University of Huddersfield Repository

Jabbar, Abdul

Characterising features of culturally responsive teaching in UK Higher Education Business Schools.

Original Citation

Jabbar, Abdul (2013) Characterising features of culturally responsive teaching in UK Higher Education Business Schools. In: 10th ALDinHE Conference 2013: Celebrating Learning Development, 25th – 27th March 2013, Plymouth University, UK. (Unpublished)

This version is available at http://eprints.hud.ac.uk/id/eprint/17059/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/

Culturally responsive teaching in UK higher education

CHARACTERISING FEATURES OF CULTURALLY RESPONSIVE TEACHING.

AN ACADEMIC APPROACH

Aims of this paper

- Explore the relevance of culturally responsive teaching in UK higher education
- Examine the Methods and mechanisms of pedagogy in H.E. for equality and diversity
- Identify the characteristics of culturally responsive teaching

Ethnicity?

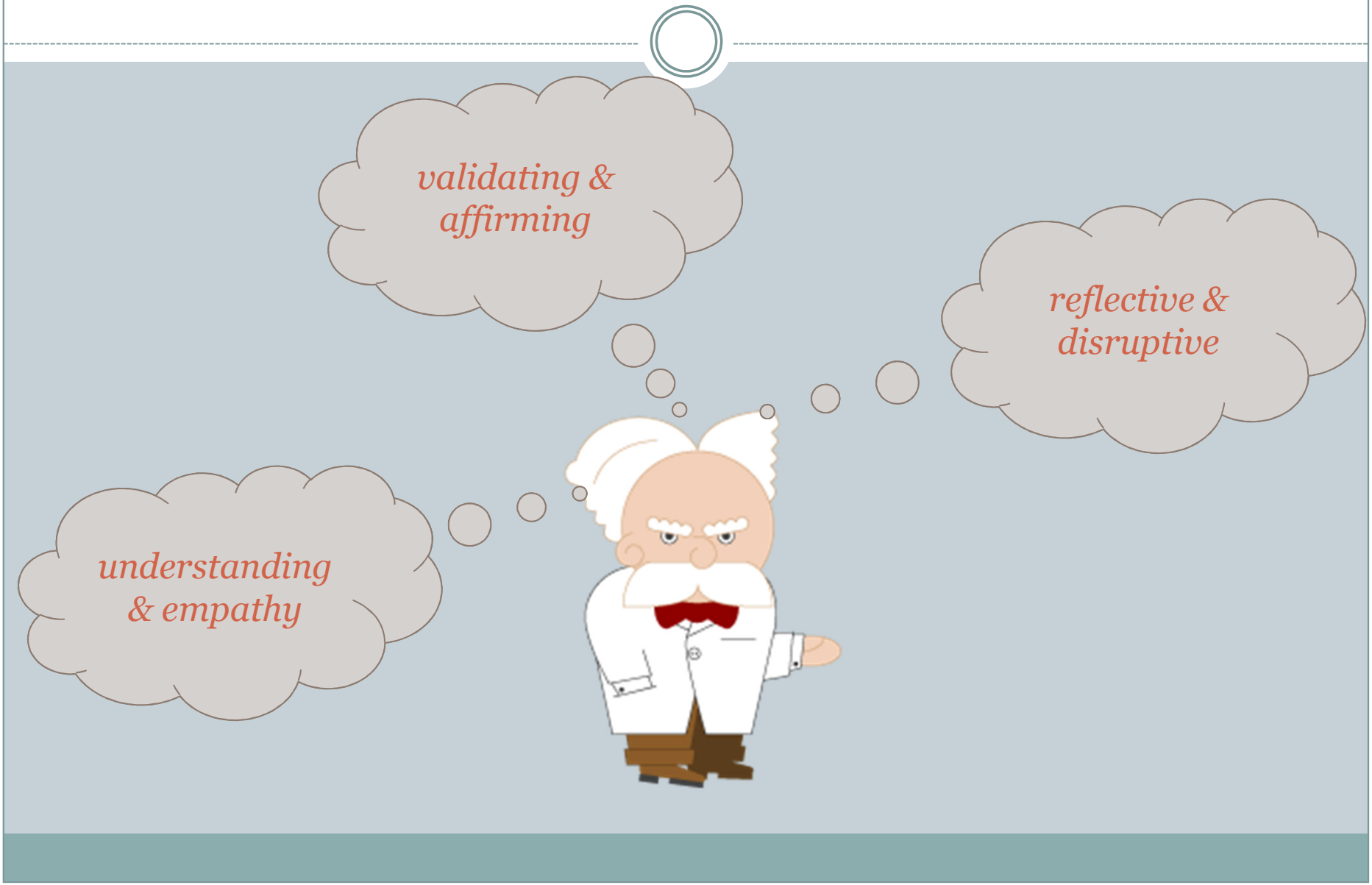
Bridging the gap

5 Pillar framework to bridge the gap

Characteristic	Description	Literature
Cultural Consciousness	Academics should have empathy and understanding with the students they teach.	Villegas & Lucas (2002) Howard (2003) Kirkland (2003) Durden (2008) Gay (2002)
Curriculum resources	Academics should have affirming and validating views of their students and identify resources that are important to them.	Villegas & Lucas (2002) Kirkland (2003) Said (2007) Ruiz (1991) Gay (2002)
Moral Responsibility	Academics should see themselves as agents of change, with the ability to make a difference in the lives of their students.	Villegas & Lucas (2002) Ladson-Billings (1995) Durden (2008) Gay (2002) Nieto (1999)
Cultural Bridging	Academics should be able to help students construct and scaffold knowledge between what they do know and what they do not.	Villegas & Lucas (2002) Howard (2003) Durden (2008) Gay (2002)
Higher Education Curriculum	The organisation should support the academic in the development of pedagogy that is fair and consistent	Nieto (1999, 2000), Modood (2006, 2002, 2003) Villegas & Lucas (2002) Said (2007) Howard (2003) Tomalin (2007)

