

## Where Am I? Who Am I? Who Are You? Guided Disruption and Culturally Responsive Practice Through International Exchange

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### Abstract

Our world and society is rapidly becoming more and more interdependent. A sustainable globalized society requires a population that is more culturally and linguistically sensitive, and requires educators with the dispositions and skills to 1) help students be more culturally responsive, and 2) work with an ever-increasing culturally and linguistically diverse population. Any core curriculum should include the infusion of a culturally responsive pedagogy. This presentation will examine how guided international exchange in teacher education programs may be a particularly powerful tool toward preparing teachers to infuse a culturally responsive pedagogy in their practice.

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Bukkyo University 2018 – Kyoto

Aaron Levine, Adam Tanare, Nezia Azmi, Brook Chapman  
de Sousa, Ku'ulei Serna, Charlotte Frambaugh-Kritzer

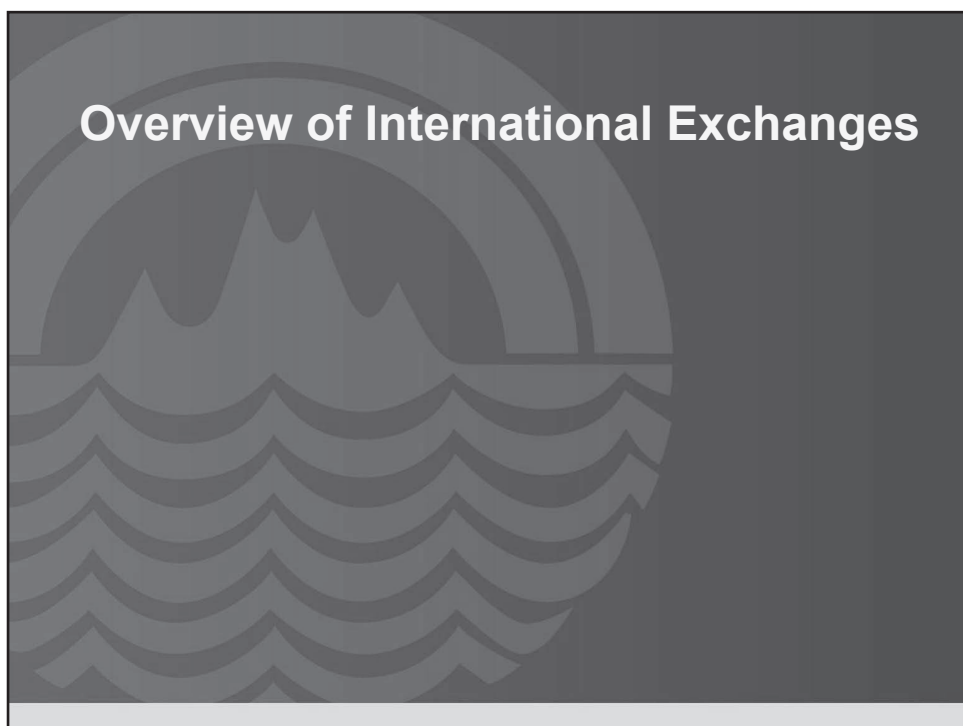
University of Hawai'i at Mānoa

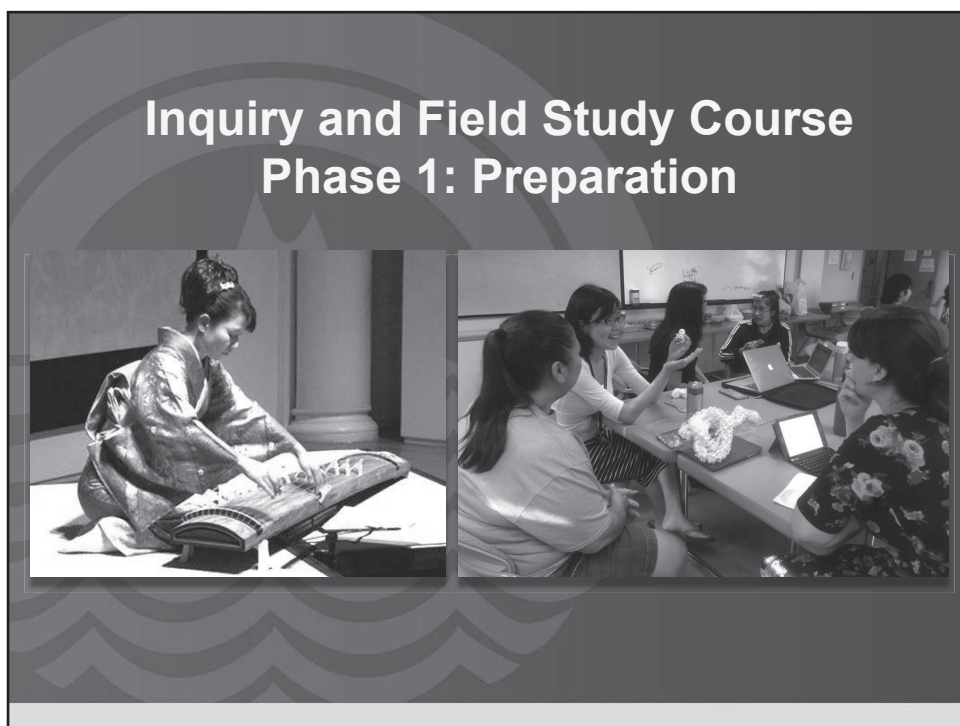
Chisato Nonaka

Kyushu University

## **Developing a Culturally Responsive Teaching Practice**

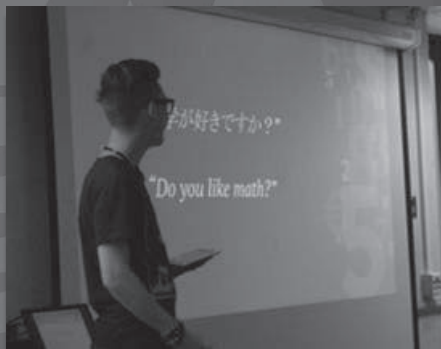
A pedagogy that empowers students intellectually, socially,  
emotionally, and politically [because it uses] cultural referents to  
impart knowledge, skills, and attitudes (Ladson-Billings, G).

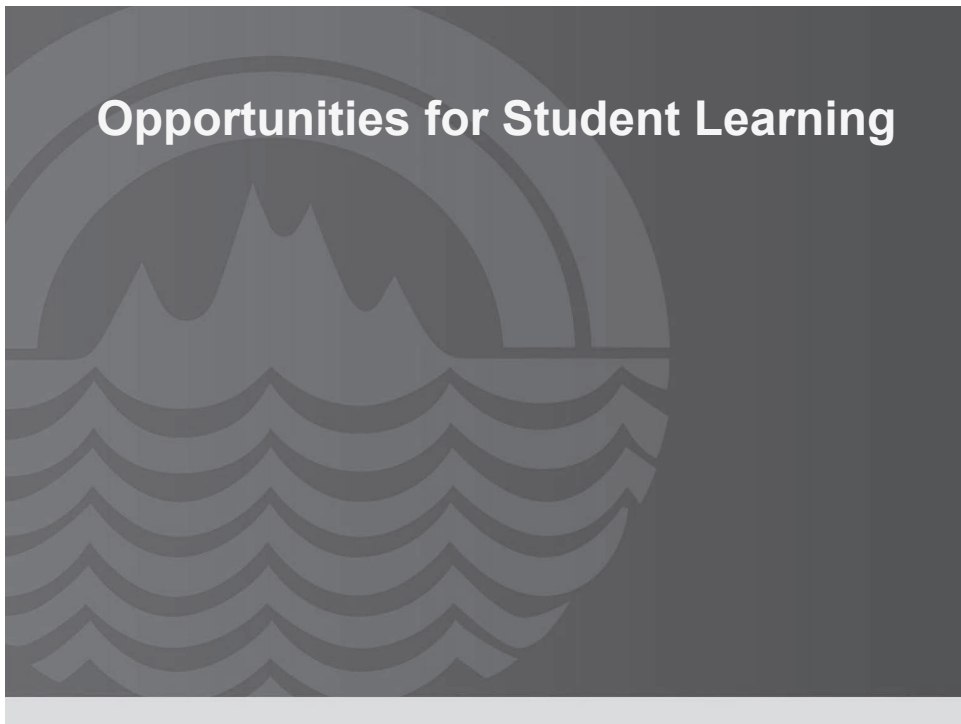
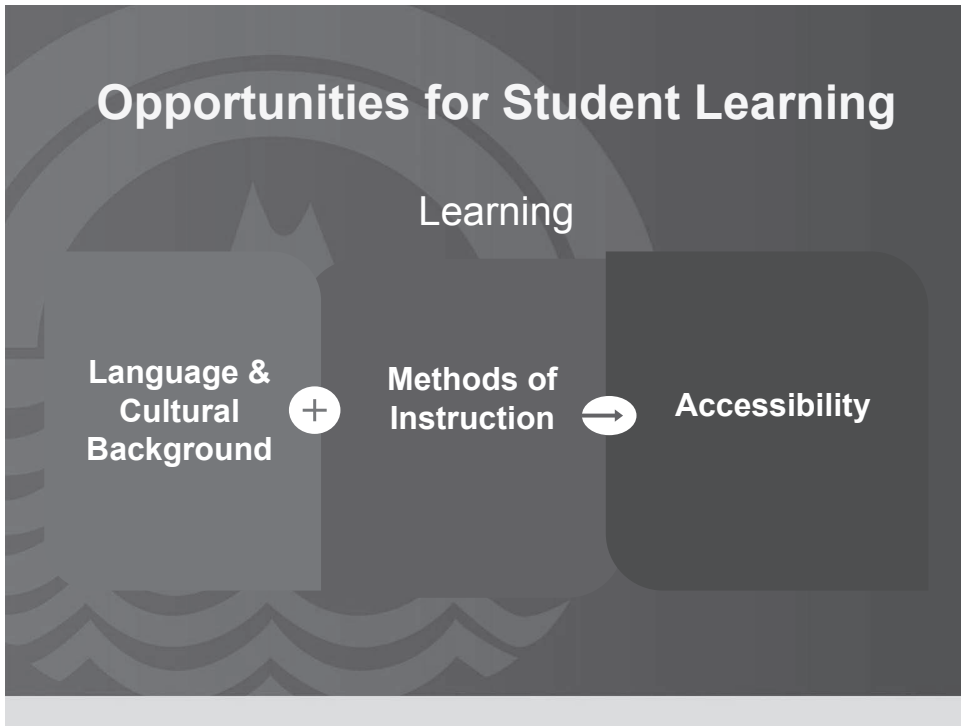




