

# Drawing on Student Assets to Inform Teaching/Learning



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## Session Facilitators



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## Session Outcomes



**Objective:** Participants will design and share strategies/activities that leverage cultural/personal assets to inform teaching and learning.

### NC Prof Teaching Standards:

- **Standard 2:** Teachers establish a respectful environment for a diverse population of students.
- **Standard 4:** Teachers facilitate learning for their students
- **Standard 5:** Teachers reflect on their practice

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## Your Own Assets



Using the “*Find Someone Who ...*” handout, reflect on these questions:

**Think of a personal, cultural, or knowledge asset you have that your fellow teachers may not know about. On the handout:**

- briefly describe the asset.
- In what situations might that asset be useful?
- If your fellow teachers knew about that asset, how might it contribute to their understanding of who you are? The work you do with them?

When done, we’ll share with a partner using the **“Find Someone Who . . .” strategy** for collaborative work.

**Be Prepared to share something interesting about YOUR PARTNER’S responses .**

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## Personal/Cultural/Academic Assets



**Knowledge of our students' Cultural and Personal Experiences and Prior Academic Learning help guide teaching and learning:**

*What ASSETS do your students bring with them?*

**Example:** students who serve as [language brokers](#) - children of immigrant families who translate and interpret for their parents and other individuals.

Use the assets graphic organizer handout to note some ways [this teacher](#) leverages prior learning as an asset and where this learning might have originated for her students.



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## Personal/Cultural/Academic Assets



### 1. Research students' experiences with learning and teaching styles

- **Ask educators** who come from the same **cultural** background as the students about effective ways to teach
- **Visit the communities** of the students to find out how they interact and learn in that environment
- **Ask students** about their **learning style preferences** (use of [learning style](#) and [interest inventories](#))
- **Interview/survey parents** about how and what students learn from them
- **Use that information to inform the design** of classroom activities, projects, readings, and assessments that leverage personal experience/interests, prior knowledge, and/or cultural assets.

### 2. Devise different ways for students to be successful in achieving developmental milestones

- Ensure success by setting realistic, rigorous, goals; focus on growth (about [growth models](#)) and proficiency.
- Allow students to set their own goals for a project ([setting smart goals](#)).
- [Activate prior knowledge](#) learned in previous classes as well as contexts outside of school.
- Leverage prior knowledge and goal setting to facilitate student use of feedback.

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## Personal/Cultural/Academic Assets



### 3. Create an environment that encourages and embraces culture

- Employ patterns of management familiar to students ([culturally responsive classroom management strategies](#)); make expectations for behavior [very clear and straightforward](#) and appropriate for a specific activity's learning goals.
- Allow students opportunities to share cultural knowledge ([ideas from Teaching Tolerance](#)).
- Question and challenge students on their beliefs and actions to build skills associated with collaborative work.
- Teach students to question and challenge their own beliefs and actions (self-reflection)



## Leveraging Personal Interest



### Comics in the Classroom



**“Whenever I can make it about the student it makes for a more meaningful activity.”**

Sam Pane; 5<sup>th</sup> Grade Teacher, Omaha NE

**How does Mr. Pane's use of the digital format:**

- Foster student **engagement** with the learning task?
- Foster **use of academic language**?
- Foster a **respectful** learning environment?

## Leveraging Personal Interest



### Let's try it out:

<http://www.readwritethink.org/files/resources/interactives/comic/>

For more advanced tools see:

<http://www.makebeliefscomix.com/Comix/>

<http://www.powtoon.com/>

<http://www.toondoo.com/>

### Upload/link to your comic:

<https://goo.gl/Rbgiqa>



While exploring this tool, think about how you might use it to design an activity that demonstrates content understanding.

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## Identifying Cultural/Personal Assets



### Let's Try it out: Community Connections

#### Steps:

- Create personal shape - consider culture, interests, experiences
- Enhance with text/pictures
- Post on wall
- Use string (or marker) to make connections
- Share out



#### Discussion:

- What did you learn about your fellow teachers' personal experiences/interests?
- What did you learn about their cultural background?

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# Session Reflection



When you return to your school, what is one thing about this session you might share with a colleague?

With the time remaining, we'll share these reflections.

