

CULTURALLY RESPONSIVE TEACHING FOR ADULT LEARNERS

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- GED Testing Service Board Member
- 20+ years of teaching experience, middle school & high school math, science, and STEM
- GED math instructor at Prince George's Community College, MD
- Hardt2Heart Tutoring Service for adult learners

- Bachelors and Master's degrees in Psychology and Special Education, pursuing Ph.D.
- Nationally awarded for teaching excellence, 2013
- GED Testing Service, Cornelius P. Turner Award, 2014
- GED graduate, 1993

Session Outline: Culturally Response Teaching



What it is & What
it's not



Pedagogy vs.
Andragogy



Adult Learning
Theory



CRT in the classroom
examples & strategies



Ideas and
Reflections



GEDTS
Mentorship Program
& Playbook

QUESTION FOR THE INSTRUCTORS:

How do you incorporate students' **interests, backgrounds, and experiences** into your classroom?



“

Culturally responsive teaching is using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students

”

— Gay, 2000

THE DEEPER MEANING...

- Challenging racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression
- Being change agents for social justice and academic equity; mediating power imbalances in classrooms based on race, culture, ethnicity, and class.
 - -Gay, 2010



GOALS OF USING CULTURALLY RESPONSIVE TEACHING

The primary goal of culturally responsive teaching is to ensure that students from diverse backgrounds have meaningful opportunities to experience quality instruction that consistently incorporates cultural components to support learning.

- ***Establishing inclusion***—creating an atmosphere in which students feel respected by and connected to one another.
- ***Developing attitude***—creating a favorable disposition toward learning through personal relevance and choice.
- ***Enhancing meaning***—creating thoughtful learning experiences that include student perspectives and values.
- ***Engendering competence***—understanding that students are effective in learning something they value.

BENEFITS OF CULTURALLY RESPONSIVE TEACHING



**More efficient
use of class
time**



**Higher quality
instruction**



**A more positive
classroom learning
environment with
greater student
engagement**

CULTURALLY RESPONSIVE TEACHING IS NOT



**Needing to have
the same
cultural
background as
students**



**Having to
master the
details of the
cultures of
every student**



**Having to teach
students of other
cultures different
than their peers of
other cultures**

6 CHARACTERISTICS THAT DEFINE A CULTURALLY RESPONSIVE INSTRUCTOR



1. **Socio-culturally conscious**
2. **Affirming**
3. **Responsible and capable**
4. **Able to understand how
learners construct knowledge**
5. **Know details**
6. **Able to design instruction.**

culturallyresponsive.org

IMPROVING INTERCULTURAL SKILLS

- **Be aware** of your own cultural characteristics and communication style.
- **Develop** relationships with those who can be cultural informants.
- **Attend** cultural events in your community.
- **Be flexible** in your intercultural interactions – reserve judgments about behaviors and intentions until you understand the cultural context.



Willis-Darpoh, 2013

Pedagogy vs. Andragogy



Andragogy & Pedagogy Defined

Merriam-Webster Dictionary Definitions:



PEDAGOGY: The art, science, or profession of teaching

- Most common in K-12 education & higher education
- The term pedagogy boils down to the study of different teaching methods.



ANDRAGOGY: The art or science of teaching adults

- Most often called the Adult Learning Theory.
- The term
- boils down to the distinct ways adults best respond to learning

Andragogy vs. Pedagogy

	ANDRAGOGY	PEDAGOGY
Age	Adults	Children
Learning/Instruction	Self-directed	Driven by teacher choice
Content	Strong focus on individual learner goals	Focus primarily on system goals
Motivation	Primarily intrinsic	Primarily extrinsic
Life Experiences	Many life experiences to build upon	Fewer life experiences to build upon

PRINCIPALS OF PEDAGOGY

- Knowledge is objective & external
- Learning is a process of transmission from teacher to learner
- Teachers are the givers of knowledge

- Learning happens in the mind
- Students are extrinsically motivated.
- What students know, does not influence new learning

PRINCIPALS OF ADULT LEARNING THEORY

Why and How

Adults have a purpose driven focus on immediately applying new knowledge to real-life situations, problems, and skills beyond the classroom.

Experience

Adults enter a new learning environment with past experiences that inform their identity and abilities. These past experiences derive from their experiences in their education or personal lives.

Self-Concept

Most adults have moved from dependent to independent learning, a state that greatly impacts self-awareness and autonomy. This to present as a sense of self and preference for self directed learning.

PRINCIPALS OF ADULT LEARNING THEORY

Readiness

Adults are ready to learn something at the time when they need to know it; not necessarily when an instructor wants them to learn it.

