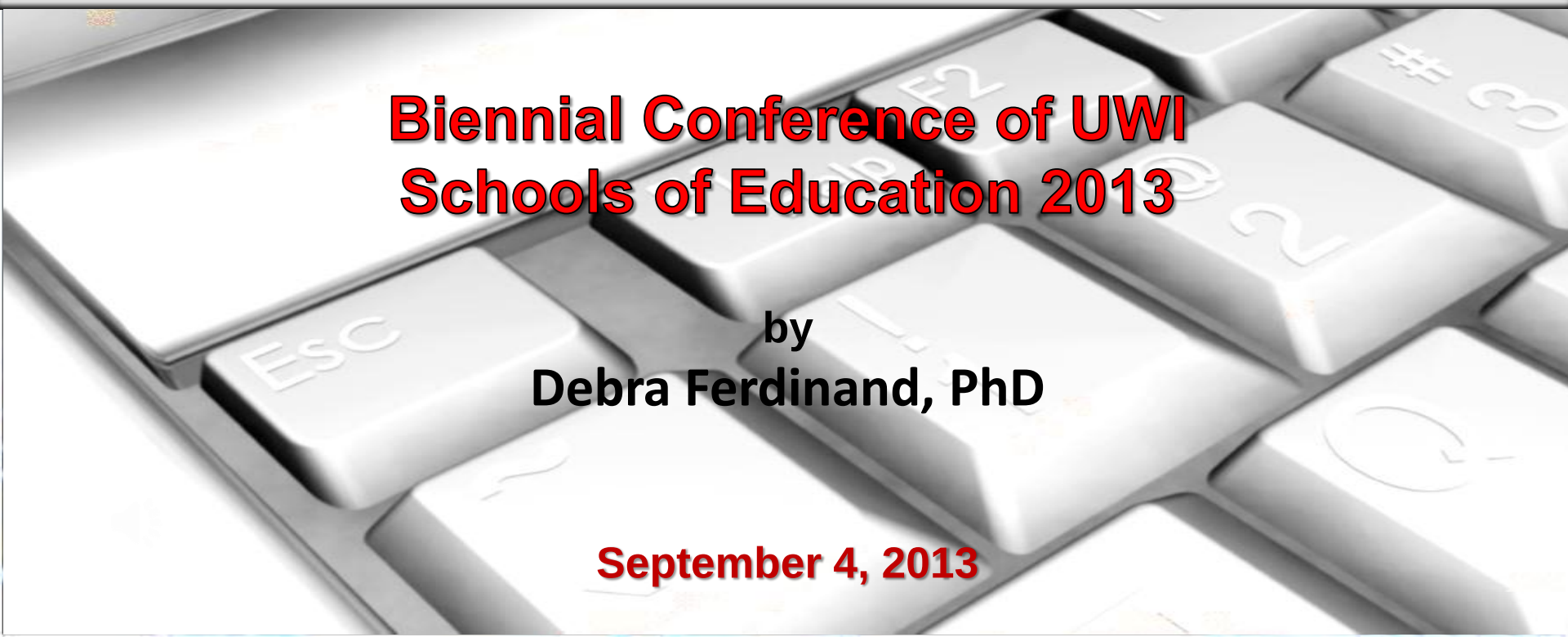
Culturally Responsive ICT Integration into Teaching and Learning



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by

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Introduction

- Dissertation findings (Ferdinand, 2009):
  - Curriculum content cultural responsiveness inadequate for U.S. minority and int'l graduate students
  - Cultural/intellectual bondage experienced by students
- eCal facilitation of secondary school teachers– 21st Century Skills - (MOE, 2010)
- Culturally relevant video for ICT Integration

Introduction

- **Operational definition** for *culturally responsive*

a) Accommodating for cultural diversity among students in teaching/learning to include differences in race/ethnicity, language, values, geographic location, and religious persuasions (Sahin, 2003; Gay, 2000)

b) *Information and Communication Technology (ICT) integration* refers to systematically planning to use ICTs (e.g., digital videos and podcasts) to address challenges in teaching and learning (Roblyer, 2010)