## **Inquiry and Field Study Course Phase 2: Field Study**

## **Inquiry and Field Study Course Phase 3: Analysis, Synthesis, Application**







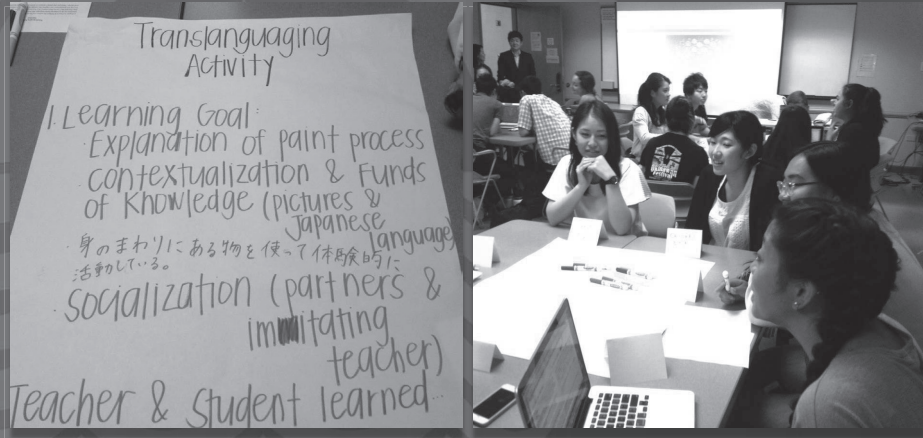
## Opportunities for Student Learning



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## Opportunities for Student Learning





## Opportunities for Faculty



## Opportunities for Faculty



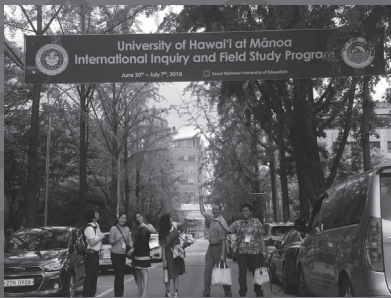
## Opportunities for Staff



## Opportunities for Faculty



## Opportunities for Faculty



## Mahalo!

### Questions and Discussion

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