Problem Oriented

A focus on practical problems and solutions is imperative for effective adult learning environments. Many adult learners are not looking for hypotheticals but actual skills that can help them in their current abilities or lack of abilities.

Intrinsic Motivation

Adult thrive with intrinsic motivation by recognizing their success and promoting increased self-esteem and confidence. Adult learners place more value on self-actualization.

Principles of CRT & Putting It Into Practice With ALT



The deeper meaning....

“

“If we want to use culturally responsive teaching to support the cognitive development of adult learners, we have to know how the brain uses culture to make sense of the world.” Hammond, 2018

”

Deeper Meaning

Culturally Responsive Teaching for Adults...

Repositions power dynamics, addressing social inequities within the learning environment, and enhances learners' critical awareness and agency...



Deeper Meaning

Culturally Responsive Teaching for adults...

...[it also] engages learners who often face oppression, acknowledging learners' cultures that are not equitably recognized and affirmed within learning spaces, and considering the impact of learners' sociocultural differences on interactions and content.



Principles of Culturally Responsive Teaching

- Welcoming and Affirming Environment
- High Expectations and Rigorous Instruction
- Inclusive Curriculum and Assessment
- CRT is asset-based

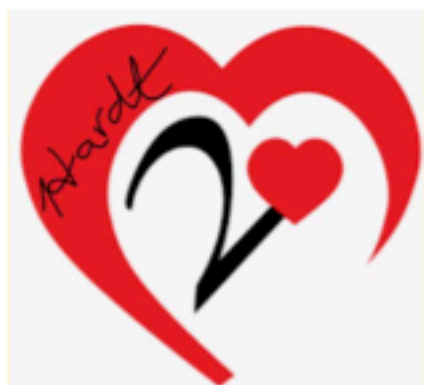
- CRT simultaneously supports and challenges students
- CRT places the students at the center of learning
- CRT leverages students linguistic and cultural backgrounds
- CRT unites students with their GED program and their instructors

Culturally Responsive Teaching Strategies

- Know your students
- Activate students' prior knowledge
- Tap into students' cultural capital
- Make learning contextual

- Discuss social and political issues
- Experiment with Peer Teaching
- Transform teaching materials
- Be aware of your own personal biases

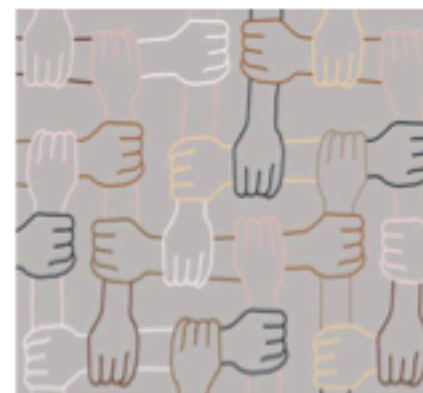
Putting CRT & ALT Into Practice By Building Relationships



Hardt2heart



Coffee Break



Boys Club



"I need advice!"



The Youngins

$$B > \frac{1}{n} \sum_{i=1}^n x_i$$

Be greater than average

GED Mentorship Program™ and *The GED® Playbook*

Diversity, Equity, and Inclusion



Mission & Vision

GED DE&I Mission Statement

The GED credential was created as a second chance opportunity for many adults who have been marginalized or needed an alternative to the traditional K-12 system. We will continue to raise the voices of historically marginalized and underserved learners, including those from Black, Latino and Indigenous communities. We will advocate for our learners, who teach each of us valuable lessons on what we stand to gain by investing in their future.

Mentorship Mission Statement

The GED Mentorship program is designed to give students an opportunity to be mentored by GED employees and stakeholders to develop career and life skills to achieve success in the world. In support of GED Testing Service's learner centric initiatives, the mentorship program will build a supportive community and provide learning opportunities that enable meaningful stakeholder and student connections.

Mentorship Vision Statement

Our vision is to help guide learners to develop healthy, strong relationships that allow them to reach their full potential. We believe that Mentorship is a valuable way to develop leadership and communication skills, expand networks, gain confidence, and develop pathways that lead to success. This program compliments our organizational Diversity, Equity, and Inclusion efforts to create student alliances that foster insight and feedback from the perspective of the learner and lends itself to outcomes relevant to the production of GED products and services.