Background

- Background Summary:
  - Limited local digitized curriculum content
  - Proliferation & easy access of U.S. digital Ed. resources
  - Appropriate adaptation constrained by time, know-how, and resources (Ali, 2012)
  - Cross cultural factors overlooked in constraints
  - Need to examine cross-cultural factors for making ICT integration more culturally responsive

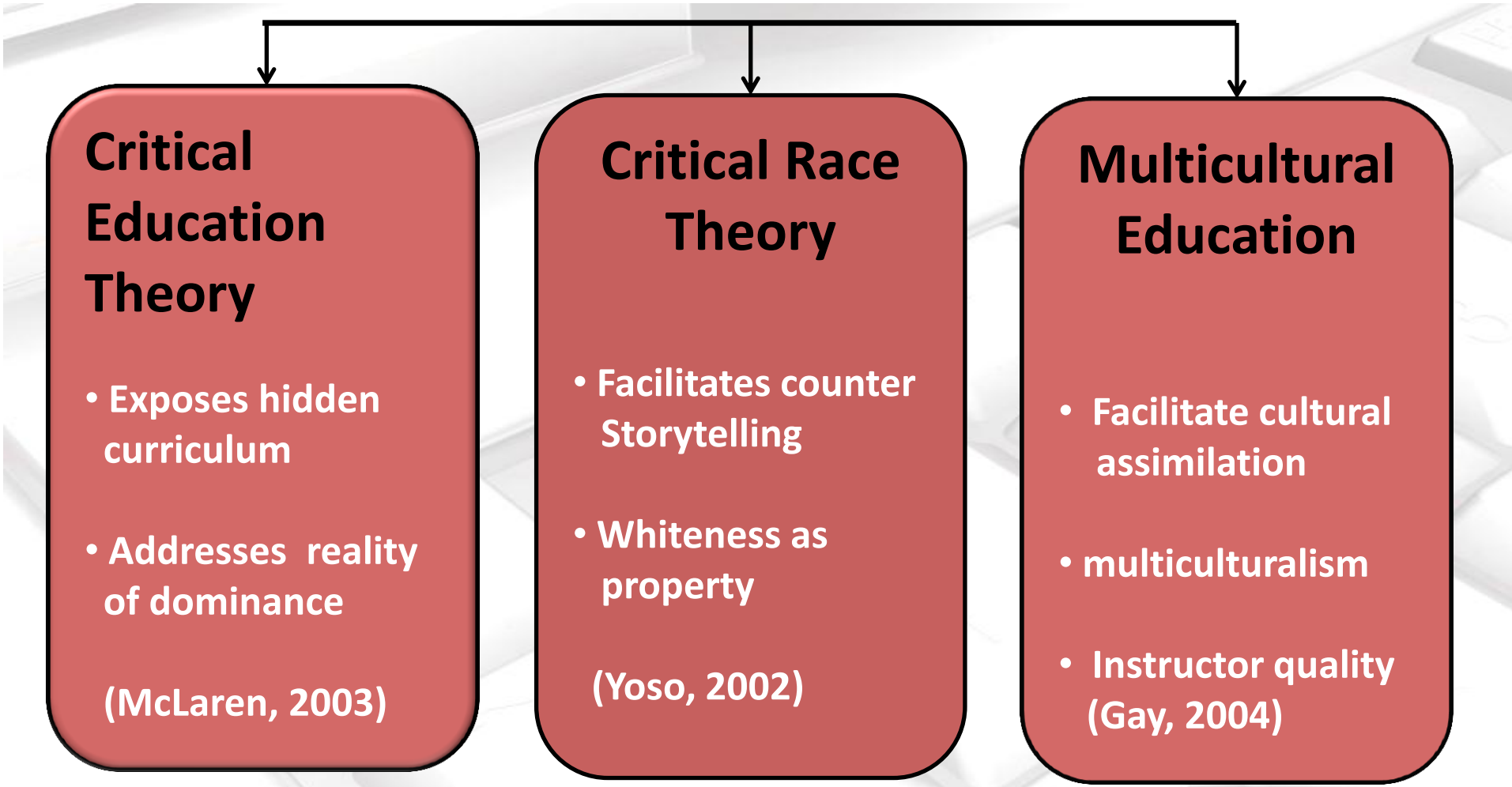
Research Questions

- What cross-cultural factors may impact on teaching and learning for Caribbean students?
- How can such cross-cultural factors be used to enhance the cultural responsiveness of ICT integration into teaching and learning?
- What are the benefits of enhancing the cultural responsiveness of ICT integration into teaching and learning?

