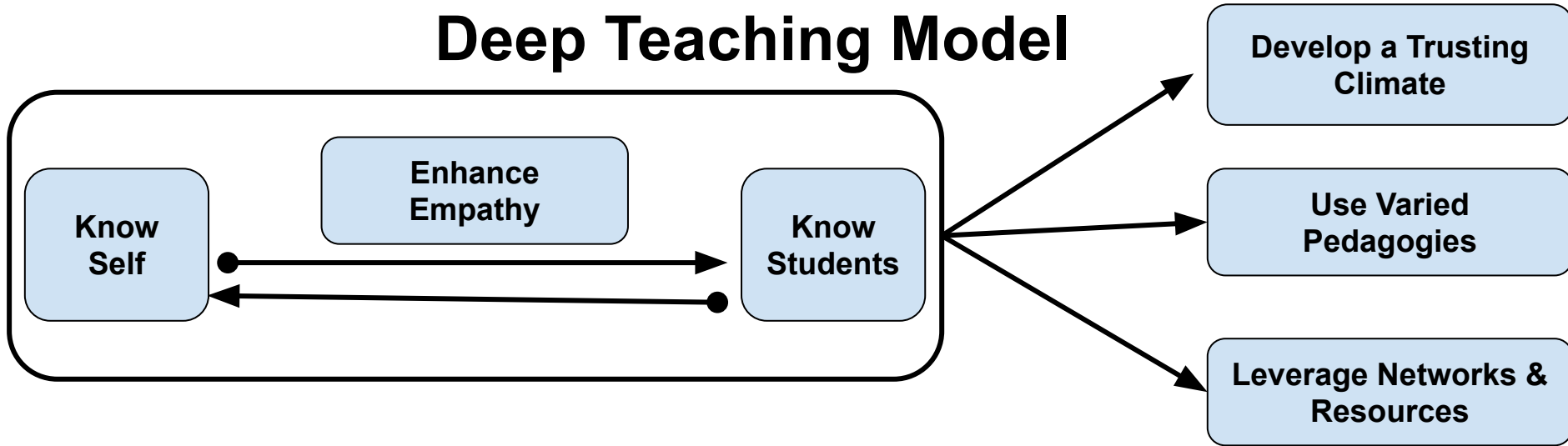


Student Identity, Experience, & Belonging

Tess Killpack, Ph.D. & Carolyn Sandoval, Ph.D.

Deep Teaching Model



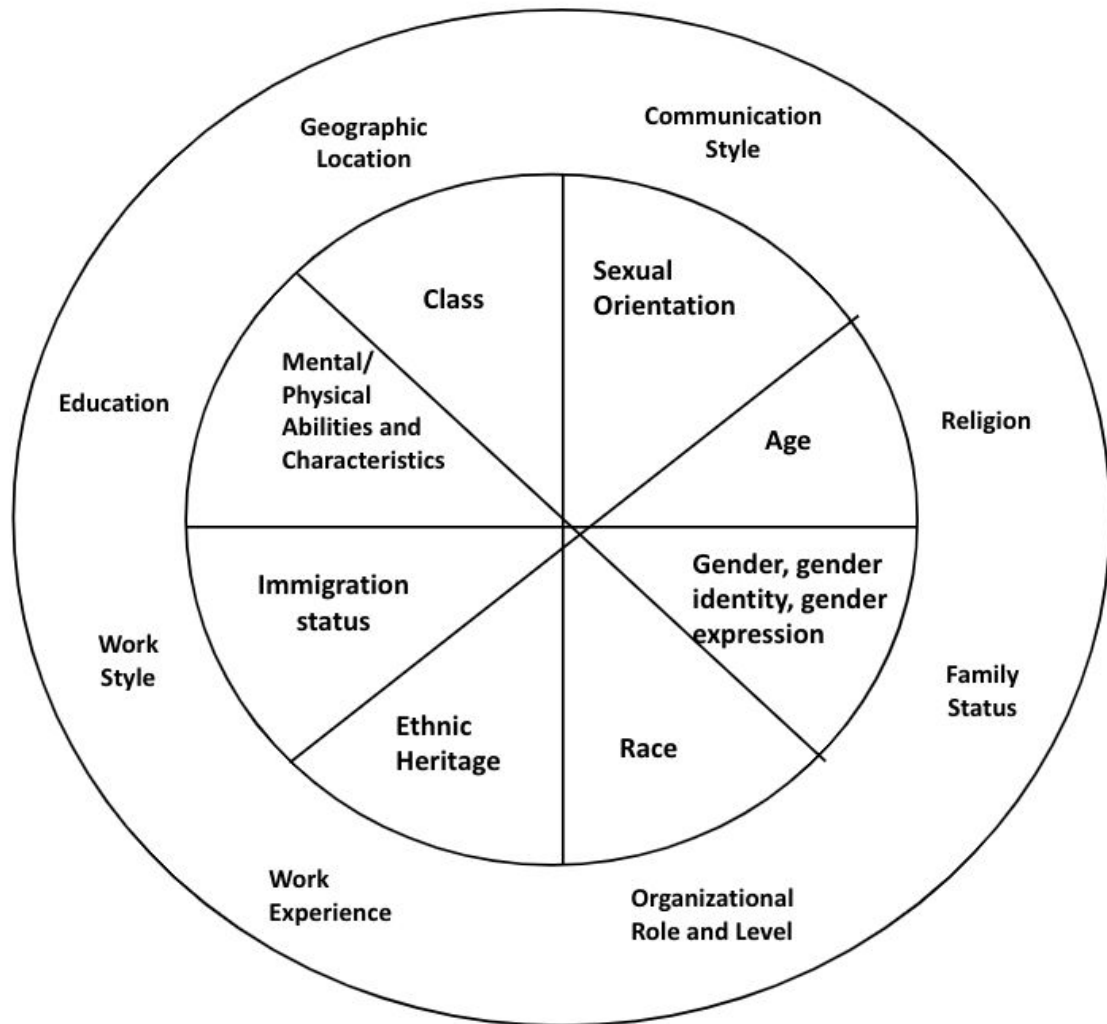
Focal Questions for today:

