

**Part I – With a Partner (10 minutes)**

Here are 3 cups and a can:

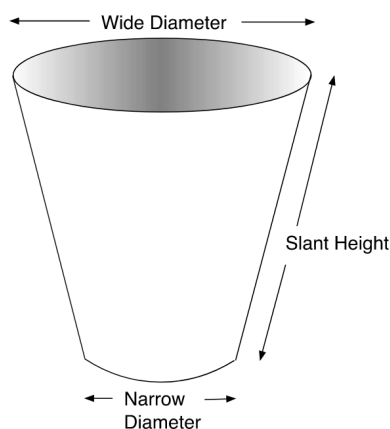


- 1) Make a prediction – Which one would roll in the largest circle? Why?
- 2) Discuss with your partner. Were your predictions the same?
- 3) Visit [http://map.mathshell.org/lesson\\_support/rolling\\_cups/cups\\_video1.htm](http://map.mathshell.org/lesson_support/rolling_cups/cups_video1.htm)  
Note the tabs at the top. Simulate rolling each of the glasses and note the roll radius:
  - Short glass roll radius:
  - Plastic cup roll radius:
  - Tall glass roll radius:
  - Soup can roll radius:
- 4) Where you surprised by the results? Why or why not?

STOP!

## Part II – With a Partner (10 minutes)

Consider the dimensions of a cup



- 5) The actual dimensions and roll radii of the 4 cups that were rolled are given in the table below. Complete the table by rolling 4 additional cups using this online Cup Rolling Calculator:

[http://map.mathshell.org/lesson\\_support/rolling\\_cups/cups\\_calculator.htm](http://map.mathshell.org/lesson_support/rolling_cups/cups_calculator.htm)

Cup	Dimensions in Inches			
	Wide Diameter	Narrow Diameter	Slant Height	Roll Radius
Short Glass	$3\frac{1}{2}$	3	$3\frac{3}{4}$	$26\frac{1}{4}$
Plastic Cup	3	2	$3\frac{1}{2}$	$10\frac{1}{2}$
Tall Glass	$2\frac{1}{2}$	2	$5\frac{3}{4}$	$28\frac{3}{4}$
Soup Can	3	3	$4\frac{1}{4}$	Infinite!
Cup A				
Cup B				
Cup C				
Cup D				

### Part III – With a Partner (10 minutes)

NO MORE than 10 minutes! It's ok if you have not reached an answer!
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- 6) Describe how each of the three lengths on the picture affect the roll radius. Show how you **used the data** to explain your ideas. Feel free to simulate rolling additional cups.
  
  
  
  
  
  
  
  
  
  
- 7) Show how you can use math to predict the radius of the circle by any size of cup. Show all of your reasoning, including any diagrams and calculations.

#### **Part IV – Combine pairs into a group of 4 (20 minutes)**

- 8) Briefly, have each pair share their thinking and how far they've progressed. Reach consensus on a strategy, and move forward with finding a solution as a group.
  
- 9) Take the remaining time to continue working on your answers to questions 6 and 7.

