


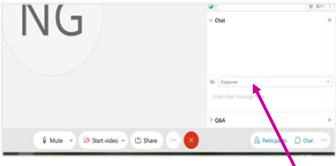
Welcome to the ACEND Webinar Series on Diversity, Equity and Inclusion

WE WILL BEGIN SHORTLY
This webinar will be recorded




1

Lines have been muted



If you have questions or comments, **Use the chat feature** and post a chat to **EVERYONE**



2




Rayane AbuSabha, PhD, RD
ACEND
Executive Director




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- 1.0 CPEUs for this Webinar
- Attendees access the survey link to complete a short evaluation
- Handout of slides and CPEU certificate provided via email



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Tamara S. Melton, MS, RDN
Co-Founder &
Executive Director
Diversify Dietetics, Inc



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Help all Students to Thrive:
An Introduction to Culturally Sustaining Teaching

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Disclosures

- Diversify Dietetics, Inc Co-Founder and Executive Director

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Session Objectives

- Define the elements of Culturally Responsive Teaching pedagogy.
- Describe the difference between deficit, difference and asset-based teaching beliefs.
- Identify opportunities for implementing CRT strategies in nutrition and dietetics courses.

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Chiricahua Apache Students- Carlisle Indian School, PA

First day of School

Four Months Later

Photo Credit: John N. Chaaste/Killam Archive/Getty Images

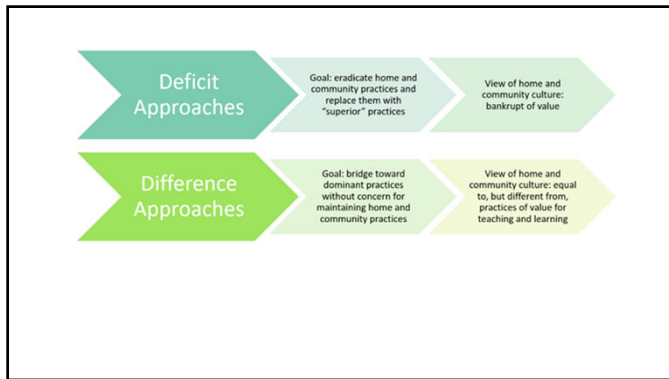
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BIPOC students are portrayed as...

- At-risk
- Disadvantaged
- Underachievers
- Low SES
- First generation college
- ESL
- Challenging family structure

= **DEFICIT**

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Difference Approach

Example: Food and Cultures class

- Present other cultures' foods as different
- Little to no further exploration, but instead focuses counseling to bridging to dominant culture


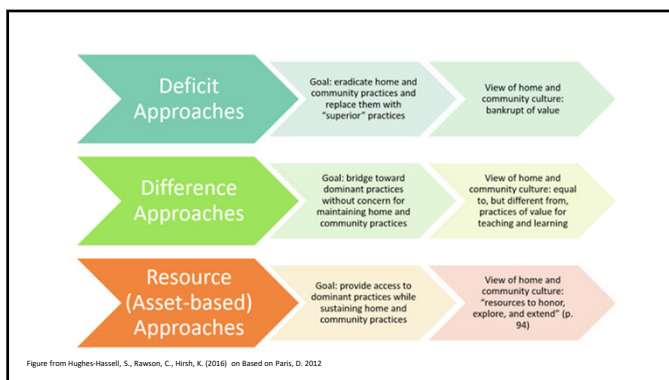


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Culturally Sustaining Teaching¹

a.k.a.


Culturally Responsive Teaching 2.0²

1 Paris, D. 2012
2 Ladson-Billings G. 2014

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Culture Affects Communication¹

- Sending and receiving messages
- Thinking processes of individuals and learners



1 Ladson-Billings G. 2014
Photo by [Ladson-Billings](#) on Unsplash

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Lost in Translation- From Kale to Cars