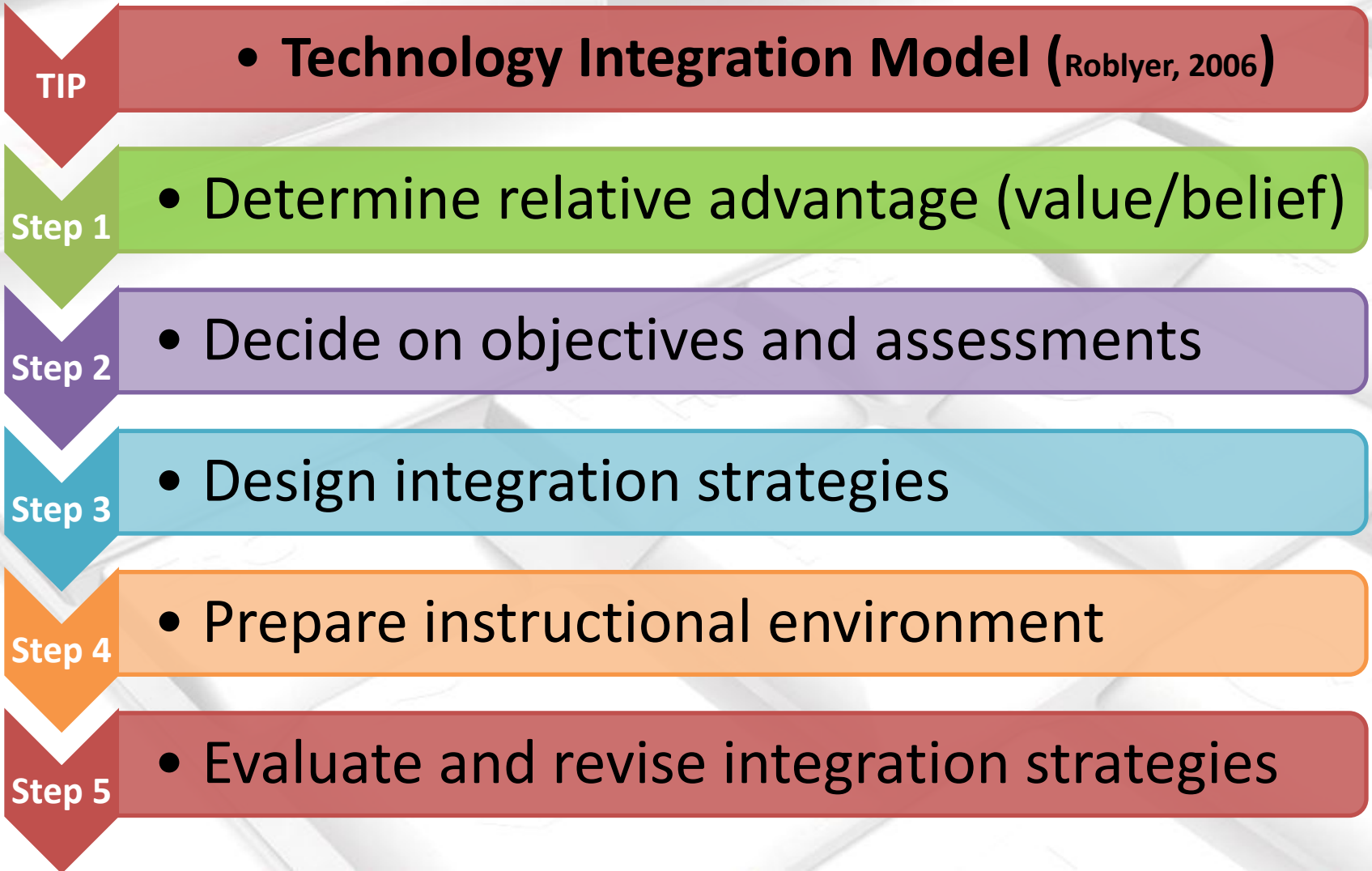
Methodology

- Conceptual development using existing theories that address culturally relevant discourses in U.S. higher education
- Used Culture-Based ID and ICT Integration models to identify key cross-cultural factors for culturally responsive teaching/training
- Used both theories and models to analyze cross cultural factors likely to impact on teaching/learning process