# Teaching and Learning Across Cultural Strengths in College

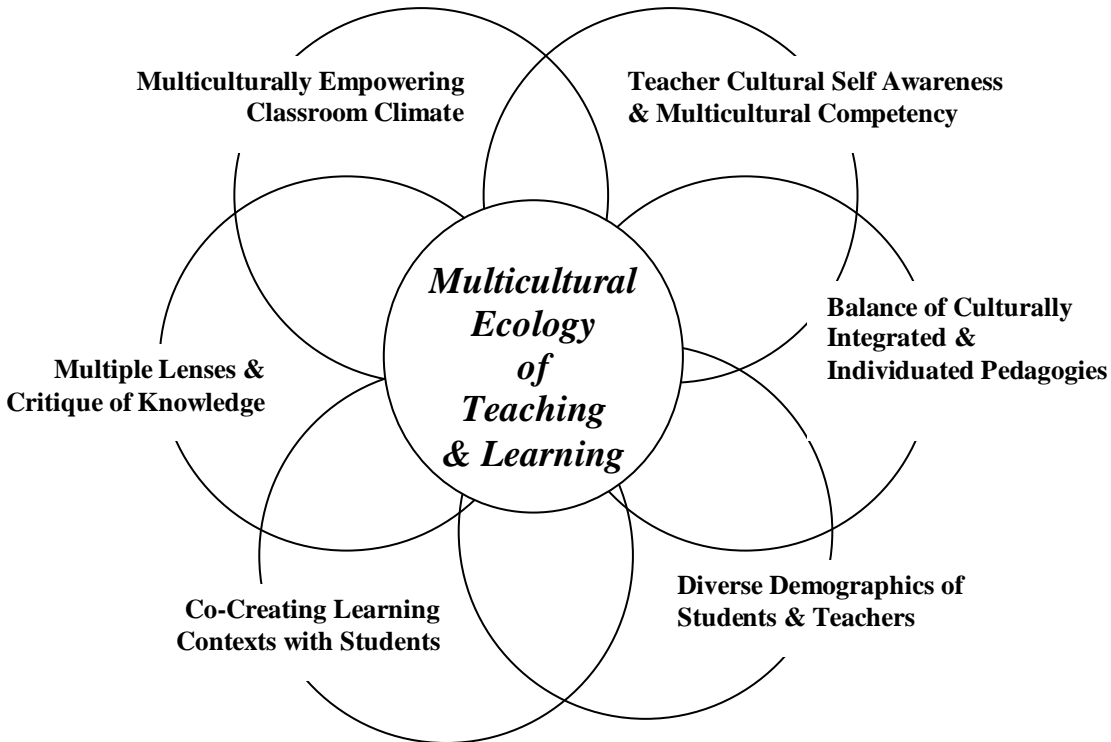
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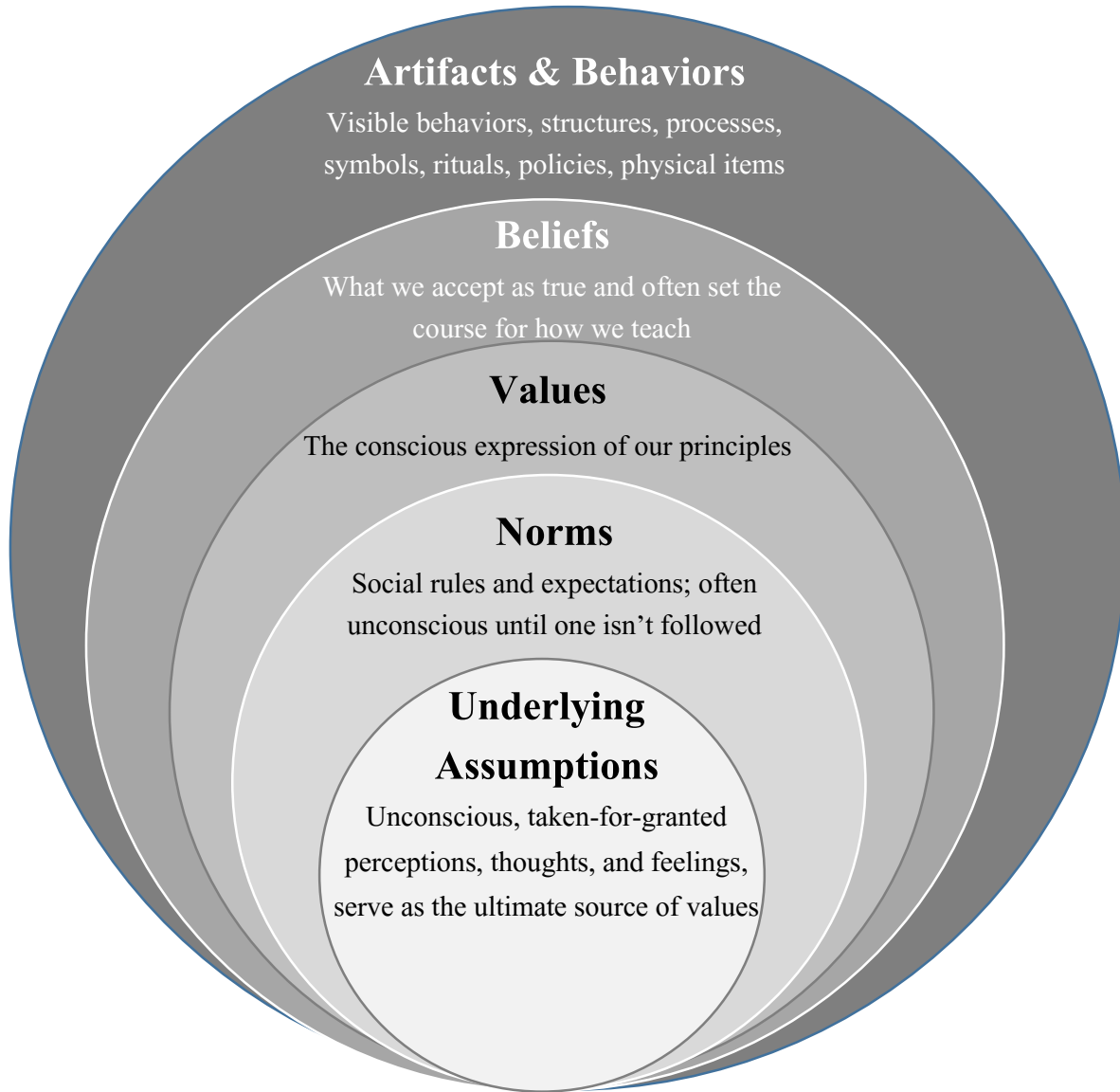
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## ***Multicultural Ecology of Teaching and Learning in College***




