A Model for Culturally Sustaining Instructional Design

Additional Resources:
colleensmith.tech/aera2024
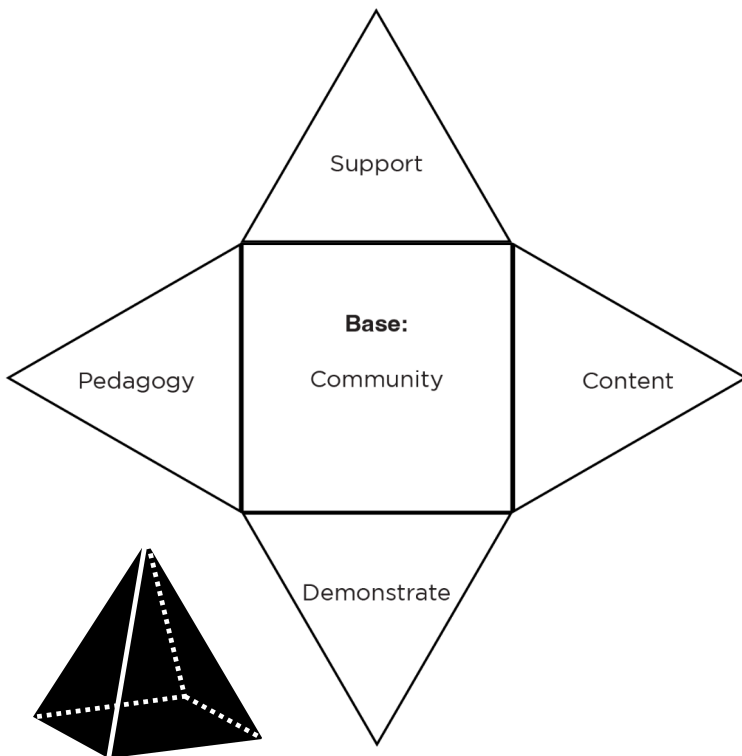
Community: Who we learn with / Who we connect learning to
- Build trust within the learning environment with flexibility and accountability
- Share multiple perspectives on the content
- Create an open space for learners to craft their own perspectives and use their authentic voices
- Extend learning outside the classroom to learners' communities and current events that impact their communities
- Construct personal connections between learners, mentors, and scholars for continued learning and a network of support

Content: What we learn / What we teach
- Determine what content proficiency is essential for each class, program, and support service.
- Establish course objectives that reflect essential course components and do not exclude students based on gaps in prior knowledge.
- Meet or exceed professional standards of excellence in content proficiency within an environment of inclusion.
- Integrate multiple perspectives, cultures, linguistic histories, communities, and global examples from authors who are not traditional academic voices.
- Connect content to historical trends, current events, and future directions of contributors with diverse social identities.

Pedagogy: How we learn / How we teach
- Promote understanding of how knowledge and personal experiences are shaped by the contexts, social identities, and histories that we embody.
- Work collaboratively to construct knowledge.
- Explain that learning is a complex process that involves many layers of reflection.
- Integrate skill development with the acquisition of content knowledge.
- Communicate clear expectations in terms of learning objectives, engagement in teaching and learning, and evaluation measures for teaching and learning.
- Apply strategies that sustain and value learners' culture, abilities, experiences, and ways of knowing.

Demonstrate: How we demonstrate what we have learned / How we assess learning
- Develop multiple ways for students to demonstrate knowledge.
- Encourage students to use creative, critical thinking, and problem-solving skills to demonstrate knowledge.
- Establish a clear link between course or program objectives and the content knowledge and skill acquisition being asked to demonstrate or assessed.
- Minimize bias in the assessment of student learning by reflecting on perspectives and biases held that may shape assessment output.
- Use both formative and summative assessment measures.

Support: How we access academic support services / How we support learning
- Maintain the delicate balance between challenge and support.
- Support skill development and content knowledge acquisition through cultural community and mentorship programs.
- Incorporate cognitive, affective, and emotional aspects of learning.
- Collaborate and partner with select institutional resources, faculty, speakers, and alumni.

Research Questions & Results

RQ1. Which culturally inclusive instructional strategies do McNair DBAs use, if any?

	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
Inclusive Strategies	*Create a Space for Authentic Learning*	*Create Access to Learning Materials*	*Select an Inclusive Instructional Approach*	*Create a Network of Support*	*Clarify Expectations*	*Be Flexible*
Sub-Themes	Build a System		Use Inclusive Pedagogy	Build Community	Clarify Engagement Expectations	Adapt Content
	Define the Purpose		Deliver Content Inclusively			Offer Multiple Opportunities
	Define the Characteristics					

RQ2. How do McNair DBAs assess the effectiveness of these strategies?

	Theme 1	Theme 2
Inclusive Strategies	Contextual Factors	Desired Outcomes
Sub-Themes	Importance to DBA	Instructional Strategies (RQ1)
	COVID Transition	
	DBA & Student Experiences	
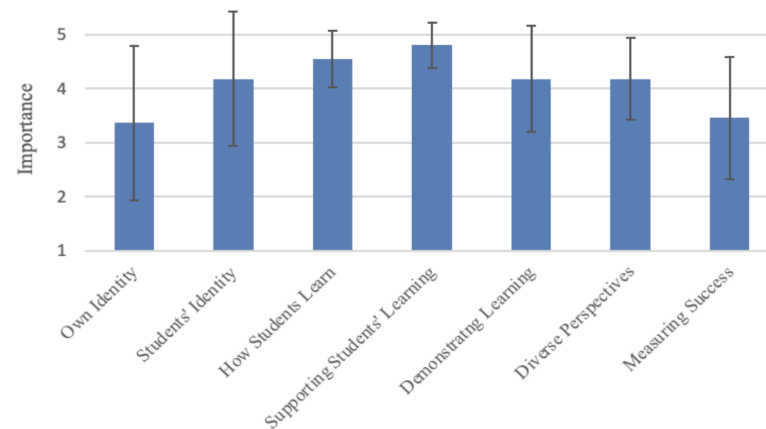
RQ3. How well do McNair DBAs' strategies fit the principles of instructional design and culturally sustaining pedagogy?

- **Observing** = 9 of 11
- **Feedback Loop** = 7 of 11
- **Measuring** = 7 of 11
- **Issues** = 4 of 11

- **Community** - RQ1 Theme 4 (Create a Network of Support; Build Community)
- **Content** - RQ1 Theme 2 (Create Access to Learning Materials)
- **Pedagogy** - RQ1 Themes 3 & 5 (Select an Inclusive Instructional Approach; Clarify Expectations)
- **Demonstrate** - RQ1 Theme 6 (Be Flexible; Offer Multiple Opportunities)
- **Support** - RQ1 Theme 1 (Create a Space for Authentic Learning)

Discussion

This study's findings demonstrate that the CSID model (Smith & Staudt Willet, 2023) can be applied to systematically design and evaluate opportunities for students' success in ways that leverage the strengths of both instructional design (Schultz & Higbee, 2011) and culturally sustaining pedagogy (Paris, 2012) principles.