- *How do my students' identities intersect with their experiences in STEM?*
- *How can I structure my course to avoid perpetuating inequitable practices?*
- *How can I dismantle structural barriers for my students?*
- *How do I respond to/take personal responsibility for underperformance of students in my course?*
- *How do I get to know my students in authentic and holistic ways?*

**Recall the student voices
you heard in the
'Hidden Curriculum:
Who's First Gen' podcast.**

1. Which identities had the greatest impact on their undergraduate experience?

2. How are their experiences similar to or different from your own experiences as an undergraduate?



How do we frame and respond to student performance & success?

Deficit Mindset

Attribute differential outcomes to **student shortcomings**

“They need to... They are lacking...”

These students cannot be expected to overcome the disadvantages of their upbringing.

These students aren't motivated to use the support services available to them.

That [cultural group] of students struggles more because education is not valued at home.

Equity Mindset

Attribute differential outcomes to **systemic issues & institutional shortcomings**

“What can I do...How can our institution ...”

How can I enhance flexibility while maintaining high expectations in my courses?

How can I advocate for my students' needs to administrators?

What aspects of my course design are based on exclusionary or competitive norms perpetuated by my field of science?



I, too, am Harvard (2014): A play written and directed by student Kimiko Matsuda-Lawrence, based on interviews to 60+ black Harvard students

Solo free-write: *Take some time to record your thoughts...*

- How do I feel seeing and hearing these students share their experiences?
- What additional cognitive and emotional labor do these students need to engage in to exist on campus and in class? How might these experiences impact their abilities to engage academically?
- What would campuses and classrooms need to look like / feel like / do in order for students to feel that they belonged?

Equity Mindset & Course Design Decisions

What structural barriers might exist for my students and in my course and in our disciplines? How can I begin to dismantle them?

How can I bring Equity mindset to course design decisions?

How do I...?	Current Instincts / Assumptions/ Practices	Possible Equity Mindset Modifications
Structure my course assignment policies (number, mode of submission, student choice, late work)		
Structure my course attendance policies		
Structure my in-class participation policies		
Respond when students underperform on exams/assignments		
Make myself approachable to students		
Communicate my belief in the success of all of my students		

Microaggressions

The brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial, gender, sexual-orientation, and religious slights and insults to the target person or group.

