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2023 GED CONFERENCE

CULTURALLY RESPONSIVE TEACHING FOR ADULT LEARNERS

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Adora Beard, State Relationships, Executive DE&I Manager

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Adora Beard

- State Relationships and DE&I
- 30 Years with GED Testing Service leading a variety of initiatives:
 - Portfolio: AL, DC, MD, VA, PR, & Military
 - GED Board of Directors Nomination Committee & Transformation Team
 - Learner Centric & Equity Focused Resource Development Cohort Team
 - Workforce Skills DE&I Team and Affinity Groups Leader
 - Pearson Global Employee Resource Group Chair
 - Pearson Global Content Policy Committee Team Lead



Kellie Blair Hardt

- GED Testing Service Board Member
- 20+ years of teaching experience, middle school, high school, and adult education math & science.
- GED math instructor at Prince George's Community College, MD
- Hardt2Heart Tutoring Service for adult learners
- GED graduate, 1993

Session Outline: Culturally Responsive Teaching



CRT: What it is & What
it's not



Ethnicity vs. Culture
Pedagogy vs. Andragogy



Relationships:
ALT & CRT



CRT in the classroom
examples & strategies



GEDTS
Mentorship Program &
Playbook



Reflections
& Questions

Culture & Ethnicity

ETHNICITY: A grouping of people who identify with each other on the basis of **perceived shared attributes** that distinguish them from other groups. Membership of an ethnic group tends to be defined by:

- Ancestry/homeland
- Language/ dialect
- Symbolic systems such as religion, mythology and ritual, cuisine, dressing style, physical appearance, etc.
- Social, national, or cultural experiences

-<https://en.wikipedia.org>

Culture & Ethnicity

CULTURE: a set of patterns of human activity within a community or social group, and the symbolic structures that give significance to such activity create elements of culture.

- Customs
- Laws
- Dress
- Social standards/ traditions

Though culture is fundamental to the concept of ethnicity, **ethnicity is not the only defining marker of culture**. Other cultural attributes or groups include age, gender, sexual orientation, wealth/income, political beliefs, and **learning style**.

<https://en.wikipedia.org>

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CULTURALLY RESPONSIVE TEACHING:

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

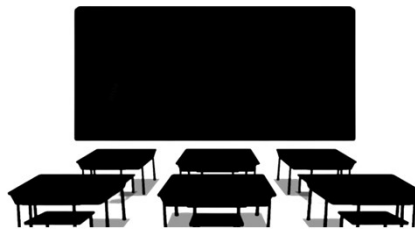


GOALS OF USING CULTURALLY RESPONSIVE TEACHING

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**

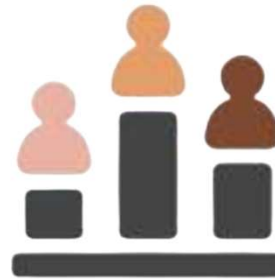


**A more positive
classroom
learning
environment with
greater student
engagement**

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.**

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

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Pedagogy

vs.



Andragogy

Pedagogy & Andragogy Defined

Merriam-Webster Dictionary Definitions:



PEDAGOGY: The art, science, or profession of teaching

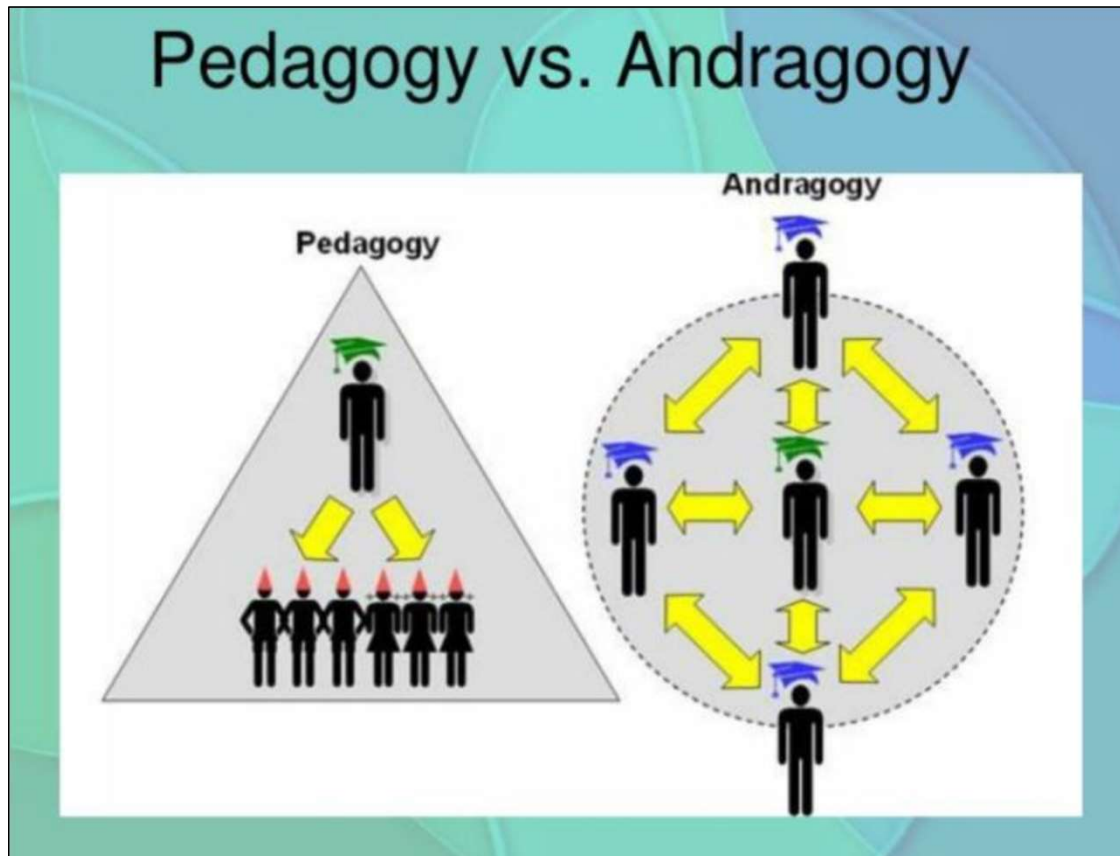
- Most common in K-12 education & higher education.
- The term pedagogy boils down to the study of different teaching methods.



ANDRAGOGY: The art or science of teaching adults

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

Andragogy vs. Pedagogy



Teacher's Role

Pedagogy: The teacher acts more as an expert, bestowing knowledge, skill, and structure to learners.

Andragogy: The teacher acts as facilitator, encouraging collaboration, mutual respect, and openness with learners.

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 personal **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 Culturally Responsive Teaching

- CRT simultaneously supports and challenges students.
- CRT leverages students linguistic, ethnic backgrounds & other cultural attributes.
- CRT unites students with each other and with their instructors.
- **CRT places the students at the center of learning.**

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**



Principles of CRT & Putting it into Practice with ALT

“

“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

”

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<https://en.wikipedia.org>

Deeper Meaning...

Using Culture to Support Cognitive & Educational Development

Culturally Responsive Teaching **repositions power dynamics**, addressing social inequities within the learning environment, and enhances learners' critical awareness and agency...



Deeper Meaning...

Using Culture to Support Cognitive & Educational Development

...[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.



