

Chapter 12

Using Student–Centered Engagement in the Classroom to Develop Cultural Intelligence

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ABSTRACT

Culturally responsive teaching provides a framework for which we can aspire to better serve all students in our classrooms. Engaging students in conversations on difficult social justice topics can be extremely challenging but very important in our global society. The authors offer several strategies for first establishing student engagement, then implementing course content to develop cultural intelligence to have these conversations. Using the lens of cultural intelligence, the authors explore effective tools for creating a welcoming environment and ways to communicate effectively with cultural humility. Then, the authors explore anti-deficit strategies needed to engage students in learning about diversity and inclusion and to facilitate constructive dialogue about current issues of discrimination, bias, and prejudice. Finally, the authors offer several case vignettes based on the experience of using the problem of practice and provide example assignments used to develop and enhance cultural intelligence.

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INTRODUCTION

As educators, we have a responsibility to continue learning. Culturally responsive teaching provides a framework for which we can aspire to better serve all students in our classrooms (Gay, 2010). Engaging students in conversations on difficult social justice topics can be extremely challenging, but very important in our global society. We offer several strategies for first establishing student engagement, then implementing course content to develop cultural intelligence to have these conversations. The authors explore anti-deficit strategies needed to engage students in learning about diversity and inclusion and to facilitate constructive dialogue about current issues of discrimination, bias and prejudice.

Using the lens of cultural intelligence, the authors explore effective tools for creating a welcoming environment and ways to communicate effectively with cultural intelligence. Finally, the authors offer a case vignette based on the experience of using problems of practice and provide sample assignments used to develop and enhance cultural intelligence.

Chapter Objectives

- To examine the theoretical models shown to increase student engagement as it relates to culturally responsive teaching.
- To provide a framework for implementing anti-deficit strategies.
- To explore evidence-based strategies to engage students in developing cultural intelligence.

Context of Culturally Responsive Teaching

According to Gay (2010), culturally responsive teaching is validating, comprehensive, multidimensional, and empowering. To validate a student, the professor must use cultural knowledge, prior experiences, and frames of reference that make the learning more relevant. The professor must see cultural differences as assets to build bridges between the students' life at home and their life at the university. To be comprehensive, the faculty member must develop intellectual, social, emotional and political learning by using all the resources available to build competence. To be multidimensional, the teaching must use varied instructional technologies, simulations that tap into a wide variety of knowledge, experiences and contributions. Finally, the professor must empower students to build academic competence and personal confidence. Empowered teaching requires creating an infrastructure to support and bolster student morale. Gay (2015) asserts that culturally responsive teaching uses cooperation, community and connectedness.

Framework for Student Engagement

Using Harper and Quay's (2009) work, the authors believe a student engagement framework within the context of culturally responsive teaching will allow opportunities for enhancing students' learning (Kuh, 2008; Coates, 2007). Kuh (2008) adds that engagement allows for a sense of connectedness with the campus, peers, and faculty. Harper and Quay (2009, p. 2) assert that "students cannot engage themselves" and that faculty must be in partnership with the students to develop purposeful and intentional engagement. The strategies discussed in this chapter give faculty tools to engage students in critical reflection and thoughtful dialogue while learning about themselves and others. Factors of student engagement include learning communities, active and collaborative learning experiences, and high impact educational practices (Harper & Quay, 2009; Kuh, 2008). The National Survey for Student Engagement (2018) focused their research on several engagement indicators for academic challenge. The authors assert that the creative assignments are associated with several of these indicators including higher-order thinking, reflective and integrative learning and learning strategies. In addition, this chapter discusses strategies that involve the engagement indicator of learning with peers including collaborative learning and discussions with diverse others. Finally, these strategies align with the engagement indicators of effective teaching strategies and faculty-student interactions.

To begin to build student engagement, the faculty member must establish inclusion (Ladson-Billings, 1994; Wlodkowski & Ginsberg, 1995). The students need to be comfortable within the classroom setting (Gay, 2010). The authors assert it is integral to the success of these strategies to get to know the student individually. The following table is an example of a resource to learn more about the student and their needs as a learner.