Jabbar & Hardaker 2012

Cultural consciousness



resources

credibility, experts of knowledge

Culture as a resource not as a obstacle

targeted resources

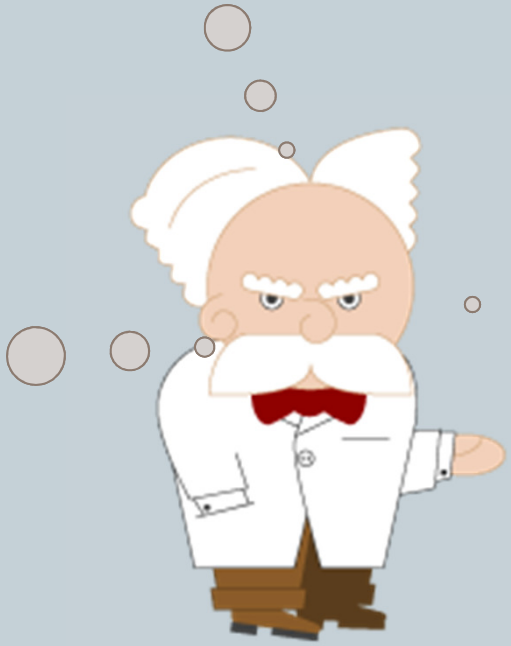
Moral responsibility

cultural bridging

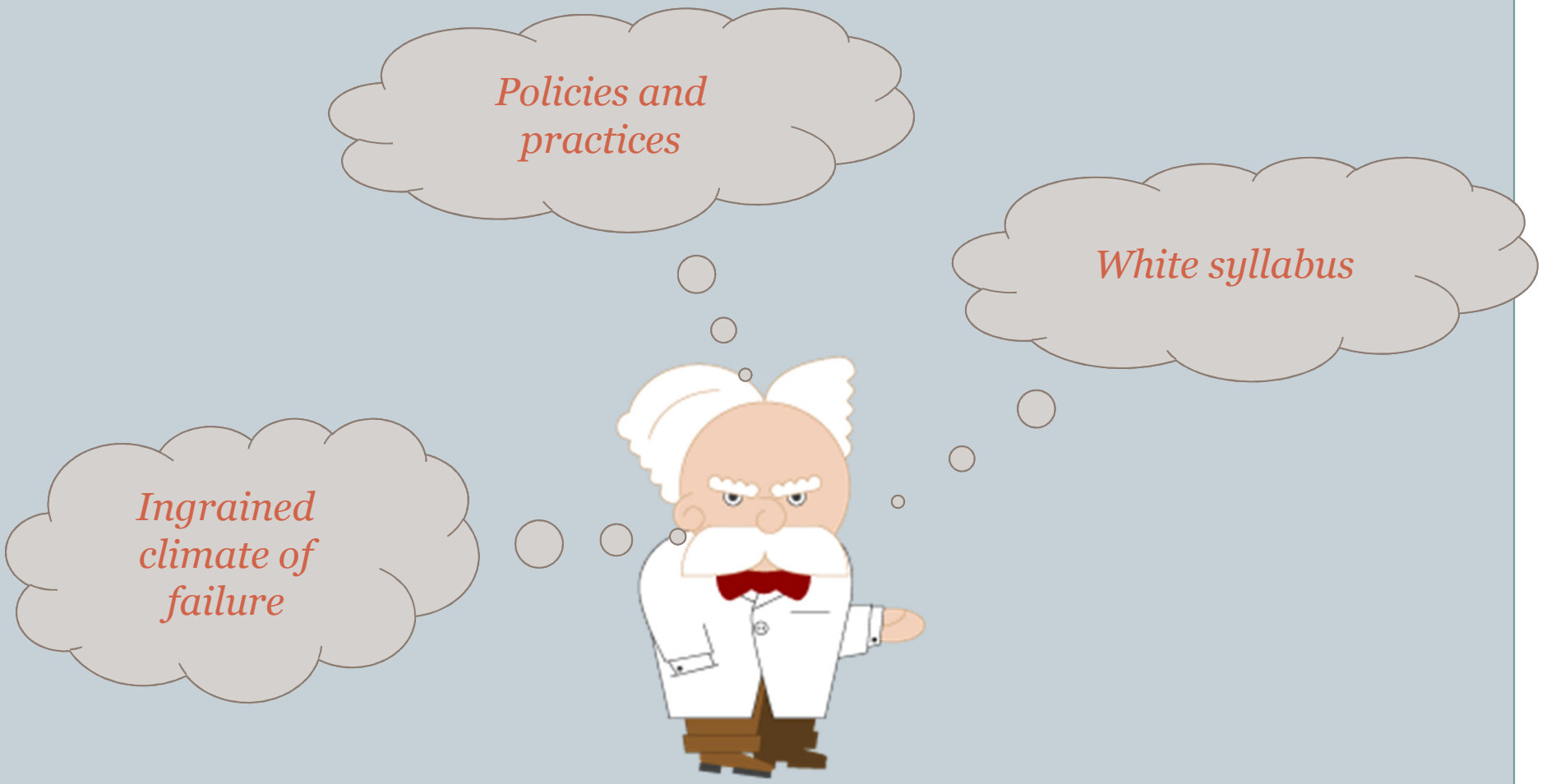
Passion to engage students in knowledge construction

Cultural mismatch

Build on what they do know, not on what they don't



HE Curriculum



ethnic minority issues?

- *pressure to succeed from parents*
- *One upmanship*
- *Expected to marry young*
- *Expected to have an arranged marriage*
- *forced to flee for their safety*

Forced to work at young age to support their parents

Conclusion

- Too early to determine best practice, but my early research hints that culturally responsive teaching:
  - can create equality not preference
  - can build bridges between the academic and the student
  - Can allows students to recognise content that is meaningful to them, thereby validating what they already know
  - Can provide consistency that encompasses and underpins the pedagogy

references

- Jabbar, A. and G. Hardaker (2012). "The role of culturally responsive teaching for supporting ethnic diversity in British University Business Schools." Teaching in Higher Education: 1-13.
- Nieto, S. (1999). The light in their eyes - creating multicultural learning communities. Stoke on Trent, Trentham Books.
- Gay, G. (2001). "PREPARING FOR CULTURALLY RESPONSIVE TEACHING." Journal of Teacher Education **53**(2): 106-116.
- Villegas, A. M. and T. Lucas (2002). "Preparing culturally responsive teachers rethinking the curriculum." Journal of teacher education **53**(1): 20-32.
- Kirkland, G. G. K. (2003). "Developing Cultural Critical Consciousness and Self-Reflection in Preservice Teacher Education." Theory into Practice **42**(3): 181-187.
- Nermin Said, S. and B. Katherine Richardson (2007). "PART III: CREATING MULTICULTURAL CLASSROOMS: Learning from the Experience of Muslim Students in American Schools: Towards a Proactive Model of School-Community Cooperation." Multicultural Perspectives **9**(3): 44.
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy, Lawrence Erlbaum Associates (Taylor & Francis Group). **34:** 159-165.
- Modood, T. (2006). "Ethnicity, Muslims and higher education entry in Britain." Teaching in Higher Education **11**(2): 247-250.