(Sue, Capodilupo, et al., 2007)



**Hear students share
their experiences with
Microaggressions in the
Classroom**

Microaggressions: Not Micro-Impact

- Assail the self-esteem of recipients
- Produce anger and frustration
- Deplete psychic energy
- Lower feelings of subjective well-being and worthiness
- Produce physical health problems
- Shorten life expectancy
- Deny minority populations equal access and opportunity in education, employment, and health care

(Sue, 2010)

How can we design our courses and change our interactions to communicate that we value our students and that our job is to create an environment that is conducive to the learning of all of our students?

Community Cultural Wealth

Yosso, 2004

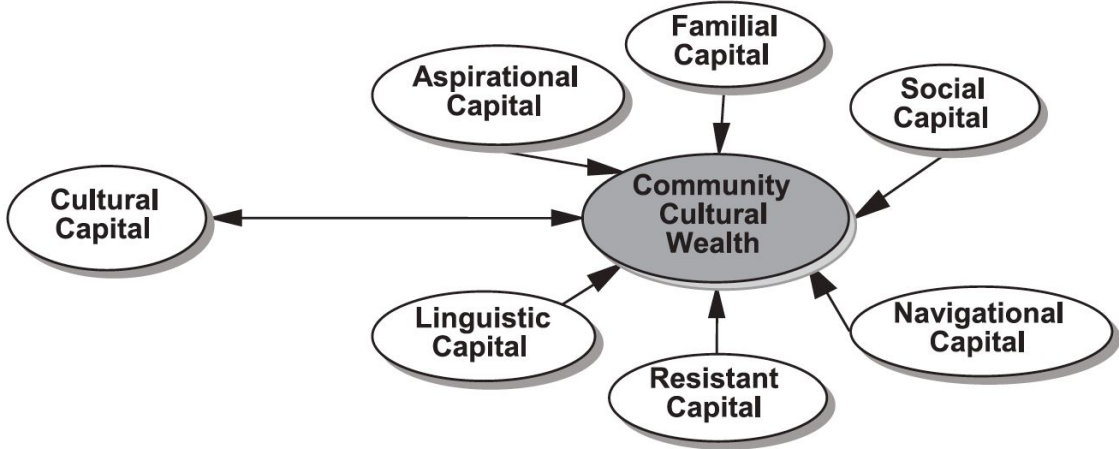
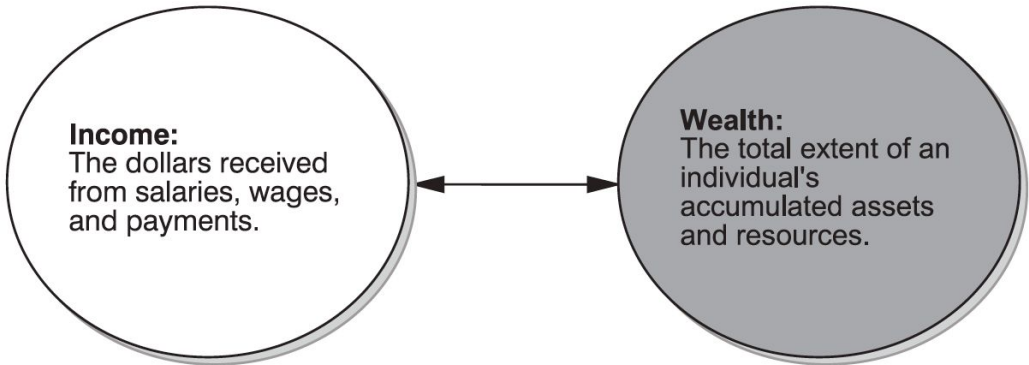


Figure 2. A model of community cultural wealth. Adapted from: Oliver & Shapiro, 1995

Non-Content 'Instructor Talk'