Putting CRT & ALT Into Practice By Building Relationships



**The Coffee Break
Group**



**The Boys Club
Group**



**The Youngins
Group**



**Keep Kellie Calm
Group**

Putting CRT & ALT Into Practice By Building Relationships



Putting CRT & ALT Into Practice By Building Relationships



GED Mentorship Program

Mentorship Mission Statement

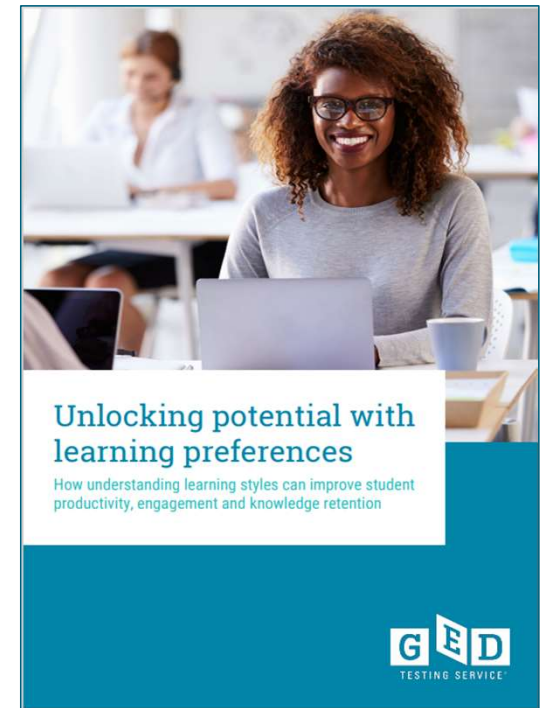
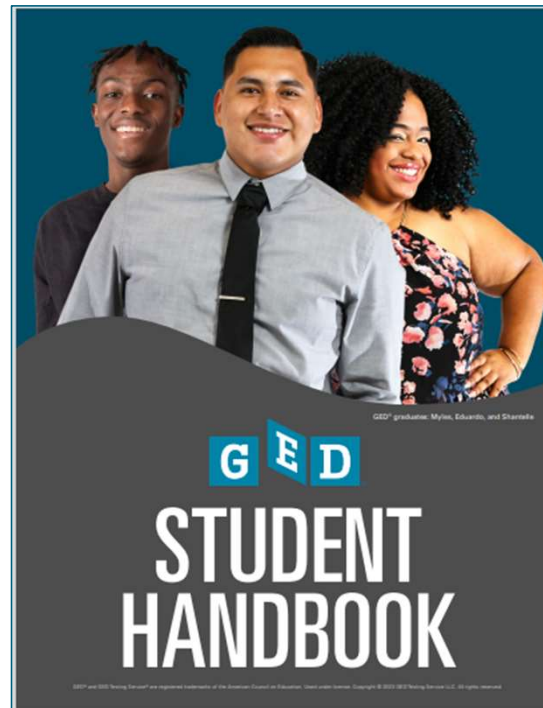
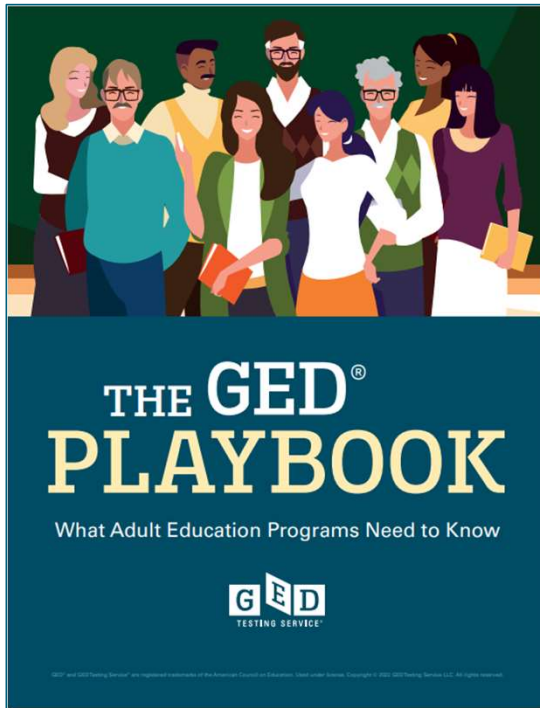
Our vision is to help guide learners to develop healthy, strong relationships that allow them to reach their full potential. We believe that Mentorship is a valuable way to develop leadership and communication skills, expand networks, gain confidence, and develop pathways that lead to success. This program 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.

Mentorship Vision 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.

New Resources!

Teaching Resources - GED





Reflections & Questions

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Session Survey

Your feedback is important. Please scan the QR code below to rate this session.

