



Culturally Responsive Technician Education: Asset or Deficit Models



Wednesday, April 13

Westchester Community College, Florence Darlington Technical College, and
The Center for Broadening Participation in STEM at Arizona State University



Center for Broadening
Participation in STEM



Getting Started

- Using the chat box, tell us how many viewers are in the room with you
- Ask questions in the chat
- Questions will be answered during the webinar
- Change the view in the upper right-hand corner



Poll Question

What is your primary role at your college?

1. Faculty
2. Grant Writer
3. Administrator
4. Other



Poll

Welcome and Introductions



Juan Rodriguez Jr.

Professor, Westchester Community College

Email: juan.rodriquezjr@sunywcc.edu



Sarah Belknap

Professor, Westchester Community College

Email: sarah.belknap@sunywcc.edu



Mara Nohemi Lopez, EdD, MA

Research Program Manager | Center for Broadening Participation in STEM

Arizona State University – Tempe Campus

Email: mlope140@asu.edu



Culturally Responsive Education

Culturally Responsive Education for Advanced Technician Educators (CREATE) is a professional development series that guides STEM educators in developing beliefs and competencies that are culturally responsive.

Culturally responsive approaches use the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them (Geneva Gay, 2013).



**What shapes our
expectations of
ourselves as educators
and
of our students?**



Cultural Collage Activity

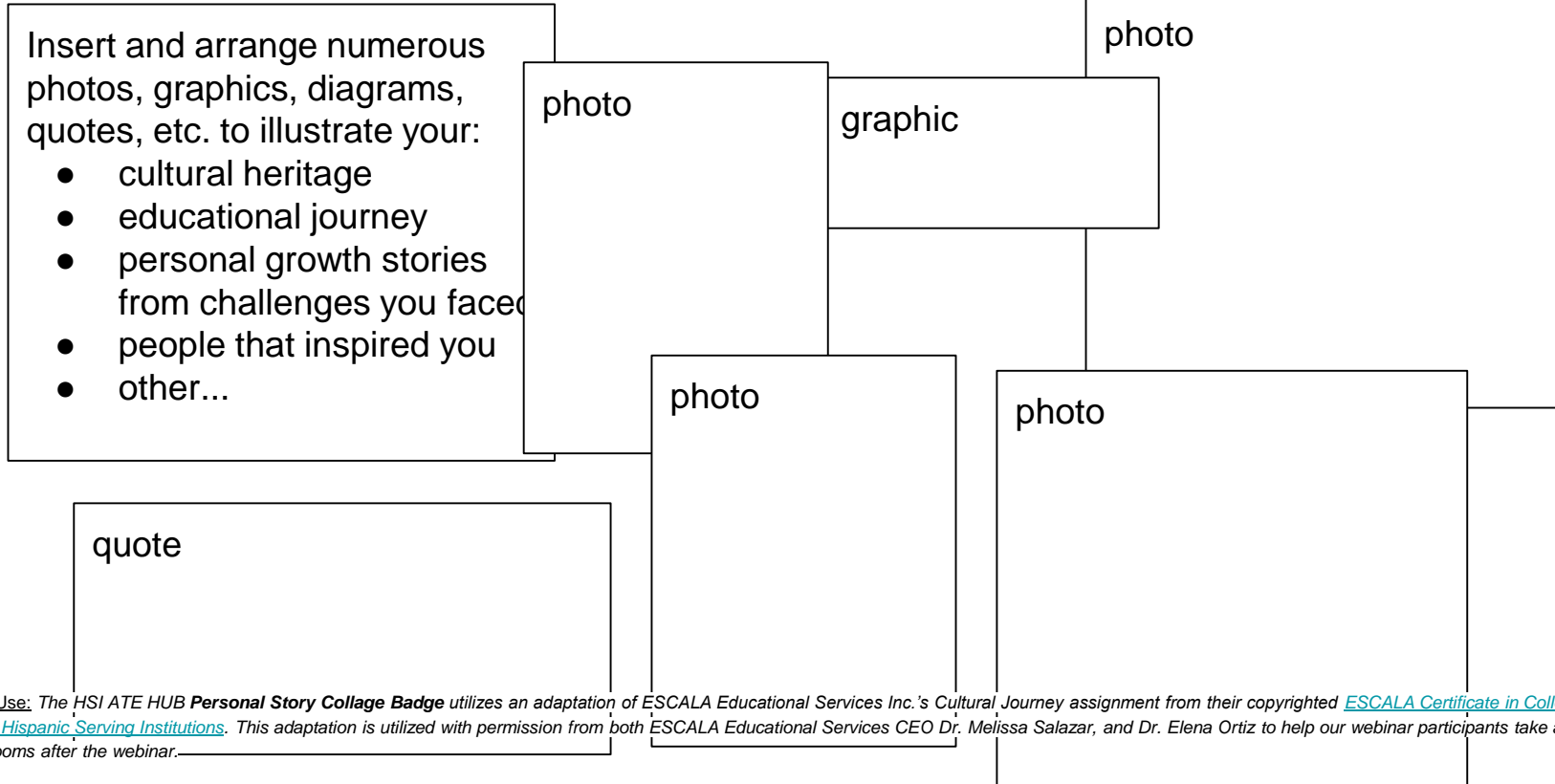
- Dr. Elena Ortiz, Faculty in the Biosciences department at Phoenix College
 - 17,000 students
 - 54.3% Hispanic Enrollment
- Sharing Cultural Stories to engage students and release their Cultural Strengths