In the author's experience, students appreciated the opportunity to share about themselves in a private way. Many students commented that no faculty member had ever asked for their thoughts, goals, and preferences before. It takes very little class time to distribute and collect the questionnaires and can provide a great deal of information for the faculty member to better develop and implement the strategies for the student's learning and success.

Anti-Deficit Strategies

Building from student engagement, the authors assert the need for educators to understand and implement anti-deficit strategies into their work to increase the likelihood of student success (Ali & Hassan, 2018, Harper & Quay, 2009, Ladson-Billings, 2009). Further, Pertinent to operationalizing Anti-Deficit strategies is the need for educators to ask the right questions. Specifically, how we frame our

Table 1. Student information questionnaire

<p>Questionnaire Name Nickname Pronunciation of your name Preferred Pronouns: He/His She/Her They/Their Intended Major Minor Campus Involvement (clubs, organizations, teams) How many hours per week do you plan to: study? work? What is your biggest concern facing you this semester? What are you most excited about? What is your favorite quote? Something you'd like me to know about you? What career/job is your goal after college? What is the most important skill for you to gain this semester? What topics would you like our Special Guests to discuss? (i.e. Business, Communications, Sports, Public Relations, Media, Government) What is your preferred classroom learning style? Rank 1-5; 1 being your least preferred; 5 being most preferred. <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Presentations by students <input type="checkbox"/> Guest Speakers <input type="checkbox"/> Activities Describe your engagement/participation style in three words. After reviewing the syllabus: What is the most interesting project, topic or assignment? Is there anything that is confusing? Please explain. Does anything concern you? If so, please explain. Are there any topics not listed that you'd like to add to the agenda? Please explain.</p>

questions related to the problem of practice is a key component to driving success and the learning opportunities that occur after we reframe our musings (Harper, 2010, 2012).

Stereotype Threat

To begin this work and develop a welcoming and open classroom environment, an educator must understand the impact of stereotype threat. We intersect the concept of stereotype threat, tying the practical to the theoretical. Specifically, we believe that stereotype threat is a strong theoretical lens that causes one to explore the significance of identity within a certain context. Steele and Aronson (1995) define stereotype threat as the risk of conforming, as self-characteristic, to a negative characteristic about one's group. Although Steele's original work focused strictly on the standardized test performance of African American students at prestigious universities, he also asserts: "It (stereotype threat) happens whenever these students are in the domain where the stereotype is applicable. So, with any kind of intellectual performance or interacting with professors or teaching assistants or other students in a classroom,

this stereotype is relevant and constitutes a pressure on those behaviors” (PBS, 2006). Thus, stereotype threat provides a lens to understand the social psychological factors that impacts one’s identity within a particular context.

To further that point, in his recent work related to Stereotype Threat, Steele (2010) argues the importance of one’s identity related to a particular context, in which that identity is stigmatized. Specifically, in his book, *Whistling Vivaldi*, Steele (2010) talks about “identity contingencies,” which are the things a person has to deal with because they have a given social identity (i.e. Black male athlete) (p.3). Steele argues that stereotypes are associated with one’s identity. More explicitly, he shares:

We could all take out a piece of paper, write down the major stereotypes of these identities, and show a high degree of agreement in what we wrote. This means that whenever we’re in a situation where a bad stereotype about one of our identities could be applied to us—such as those about being old, poor, rich, or female—we know it. We know what “people could think.” We know that anything we do that fits the stereotype could be taken as confirming it. And we know that, for that reason, we could be judged and treated accordingly (p.5).

In adhering to Steele’s aforementioned claim, educator’s need to understand the following themes related to stereotype threat identity contingencies:

1. Individuals know when they are being stereotyped,
2. Individuals know what people could think about them,
3. Individuals are aware that anything they do that fits the stereotype could be taken as confirming it, and
4. Individuals are aware that they could be judged and treated accordingly to those stereotypes.

To sum things up, stereotype threat is a lens that helps readers to understand how students deal with identity contingencies in the classroom and on campus. Further, stereotype threat also challenges educators to create identity safe environments, in which high expectations is the standard for students (Steele, 2010).