From: Chávez, A. F. (2011). *Toward a multicultural ecology of teaching and learning: A critical review of theory & research*. *Journal of Excellence in College Teaching*, 21 (4), 49-74.

## Elements of Culture




From: Chávez, A. F. & Longerbeam, S. D. (forthcoming). *Teaching Across Cultural Strengths: A Guide to Balancing Integrated and Individuated Cultural Frameworks in College Teaching*. Sterling, VA: Stylus Publishing.

<b>Cultural Frameworks in Teaching and Learning</b>		
<b>Individuated</b> <i>In a culturally <u>individuated</u> framework, a private compartmentalized, linear, contextually independent conception of the world is common, assumed, and valued.</i>		<b>Integrated</b> <i>In a culturally <u>integrated</u> framework, an interconnected, mutual, reflective cyclical, contextually dependent conception of the world is common, assumed, and valued</i>
Knowledge, individual competence, to move forward toward goals and the betterment of humanity	<b>Purpose of Learning</b>	Wisdom, betterment of the lives of those with whom we are connected - family, tribe, and community
Mind as primary, best, or only funnel of knowledge	<b>Ways of Taking in and Processing Knowledge</b>	Mind, Body, Spirit/Intuition, Reflection, Emotions, Relationships as important aspects and conduits of knowledge
Compartmentalized and separate; belief that understanding how the parts work separately, abstractly, and in isolation will lead to the greatest understanding	<b>Interconnectedness of What is Being Learned</b>	Contextualized and connected, belief that understanding how things affect each other within the whole, and within family and community will facilitate understanding
Learning is a private, individual activity; responsible for one's own learning so that family and others are not burdened	<b>Responsibility for Learning</b>	Learning is a collective, shared activity, Responsible for one's own as well as others' learning
Linear, task oriented, can be measured and used, to be on time shows respect	<b>Time</b>	Circular, seasonal, process oriented, dependent on relationships, to allow for enough time shows respect
Provider and Evaluator of Knowledge -- best perspectives and ways of learning, predetermined bounded learning; communication primarily between teacher and students	<b>Role of the Teacher, Control</b>	Facilitator of Learning Experiences -- multiple perspectives and ways of learning, emergent constructivist; wide variety of interactions between students, and between teacher and students
Others' perspectives are optional for learning. Primarily rely on verbal messages; individuals are paramount, predominantly verbal in both written and oral communications	<b>Student Interactions</b>	Others' perspectives and interpretations are important, even essential to learning. High use of nonverbals, collective as paramount, and multiple streams of communication
Learning by mastering abstract theory first, followed by testing. Unlikely to include application, experience, or doing in real life	<b>Sequencing</b>	Learning by doing, listening to others' experiences, imagining or experiencing first, then drawing out abstract theory
<b>Chávez &amp; Longerbeam</b> (Stylus, 2016). The earliest version of this model was presented in a paper at the 2009 ASHE Conference and we then developed this model from a later version of in Ke & Chávez (2013).		

