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## Culturally Responsive One-Shots Flowing from Institutional Data

Hope Y. Kelly PhD

*Virginia Commonwealth University, [kellyh3@vcu.edu](mailto:kellyh3@vcu.edu)*

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# **Culturally Responsive One-Shots**

**flowing from  
institutional data**



**Hope Kelly**

**Favorite Color**

*PINK*

**Favorite Animal**

*DOG*

**Dream Super Power**

*TELEPORTATION*

# Agenda

**01**

## **Problem of Practice**

How do we approach instruction without relationships?

**02**

## **Institutional Data**

Another way to get to know your students

**03**

## **Culturally Responsive One-Shots**

Methods that can be applied in this context

**04**

## **Reflection & Response**

Identifying opportunities

# OBJECTIVES

- Consider sources of data that describe the student population at your institution and how it can shape your curriculum development to better reflect your student body.
- Identify elements of culturally responsive teaching that can be applied to one-shot instruction.
- Develop a short analysis of opportunities for culturally responsive teaching approaches in your own practice.

**“The one-shot format poses barriers to incorporating CRT, such as the difficulty of knowing students’ cultural backgrounds prior to class and insufficient time to build relationships ...”**

— Chapel Cowden, Priscilla Seaman,  
Sarah Copeland, and Lu Gao 2021

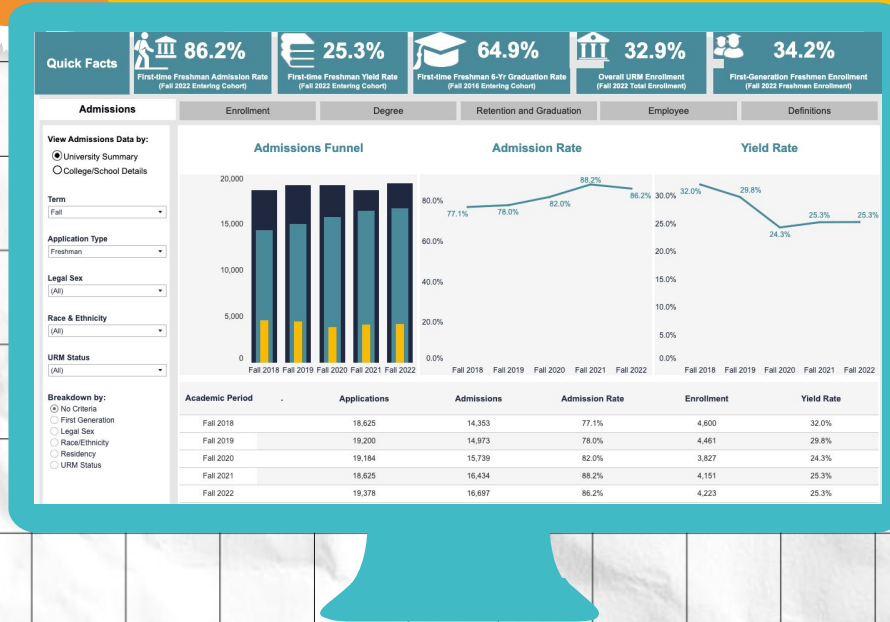


# INSTITUTIONAL DATA

Another way to get to  
know about our students



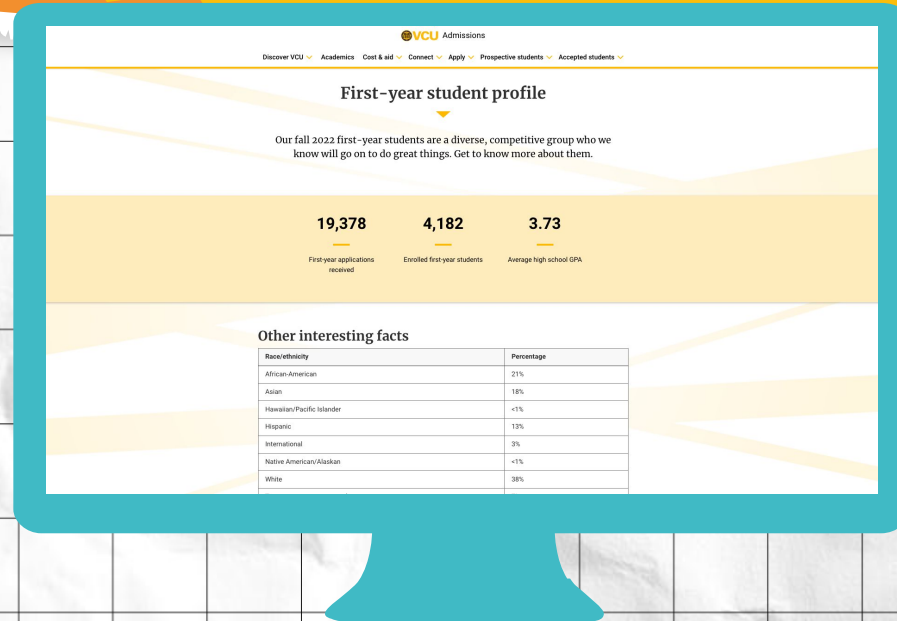
# Sources of Data: Data Portal



<https://data.vcu.edu/datadigest/>

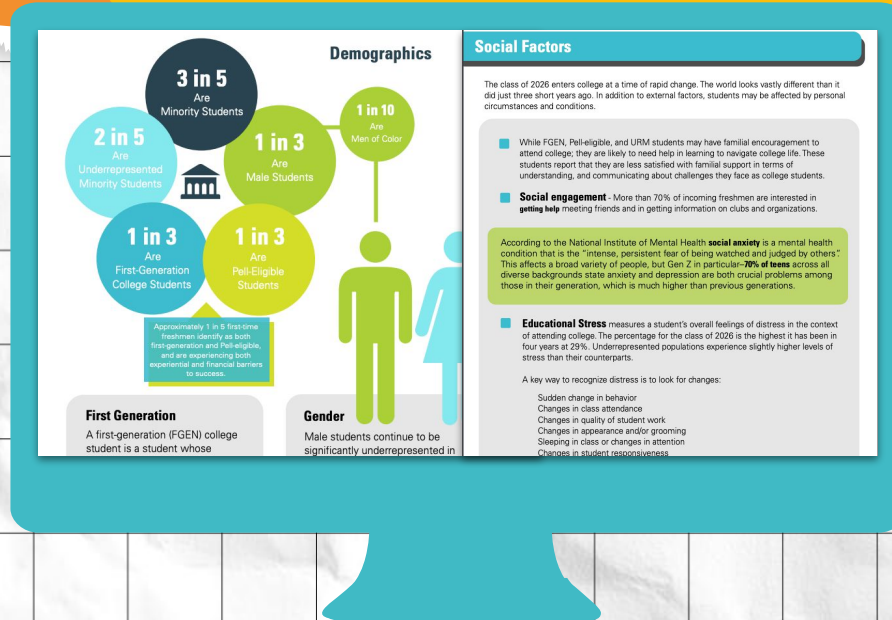


# Sources of Data: Admissions Pages



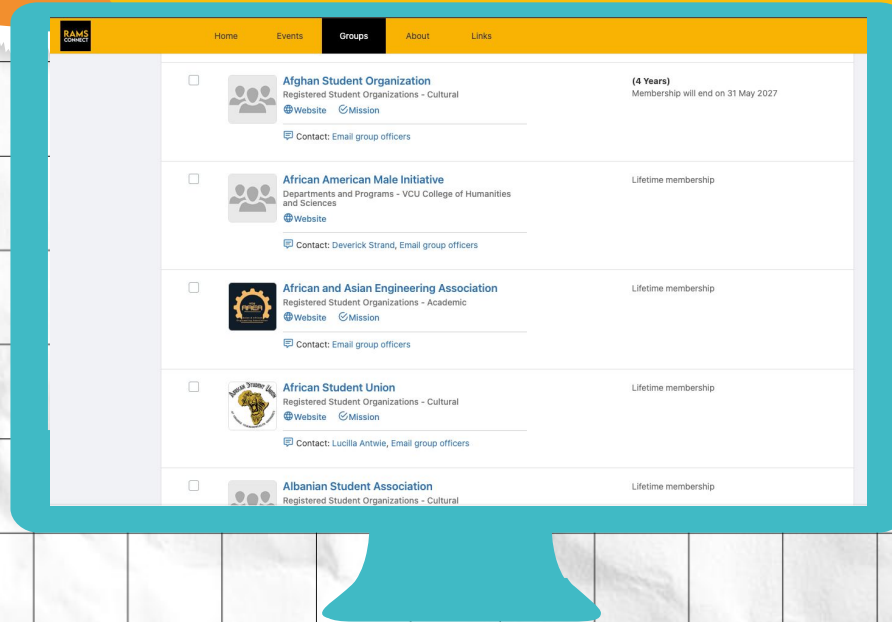
<https://admissions.vcu.edu/apply-to-vcu/undergraduate/first-year/first-year-student-profile/>