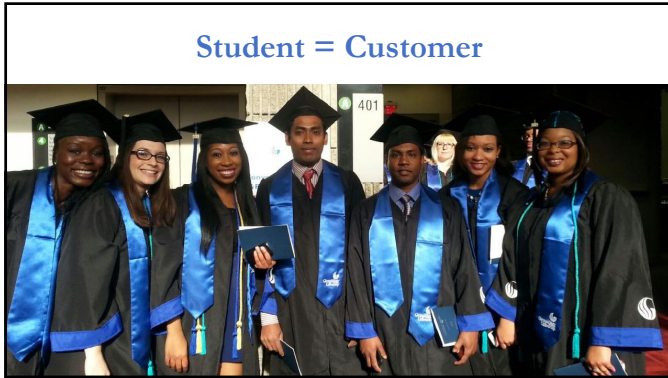
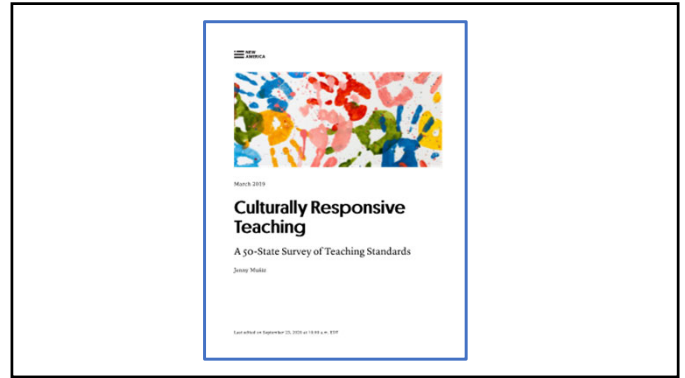



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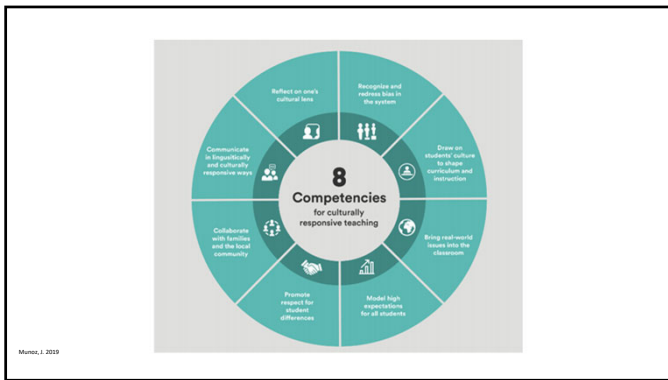
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Competency 1: Reflect on one's culture lens

- Routinely reflect on own life experiences and membership in various identity groups
- Examine how those factors influence beliefs and actions
- CRT: A Reflection Guide
- Diversify Dietetics Self-Study: Supporting Diverse, Inclusive and Equitable Educational Spaces in Dietetics

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Competency 2: Recognize and Address Bias

- Understand personal bias vs. institutional or systemic bias
- Seek to understand how identity markers (race, ethnicity, ability, gender, etc.) influence educational opportunities
- Not all learners are equally rewarded for hard work
- Poorly informed educators may blame learners for perceived deficiencies

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Competency 3: Draw on Students' Culture

- Student's cultural background and existing knowledge can bridge new learning
- Employ cultural scaffolding
- Combat stereotypes
- What this is NOT:** calling out diverse students to represent their culture

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Competency 4: Bring Real-world issues into the classroom

An example Topic- Veganism:

- Introduces ALL students to sociopolitical influences on food and nutrition
- Possible instructional strategies
 - Assign article reading
 - Facilitated class discussion
 - Think-pair-share

Why this works:

- Relevant Topic
- Varied instructional strategies

BBC News, 2020

Why black Americans are more likely to be vegan

0/11 September

Black Americans are almost three times as likely to be vegan and vegetarian than other Americans. Why is going up most so popular?

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Competency 5: Model high expectations for all students

- Stereotypes can lead to unconscious biases in pedagogical choices and expectations of students
- These influence students' perceptions about their own abilities
- Believe that students can meet high expectations **with support and scaffolding**

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Competency 6: Promote respect for student differences

- Foster respectful, inclusive, affirming learning environments
- Assess how learners from different backgrounds might experience the environment
- Encourage students to reflect on their own experience bias
- **Extends to preceptors**

Photo by Levin Dolmas

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Competency 7: Collaborate with families and local community

- Seek to learn more about local community and families' cultures, values and expectations for their child's education
- **This is still important in higher ed**

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Competency 8: Communicate in Linguistically and Culturally Responsive Ways

- Cultural communication: nonverbal
- Linguistic communication: verbal
- White teachers may value passive and indirect styles of communication
- **Example: Loud Black students**

Photo by [@inspoynblack](#)

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This is process. Give yourself grace.

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URL for Recording:

<https://eatright.webex.com/eatright/lsr.php?RCID=fd7b112effb94b9b89be534c73f1adf5>