Conceptual Framework



Conceptual Framework



Conceptual Framework

Kim (1999) Transcultural Customization ID Strand

- **Language competence, value differences, expectations of students, cultural adjustment, and motivation – key cross-cultural elements (balanced representation of information and values between original and second/other cultures)**

Young (2008) Culture-Based ID ID-TABLET Strand

- **Extensively exams culture, teaching, and learning and apply these factors to cross-cultural audiences**
- **Inquiry, Development, Team, Assessments, Brainstorming, Learners, Elements, Training**
- **Elements- Cultural beliefs/values,, experiences, ideas, identity, interests,, misconceptions, ways**

Cross-Cultural Factors

Factors	Caribbean	United States
Value Differences	British schooling values much time spent in f2f teacher-student interaction; value extended families (Ferdinand, 2009)	More student-centeredness than teacher-centeredness; (McKeachie & Svinicki, 2006); nuclear family the norm.
	Still some tendency to value more, foreign goods and services than local (colonial past)	Very patriotic and places high value on U.S. goods and services
Indigenous Knowledge/Cultural ideas, interests, identity, ways, experiences	Value indigenous art forms (e.g., Pan, Calypso & Reggae), racial diversity, enhance academic achievement (Worrell, 2004; George, 2011) Underperforming males influenced by U.S. media negative portrayal (Worrell & Noguera, 2011)	Indigenous art forms overshadowed by dominant majority culture; evidence of minorities' cultural backgrounds misrepresented in content (DeCuir & Dixon 2004)

Cross-Cultural Factors

Factors	Caribbean	United States
Cultural Adjustment	Not a major issue for most students as their learning environment is in the Caribbean and not U.S.	International students (to include Caribbean) do need to adjust to U.S. learning environment where rapport between student and instructor is less formal (McKeachie & Svinicki, 2006)
Communication Patterns	Less direct and restrained in engaging in group discussion (Ferdinand, 2009).	More direct and engage readily in group discussion (McKeachie & Svinicki, 2006)
Motivation	Dominant U.S. centric content run the risk of causing feelings of disinterest leading to lack of motivation among students (Ferdinand, 2009)	Host country curriculum supports majority curriculum; evidence of culturally unresponsive curriculum for minorities (Ferdinand, 2009)

Cross-Cultural Factors

Factors	Caribbean	United States
Language Competence	Not a major issue if students' first language is English; but the opposite is true; must note differences in American English and terms specific to culture such as Soccer (Ferdinand, 2009)	U.S. students speak "English" but international students with English as a second language experience difficulty understanding U.S. instructors (Poyrazli, 2005)

Answering Research Questions

- 1. What cross-cultural factors may impact on teaching and learning for Caribbean students?

  - Value differences
  - Motivation
  - Communication patterns
  - Indigenous knowledge/cultural ideas/experiences

Answering Research Questions

- 2. How can such cross-cultural factors be used to enhance the cultural responsiveness of ICT integration into teaching and learning?

- Use as a filter in determining relative advantage for cultural responsiveness in STEP 1 of Technology Integration Model.

Answering Research Questions

- Examples of filtering questions:

- Do visual representations appear authentic and respectful of the students' cultural backgrounds? If not, why?

- Are communication patterns in keeping with the expected norms of the students' cultural context. If not, why?

Answering Research Questions

- Examples of filtering questions:

  - Are values promoted in content outside of students' own cultures? If so, how?

  - Can students' indigenous knowledge be incorporated in the learning activities relating to intended content?

Answering Research Questions

- What are the benefits of enhancing the cultural responsiveness of ICT integration into teaching and learning?

Include:

- Avoids cultural insensitivities
- Potential for increased student motivation to learn
- Developing cultural competence of teacher
- Develop critical thinking among students

Recommendations

- ICT integration training should include more focus on cultural responsiveness
- MOE Wiki should be updated with more culturally relevant resources
- Investment in developing local digitized curriculum content to include videos and images
- Revamping curriculum to include locally developed digitized content

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THANK YOU