# Sources of Data: Internal Reports



Report sent to VCU Faculty & Staff from SEMSS Office

# Sources of Data: Student Organizations

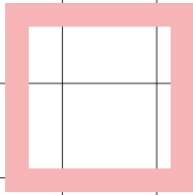


[https://vcu.campusgroups.com/club\\_signup](https://vcu.campusgroups.com/club_signup)

# Class Composition

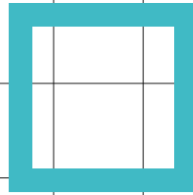


**2/3**



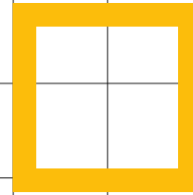
**Female**

**3/5**



**Minority**

**3.73**



**GPA**

# Areas to Consider for Culturally Responsive Teaching



## **PREPARATION**

Deepening self-awareness



## **COMMUNICATION**

Relevant expression



## **FACILITATION**

Decentering the instructor



# PREPARATION

- Get to know your students through institutional data and other sources of information about your university community
- Write out assumptions you make ahead of planning instruction and reflect / evaluate
- Identify your cultural background and its impact on your teaching style

Deepening  
self-  
awareness



# COMMUNICATION

- Prioritize introductions, for yourself and students
- Stay focused and use relevant examples rather than abstractions or idioms
- Avoid jargon or explicitly teach it
- Restate questions and answer using language that aligns with the student's

Relevant  
expression



# FACILITATION

- Expert modeling followed up with authentic practice
- Focusing on process
- Collaborative methods
- Select topics that are cognizant of privilege, race, gender, and minority identities

Decentering  
the  
instructor



# REFLECTION & RESPONSE

<https://tinyurl.com/hopetilc>



## Culturally Responsive One-Shots Flowing from Institutional Data

### PREPARATION: deepening self-awareness

STRATEGY	VCU EXAMPLE	YOUR INPUT
Find sources of data and information to learn about your students	Japanese Student Assoc. on the web: <a href="https://vcu.campusgroups.com/jsa/home/">https://vcu.campusgroups.com/jsa/home/</a> , <a href="https://www.facebook.com/groups/isaatvcu">https://www.facebook.com/groups/isaatvcu</a>	
Reflect and evaluate the assumptions you have about your students	I assumed levels of skill about internet searching; now the lesson incorporates their descriptions on how that goes for them.	
Consider how your cultural background impacts your style	I understand my teaching style as being based on growing up and schooling in FL public schools impacted by bussing mandates.	

### COMMUNICATION: relevant expression

STRATEGY	VCU EXAMPLE	YOUR INPUT
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# RESOURCES

Cowden, Seaman, P., Copeland, S., & Gao, L. (2021). Teaching with Intent: Applying Culturally Responsive Teaching to Library Instruction. Portal (Baltimore, Md.), 21(2), 231–251.  
<https://doi.org/10.1353/pla.2021.0014>



[Google Slides](#)



**DANKE!**

Hope Kelly, Ph.D.  
[kellyh3@vcu.edu](mailto:kellyh3@vcu.edu)

[https://www.library.vcu.edu/about/  
staff/staff/kelly-hope.html](https://www.library.vcu.edu/about/staff/staff/kelly-hope.html)

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