **Incorporate Local and Indigenous Knowledge:**

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- Integrate local and indigenous knowledge systems into the science curriculum to provide a more inclusive and relevant education.
 - Example: Include traditional ecological knowledge in environmental science courses to highlight sustainable practices and cultural heritage.
2. **Critical Examination of Curricular Content:**
 - Analyze and question the dominance of Eurocentric perspectives in the curriculum to foster a more balanced and inclusive approach to science education.
 - Example: Reevaluate textbooks and teaching materials to include diverse scientific contributions and perspectives from non-Western cultures.
 3. **Promote Social Justice and Equity:**
 - Address issues of social justice, such as poverty, racism, and environmental degradation, within the context of science education to make learning more relevant to students' lives.
 - Example: Develop projects and discussions around local environmental challenges and their social impacts, encouraging students to propose solutions.
 4. **Engage in Decolonial Pedagogies:**
 - Adopt teaching methods that challenge colonial legacies and promote critical thinking, creativity, and student agency.
 - Example: Use problem-based learning and community projects that allow students to explore and address local issues through scientific inquiry.
 5. **Support Diverse Learning Styles and Contexts:**
 - Create a learning environment that respects and supports the diverse cultural backgrounds and learning needs of all students.
 - Example: Offer flexible assessment methods and provide multiple ways for students to demonstrate their understanding and knowledge.
 6. **Foster Collaborative Learning:**
 - Encourage collaboration among students to build a sense of community and collective responsibility in addressing scientific and social issues.
 - Example: Organize group projects that require students to work together to investigate and solve real-world problems.
 7. **Reflect on Teaching Practices:**
 - Continuously reflect on and adapt teaching practices to ensure they are inclusive, equitable, and responsive to the needs of all students.
 - Example: Participate in professional development workshops on culturally responsive and decolonial pedagogies.