## *Cultural Continua Activity*

First, choose one of the Cultural Frameworks Continua from the gray column on page 5 and reflect here on where you are on this continuum in your teaching as well as how you might balance across cultural frameworks within this construct.

<b>Cultural Continua in My Teaching</b>		
<b>Individuated Framework</b> In a culturally <u>individuated</u> worldview, a private compartmentalized, linear, contextually independent conception of the world is common, assumed, and valued.		<b>Integrated Framework</b> In a culturally <u>integrated</u> worldview, an interconnected, mutual, reflective cyclical, contextually dependent conception of the world is common, assumed, and valued
	<b>Chosen Continua...In my teaching, am I more individuated in this construct, more integrated...or a balance of the two?</b>	
	<b>How does this construct manifest in my teaching practices...in class activities, assignments, evaluations, communications etc.</b>	
	<b>To balance my teaching <u>across integrative and individuated</u> cultural frameworks, what are some ways I could modify or add to my teaching....class activities, assignments, evaluations, communications etc.</b>	

## **Tips on Teaching through Natural Cultural Strengths** *Hispano/Latino, Native, Northern European, and African American College Students*

Though all students learn most effectively through a multiplicity of pedagogies across integrated and individuated cultural frameworks; some elements are especially important to learning naturally among specific populations because of the ways they are taught in their early lives.

**Hispano/Latino College Students** are more likely to learn naturally when the following are part of the learning process:

- Learning by doing (application first, theory second)
- Comparing and contrasting with peers, learning from peers & peer work
- Starting with storytelling, examples, cases (the larger picture & the context)
- Feeling cared about by the professor
- When content is connected to their lives, families, cultures

**Northern European College Students** are more likely to learn naturally when the following are part of the learning process:

- Learning by Reading and Lecture (theory first)
- Linear Presentation of Content
- Learning Objectives & Outcomes
- Definitions & Classifications
- Clear Expectations & Goals, Rubrics
- Homework/Problem Sets
- Exams and Papers
- When content is connected to their lives

**African American College Students** are more likely to learn naturally when the following are part of the learning process:

- Use of visual symbols, metaphor, story, rhythm, music
- Time to make sense of things through discussion
- Application to self, family, community, culture
- Theory integrated with examples and application
- Friendly competition, debate, humor
- Very clear expectations, directions, communication
- Rationale based in future goals and professions

**Native American College Students** are more likely to learn naturally when the following are part of the learning process:

- Use of visual models, symbols, metaphor, drawings,
- Time to make sense of things through visual or reflective means
- Application to self, family, tribe
- Time for reflection before discussion
- Learning by Doing
- Ongoing access to past learning materials (oral history)

## **Top Twelve Things Faculty Can Do to Teach Across Cultures**

Self-Reflect Culturally

Modify One Cultural Construct in Your Next Class Session

Talk with Three Students from Different Cultural Origins  
about How They Learn

Choose One Negative Assumption you have about Students  
and Reevaluate Culturally then modify your Teaching

Have students evaluate their own ways of learning using the Cultural  
Frameworks Model – then ask them for suggestions in teaching based in their  
ways of learning

