

Utah State University

DigitalCommons@USU

---

Intersections on Inclusion: Critical  
Conversations about the Academy

Center for Intersectional Gender Studies &  
Research

---

3-23-2021

## Culturally Responsive and Inclusive Teaching

Sam Clem

Utah State University, [samantha.clem@usu.edu](mailto:samantha.clem@usu.edu)

Marilyn M. Cuch

Utah State University, [marilyn.cuch@usu.edu](mailto:marilyn.cuch@usu.edu)

Daniel Piper

Utah State University, [daniel.piper@usu.edu](mailto:daniel.piper@usu.edu)

Andrea M. Hawkman

Utah State University, [andrea.hawkman@usu.edu](mailto:andrea.hawkman@usu.edu)

Melissa Tehee

Utah State University, [Melissa.Tehee@usu.edu](mailto:Melissa.Tehee@usu.edu)

*See next page for additional authors*

Follow this and additional works at: [https://digitalcommons.usu.edu/inter\\_inclusion](https://digitalcommons.usu.edu/inter_inclusion)

---

### Recommended Citation

Clem, Sam; Cuch, Marilyn M.; Piper, Daniel; Hawkman, Andrea M.; Tehee, Melissa; and Glass, Christy M., "Culturally Responsive and Inclusive Teaching" (2021). *Intersections on Inclusion: Critical Conversations about the Academy*. 4.

[https://digitalcommons.usu.edu/inter\\_inclusion/4](https://digitalcommons.usu.edu/inter_inclusion/4)

This Book is brought to you for free and open access by the Center for Intersectional Gender Studies & Research at DigitalCommons@USU. It has been accepted for inclusion in Intersections on Inclusion: Critical Conversations about the Academy by an authorized administrator of DigitalCommons@USU. For more information, please contact [digitalcommons@usu.edu](mailto:digitalcommons@usu.edu).



---

**Authors**

Sam Clem, Marilyn M. Cuch, Daniel Piper, Andrea M. Hawkman, Melissa Tehee, and Christy M. Glass



## **Culturally Responsive and Inclusive Teaching**

March 23, 2021

### **Panelist Recommendations**

**Sam Clem, Doctoral Student, Department of English, USU**

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge.

**Marilyn Cuch, Lecturer, School of Teacher Education and Leadership, Uintah Basin Campus, USU**

Caires-Hurley, J., Jimenez-Silva, M., & Schepers, O. (2020). Transforming education with problem-based learning: Documenting missed opportunities for multicultural perspectives. *Multicultural Perspectives*, 22(3), 118-126. <https://doi.org/10.1080/15210960.2020.1792303>

Ruth, D. (2020). Indigenous wisdom, capital, technology and education. *New Zealand Journal of Educational Studies*, 55(2), 405-422. <https://doi.org/10.1007/s40841-020-00181-1>

**Dr. Melissa Tehee, Assistant Professor, Department of Psychology, USU; Director of the American Indian Support Project (AISP)**

Brayboy, B. M. J., & Lomawaima, K. T. (2018). Why don't more Indians do better in school? The battle between U.S. schooling & American Indian/Alaska Native Education. *Daedalus*, 147(2), 82-94. [https://doi.org/10.1162/DAED\\_a\\_00492](https://doi.org/10.1162/DAED_a_00492)

Emdin, C. (2017). *For white folks who teach in the hood...and the rest of y'all too: Reality pedagogy and urban education*. Beacon Press.

Powell, C., Demetriou, C., Morton, T. R., & Ellis, J. M. (2020). A CRT-informed model to enhance experiences and outcomes of racially minoritized students. *Journal of Student Affairs Research and Practice*, 1-13. <https://doi.org/10.1080/19496591.2020.1724546>

Stephens, N. M., Fryberg, S. A., Markus, H. R., Johnson, C. S., & Covarrubias, R. (2012). Unseen disadvantage: How American universities' focus on independence undermines the academic performance of first-generation college students. *Journal of Personality and Social Psychology*, 102(6), 1178-1197. <https://doi.org/10.1037/a0027143>