Program Goals

- Mentoring will help you grow as a person and become the best version of yourself
- Mentoring helps achieve your personal or career goals, build relationships and expand your network
- Mentoring introduces new ways of thinking, challenges limited assumptions, sharing valuable life lessons, and much more
- Mentors help enable mentees to be aware of their assets, developmental areas, and to value their strengths
- Mentorship fosters an inclusive climate and a sense of belonging. We can **learn and grow together**, share experiences and knowledge, and elevate the adult education community

- Mentees will be provided direct access to mentors
- Mentees will have the opportunity to set goals with their mentors and will be guided and encouraged to achieve their goals successfully
- Mentees will receive guidance in how to successfully manage their work and personal lives and increase their self-confidence and self-awareness
- Mentees will learn ways to strengthen their communication and leadership skills and become agents of their own change

Metrics

- Engagement
- Progress
- Equitable access to products and services
- Cultural impact

GED® Playbook



The GED learner must feel valued and appreciated in order to motivate them through their journey



Do we UNDERSTAND the VALUE of the relationship between the educator and the student? It's critical! Is it cohesive?



Cohesive standards may vary, but is there a way to offer generalized guidelines...enough to fit every single locality?

GED® Playbook

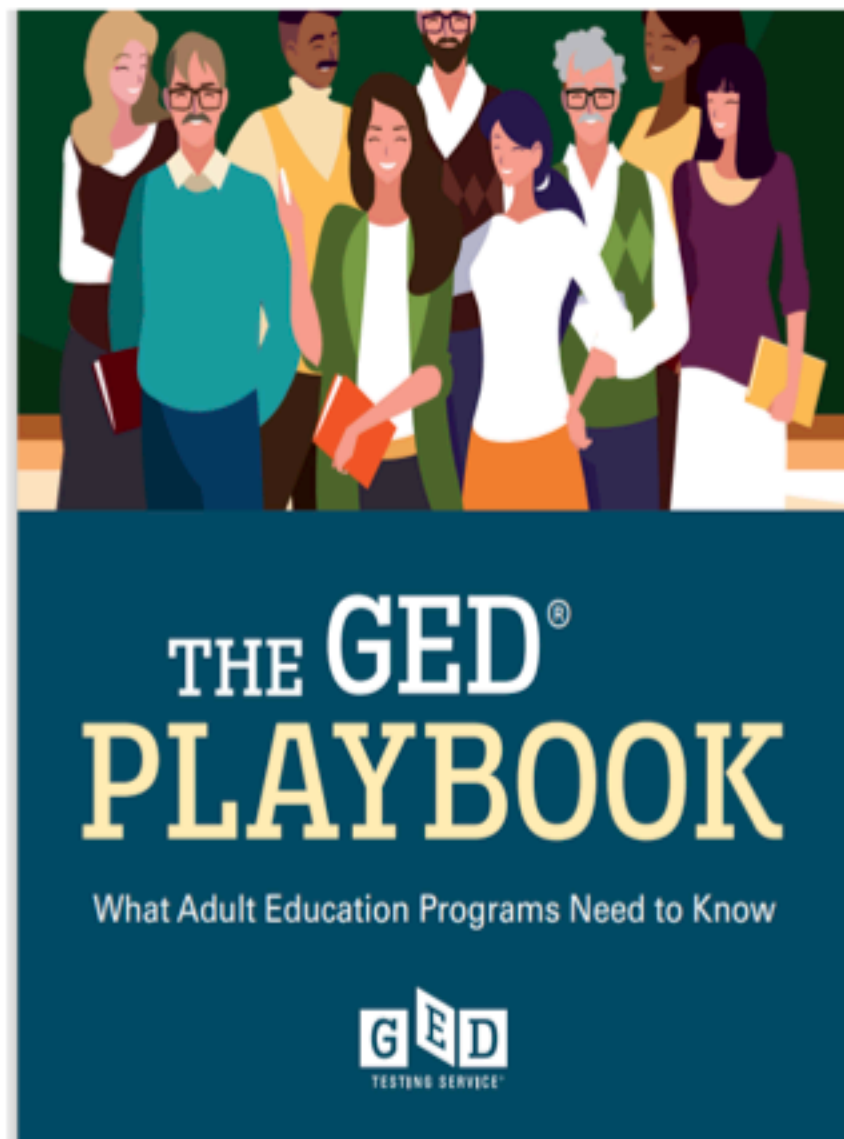
Conference Launch!

The GED Playbook is for the Adult Education Program Directors, Managers, and Instructors

It is intended to be a starting point to assist in navigating and understanding the GED program and to help better serve the adult learner.

The playbook refers people to the GED.com website as much as possible.

A roadmap for establishing a learner-centric model of standards and guidelines of what programs and educators (especially new managers/instructors) can do to align with GEDTS' learner centered focus.



Q&A

[GED_Playbook_FINAL_2022-07.pdf](#)