My Personal Collage / Storyboard

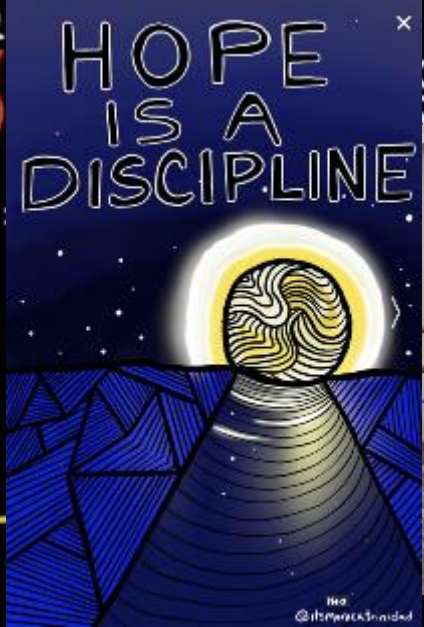
See [examples](#)

<name(optional)>



Credit and Use: The HSI ATE HUB **Personal Story Collage Badge** utilizes an adaptation of ESCALA Educational Services Inc.'s Cultural Journey assignment from their copyrighted [ESCALA Certificate in College Teaching & Learning in Hispanic Serving Institutions](#). This adaptation is utilized with permission from both ESCALA Educational Services CEO Dr. Melissa Salazar, and Dr. Elena Ortiz to help our webinar participants take action in their own classrooms after the webinar.

The HSI ATE Hub (DUE 1800678,1929329) is funded by the National Science Foundation. The opinions, findings, and recommendations expressed here are those of the authors and do not necessarily reflect the views of the National Science Foundation.