TEACH Cultural Competence Course at USU: <https://www.tohilab.org/teach>  
Sign up at: [https://usu.co1.qualtrics.com/jfe/form/SV\\_1RH7gh4cCjz6gvj](https://usu.co1.qualtrics.com/jfe/form/SV_1RH7gh4cCjz6gvj)  
Read more at: <https://www.usu.edu/today/story/usu-presidential-doctoral-research-fellow-receives-prestigious-diversity-and-inclusion-award>

**Dr. Daniel Piper, MESAS Program Faculty Advocate and Professional Practice Assistant Professor, Department of Psychology, USU**

McCarty, T. L., & Lee, T. S. (2014). Critical culturally sustaining/revitalizing pedagogy and Indigenous education sovereignty. *Harvard Educational Review*, 84(1), 101–124. <https://doi.org/10.17763/haer.84.1.q83746nl5pj34216>

**Dr. Andrea M. Hawkman, Assistant Professor, School of Teacher Education & Leadership, USU**

Kumashiro, K. (2000). Toward a theory of anti-oppressive education. *Review of Educational Research*, 70(1), 25-53. <https://doi.org/10.3102/00346543070001025>

Leonardo, Z. (2004). The color of supremacy: Beyond the discourse of 'white privilege.' *Educational Philosophy and Theory*, 36(2), 137-152. <https://doi.org/10.1111/j.1469-5812.2004.00057.x>

Pollock, M. (Ed.). (2008). *Everyday anti-racism: Getting real about race in school*. The New Press.

## Additional Resources

### Books

Gay, Geneva. (2018). *Culturally responsive teaching: Theory, research, and practice* (3<sup>rd</sup> ed). Teachers College Press.

Ladson-Billings, G. (2009). *The Dreamkeepers: Successful teachers of African American children* (2nd ed.). Jossey-Bass Publishing.

Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.

### Articles

Hutchison, L., & McAlister-Shields, L. (2020). Culturally responsive teaching: Its application in higher education environments. *Education Sciences*, 10(5), 124-135. <https://doi.org/10.3390/educsci10050124>

- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491. <https://doi.org/10.3102/00028312032003465>
- Morong, G., & DesBiens, D. (2016). Culturally responsive online design: Learning at intercultural intersections. *Intercultural Education*, 27(5), 474-492. <https://doi.org/10.1080/14675986.2016.1240901>
- Pacansky-Brock, M., Smedshammer, M., & Vincent-Layton, K. (2020). Humanizing online teaching to equitize higher education. *Current Issues in Education*, 21(2), 1-21. <http://cie.asu.edu/ojs/index.php/cieatasu/article/view/1905>
- Pappamihiel, N. E., & Moreno, M. (2011). Retaining Latino students: Culturally responsive instruction in colleges and universities. *Journal of Hispanic Higher Education*, 10(4), 331-344. <https://doi.org/10.1177/1538192711410602>
- Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97. <https://doi.org/10.3102/0013189X12441244>
- Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review*, 84(1), 85-100. <https://doi.org/10.17763/haer.84.1.982l873k2ht16m77>
- Sealey-Ruiz, Y. (2007). Wrapping the curriculum around their lives: Using a culturally relevant curriculum with African American adult women. *Adult Education Quarterly*, 58(1), 44-60. <https://doi.org/10.1177/0741713607305938>
- Woodley, X., Hernandez, C., Parra, J., & Negash, B. (2017). Celebrating difference: Best practices in culturally responsive teaching online. *TechTrends*, 61(5), 470-478. <https://doi.org/10.1007/s11528-017-0207-z>
- Yuan, H. (2017). Respond to diversity: Graduate minority students' perceptions on their learning experiences in an American university. *IAFOR Journal of Education*, 5(1), 33-45. <https://doi.org/10.22492/ije.5.1.02>

### **Blog Posts & Presentations**

- Gonzalez, J. (2017, September 10). Culturally responsive teaching: 4 misconceptions. *Cult of Pedagogy*. <https://www.cultofpedagogy.com/culturally-responsive-misconceptions/>
- Hammond, Z. (2020, January 22). A conversation about instructional equity with Zaretta Hammond. *Collaborative Classroom: Collaborative Circle Blog*. <https://www.collaborativeclassroom.org/blog/a-conversation-about-instructional-equity-with-zaretta-hammond/>
- Hammond, Z. [Corwin Press] (2017, May 4). *Culturally responsive teaching and the brain* [Video]. YouTube. <https://www.youtube.com/watch?v=O2kzbH7ZWGg>