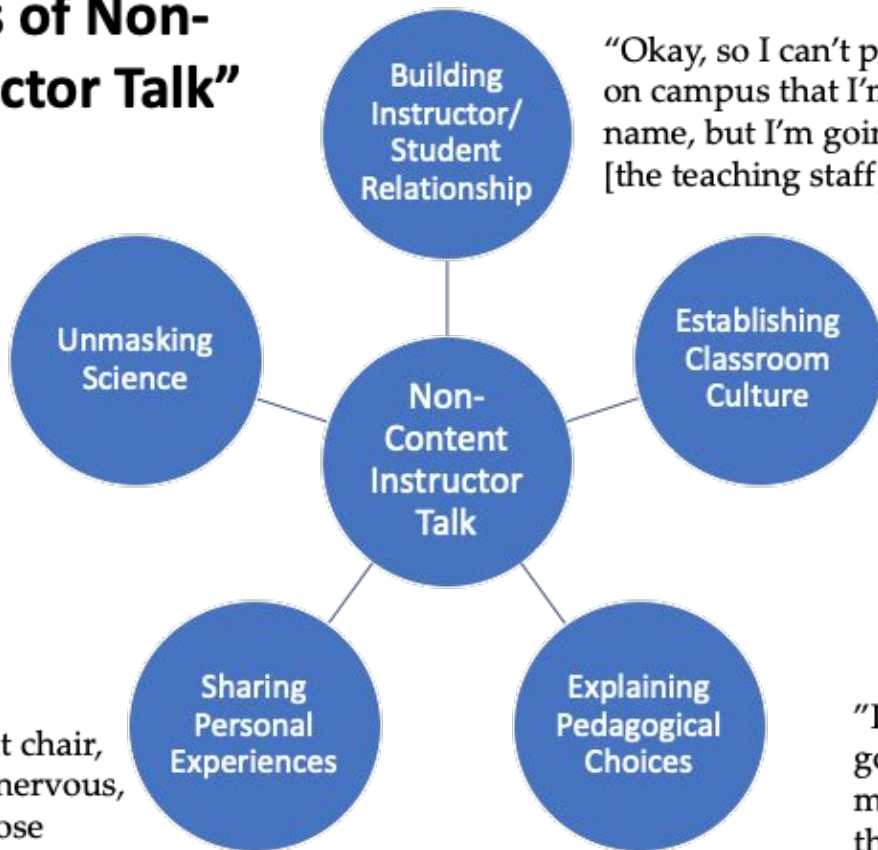
Category	Subcategory
Building the Instructor/Student Relationship	<ul style="list-style-type: none">• Demonstrating Respect for Students• Revealing Secrets to Success• Boosting Self-Efficacy
Establishing Classroom Culture	<ul style="list-style-type: none">• Reframing Classroom Activities• Practicing Scientific Habits of Mind• Building a Biology Community among Students• Giving Credit to Colleagues• Indicating That It Is Okay to Be Wrong or Disagree
Explaining Pedagogical Choices	<ul style="list-style-type: none">• Supporting Learning through Teaching Choices• Using Student Work to Drive Teaching Choices• Connecting Biology to the Real World and Career• Discussing How People Learn• Fostering Learning for the Long Term
Sharing Personal Experiences	<ul style="list-style-type: none">• Recounting Personal Information/Anecdotes• Relating to Student Experiences
Unmasking Science	<ul style="list-style-type: none">• Being Explicit about the Nature of Science• Promoting Diversity in Science

Some Examples of Non-Content “Instructor Talk”

Seidel et al 2015

“Science is about making predictions. Science is not about memorizing things.”

“I remember sitting in that chair, and I remember being so nervous, like oh, God, it’s one of those sickle cell questions.”



“Okay, so I can’t promise every time I see you on campus that I’m going to remember your name, but I’m going to try. And I know we’re all [the teaching staff] going to try.”

“Be a good colleague, help other people if you can. We don’t grade on the curve. There is no reason not to help anybody else.”

“I tried to structure it so you can go away this weekend without me there, and you can look at those slides and, hopefully, you’ll be able to pick out the important stuff.”

Agreements of Teaching & Learning in Higher Education

Educational achievement and success in life depend solely on linguistic and logical-mathematical abilities.

Work with Diverse Ways of Knowing in the Classroom

Good teaching and learning evolve from a model that distances teachers from students and that separates teaching from learning.

Relationship-Centeredness

Competition is the primary and most useful method to advance learning.

Engage Diverse Teaching and Learning Strategies in the Classroom

Being in a state of tentativeness and imperfection is always a sign of intellectual weakness.

Openness and Flexibility About What We Know and Do Not Know

Monocultural Western ways of knowing are superior to all other forms of knowledge.

Multiculturalism and Respect for Diverse Cultures

Work addiction, and its corollaries of stress, disease, and lack of intimacy, is the preferred way to approach our work in higher education.

Balance Personal and Professional Lives with Work, Rest & Replenishment

Re-cast Agreements