My Personal Collage / Storyboard

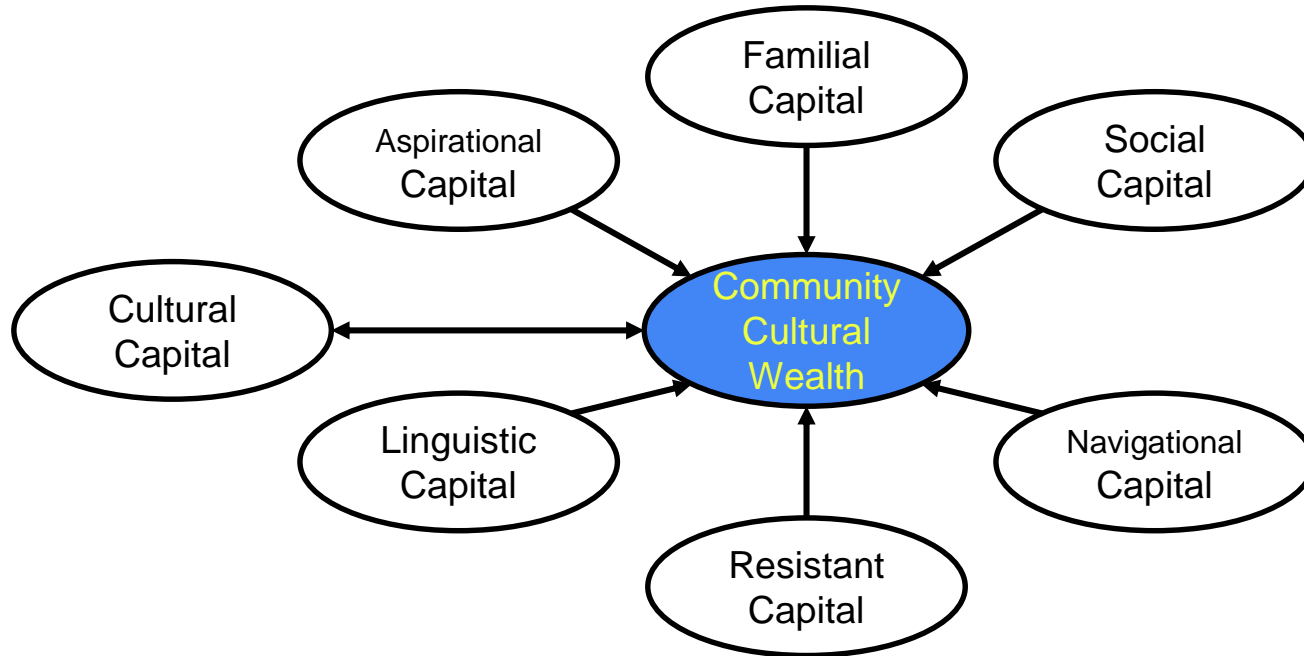
Juan Rodriguez



Asset versus Deficit: Educational Context

	Deficit Orientation	Asset Orientation
Expert definition	Explains educational disparities by placing fault on the students' personhood, communities, backgrounds and families therefore assuming the solutions for improvement or reform are beyond teachers' and school systems' control and influence – (Scott et al. p.414, 2015)	Values strength, resilience, and assets. Shifts lens towards assets that are often hidden or taken for granted in hegemonic framework of imperialist, white supremacist, cis-gendered, heteronormative patriarchy – (Morrison, p. 191, 2017)
Lay definition	Thinking about a social group in terms of what they lack, e.g. literacy, preparation, knowledge	Thinking about people in terms of their strengths, and how they can lead to success
Solution focus	Fix deficit at the student level to resemble model social group.	Places necessity of change on the institution and educators to harness students' assets and create an environment that fosters reproducible success
Example	Learn a new skill, behavior, meet a standard. AP testing, SATs, Remedial Math	The concept of balance is widely adopted among Native Americans as a basis for scientific understanding

Asset Model: Community Cultural Wealth



Familial Capital

Definition: Familial capital refers to those cultural knowledges nurtured among Familia that carry a sense of community history, memory, and cultural intuition



Familial Capital



Aspirational Capital

Definition: Aspirational capital refers to the ability to maintain hopes and dreams for the future despite real and perceived barriers.



Linguistic Capital

Definition: Linguistic capital reflects the idea that Students of Color arrive at school with multiple languages and communication skills.



Navigational Capital

Definition: Navigational capital refers to skills of maneuvering through social institutions.



Resistant Capital

Definition: Resistant capital refers to those knowledges and skills fostered through oppositional behavior that challenges inequality.



Social Capital

Definition: Social capital can be understood as networks of people and community resources



Cultural Wealth

Definition: The sense of group consciousness and collective identity that serves as a resource aimed at the advancement of the entire group



Cultural Capital Examples

“Parents don’t believe me that I really do spend a lot of time studying and doing homework. It’s frustrating.”

1. Aspirational Capital
2. Linguistic Capital
3. Navigational Capital
4. Resistant Capital
5. Social Capital
6. Cultural Wealth



Cultural Capital Examples

“I was having a hard time getting my financial aid processed, and was about to drop out. But then my advisor made a phone call to financial aid office and helped me take care of the issue I was having.”

1. Aspirational Capital
2. Linguistic Capital
3. Navigational Capital
4. Resistant Capital
5. Social Capital
6. Cultural Wealth



Assets and Deficits - an institutional view

Do the following institutional programs utilize an asset or deficit lens?

- Remedial classes
- Placement tests
- Self-directed placement
- Internship placement
- Transportation stipends
- Proctoring software



Self-Assessment

For Faculty

- In what ways do you have an asset based view of your students and colleagues?
- In what ways do you have a deficit based view of your students and colleagues?

For Administrators/Grant Writers/Non-instructional workers

- What institutional practices at your institution promote an asset based lens?
- What institutional practices at your institution promote a deficit based lens?



QUESTIONS



Please complete our evaluation at <https://tinyurl.com/culturallyresponsivewebinar1>





HSI ATE Hub 2: Professional Development for Culturally Responsive Technician Education

NSF DUE #2055362

Principal Investigator: Caroline VanIngen-Dunn

This material is based upon work supported by the National Science Foundation Grant No. 2055362. Any opinions findings and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