Share with Students the Value of Complex, Balanced Learning

Develop a New Way to Connect Subject Matter to Student Lives

Partner with Students

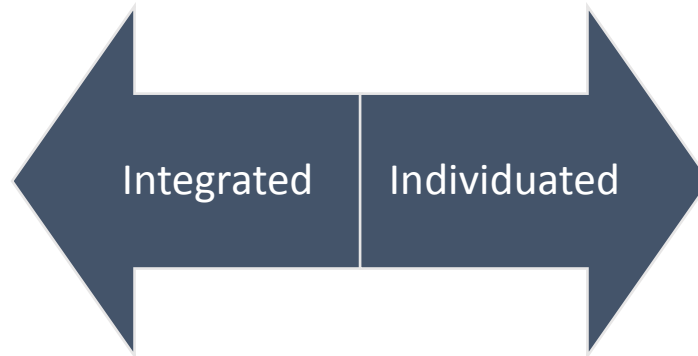
Make a Personal Connection with a Student

Develop an Innovative Way to Assess Student Learning

Have Students Self-Assess with the Cultural Frameworks Model

Collaborate Deeply Across Cultures with another Professor

## Balancing Course Design and Facilitation Across Cultural Frameworks



<b><u>Design or Facilitation Aspect</u></b>	
<b>Ways to cultivate, bring out our own strengths toward balancing across cultural frameworks</b>	
<b>Ways to start the course</b>	
<b>Ways to show care</b>	
<b>Ways to cultivate, bring out, engage student strengths</b>	
<b>Readings/Learning Materials</b>	
<b>Assignments</b>	
<b>Evaluations/Assessments</b>	
<b>Learning Activities</b>	

**Some *Ways of Being* we find helpful  
to cross-cultural collaborations with colleagues and students**

Focus on the learning benefits of balancing across cultural strengths

Remain willing to be uncomfortable

Process & Stay Fiercely PRESENT with each other (discussions, e-mail reflections)

Abandon Defensiveness

Offer the benefit of the doubt immediately

Develop trust in each other over time

Reengage, Reengage, Reengage...dedicate ourselves to each other, the work together

Ask – Would you help me to understand why do you do it that way?

Engage both of our strengths to get through ‘trauma triggers’ and other challenges

Encourage risk taking in each other...and support it in each other especially when it doesn’t work out so well or feels uncomfortable, or leads to misunderstandings

Use metaphor, visuals to ‘capture’ and share what we mean

Balance work, rest, reflection and play

### Additional Resources

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# READY for RIGOR

## A Framework for Culturally Responsive Teaching



### AWARENESS

- Know and own your cultural lens
- Understand the three levels of culture
- Recognize cultural archetypes of individualism and collectivism
- Understand how the brain learns
- Acknowledge the socio-political context around race and language
- Recognize your brain's triggers around race and culture
- Broaden your interpretation of culturally and linguistically diverse students' learning behaviors



### LEARNING PARTNERSHIPS

- Reimagine the student and teacher relationship as a partnership
- Take responsibility to reduce students' social-emotional stress from stereotype threat and microaggressions
- Balance giving students both care and push
- Help students cultivate a positive mindset and sense of self-efficacy
- Support each student to take greater ownership for his learning
- Give students language to talk about their learning moves



### INFORMATION PROCESSING

- Provide appropriate challenge in order to stimulate brain growth to increase intellectual capacity
- Help students process new content using methods from oral traditions
- Connect new content to culturally relevant examples and metaphors from students' community and everyday lives
- Provide students authentic opportunities to process content
- Teach students cognitive routines using the brain's natural learning systems
- Use formative assessments and feedback to increase intellectual capacity



### COMMUNITY OF LEARNERS & LEARNING ENVIRONMENT

- Create an environment that is intellectually and socially safe for learning
- Make space for student voice and agency
- Build classroom culture and learning around communal (sociocultural) talk and task structures
- Use classroom rituals and routines to support a culture of learning
- Use principles of restorative justice to manage conflicts and redirect negative behavior