Cultural Intelligence

With that foundation, the culturally responsive educator can develop several important strategies to increase students’ cultural intelligence (CQ). Livermore (2015) explains the four components of the cultural intelligence model--drive, knowledge, action and strategy—create a framework for improved communication, leadership,

and understanding. Culturally responsive teaching is connected to each of these components because culturally responsive teaching is validating, comprehensive, multidimensional and empowering.

To develop drive, an educator must make connections to the interests of the students. The cultural self-assessment is an assignment intended to build drive. Next, it is important to emphasize the personal, organizational, and global costs of not becoming more culturally intelligent (Livermore, 2015). The podcast discussions and responses builds CQ knowledge and action. Livermore (2015) explains that to truly understand culture we must understand the differences and similarities between cultures. The cultural experiences and the generational interviews provide a context for building CQ strategy. To increase CQ strategy, educators can encourage students to self-assess their cultural understanding (Livermore, 2015). Use activities to increase listening to others. Students can learn about other's experience to reflect on their personal way of thinking and doing. In addition, educators can assist students in actively planning to interact and engage with people from other cultures. To engage in action, students must communicate effectively and adapt their communication skills to meet the needs of the listener (Livermore, 2015). Students must listen to other's views and learn specifically about cultural norms to be respectful and aware.

Dimensions of National Culture

According to Hofstede, Hofstede and Minkov (2013) culture is a collective phenomenon, shared with people who live within the same social environment. Hofstede et al. use six dimensions of cultural values to build understanding.

- Power Distance
- Individualism/Collectivism
- Masculinity/Femininity
- Uncertainty Avoidance
- Long or short-term orientation
- Indulgence/Restraint

This chapter addresses these cultural values and their relationship to student engagement. Power distance is very important in developing student engagement. The faculty member should understand the student's background and their view of power and authority. The way the student feels comfortable discussing and valuing their own opinion can be based on their cultural value of power distance. Individualism and collectivism values impact class discussions because of competition, individual goals, and the concept of the "good of the group". Students may ask "what do I get for participating in the discussion?" The students want to know how much something

is worth and may only wish to contribute if they earn points. Others may value the concept of group. The authors explored collectivism in class through the concept of family and community. These assignments are built on an understanding that the class environment is more collectivistic with a low power distance. There is little hierarchy and the faculty member is partnering with the students in their growth toward dialogue, discussion and debate. The values of masculinity and femininity impact student engagement because there is a level of assertiveness necessary to participate in the assignments and discussions. The level of uncertainty avoidance demonstrates their comfort with the unknown. Discussions about social justice, diversity and culture can make students uncomfortable and their level of uncertainty avoidance can impact their level of engagement. If a student has a high tolerance for uncertainty, they may be more likely to engage in conversations about culture. The long or short-term orientation demonstrates how a society links to its past, while dealing with the challenges of the present and the future (Hofstede et al., 2013). In addition, the indulgent/restraint continuum may impact a student's willingness to participate in discussions and activities that are outside their comfort zone.

Creative Assignments to Develop Cultural Intelligence

This section of the chapter examines strategies for developing assignments and activities in social justice education using the model of cultural intelligence and the framework of student engagement. Ladson-Billings (1994) shares that culturally responsive teaching includes student-centered instruction and the professor as facilitator. The authors share experiences of developing assignments and activities in which students explored problem-solving and discussion related to anti-bias education. There are five assignments discussed:

- Cultural Self-Assessment (CQ Drive)
- Podcast Discussion and Podcast Response (CQ Knowledge)
- Social Justice Documentary (CQ Knowledge & CQ Action)
- Cultural Experiences (CQ Action & CQ Strategy)
- Generational Interviews (CQ Action & CQ Strategy)

The authors provide objectives, instructions, questions, and outcomes for each assignment. These assignments can be considered high impact educational practices as they are collaborative projects requiring problem-solving and discussion as well as exploration of diversity or global learning (Kuh, 2008). Gay (2010) encourages the use of written stories, scenarios, films and videos; components of several of these assignments.

Cultural Self-Assessment

The authors assert the importance of self-assessment and self-awareness (Livermore, 2015 Wlodkowski & Ginsberg, 1995). This assignment asked the students to complete an online inventory and then reflect on their family history, their cultural experiences and values. Gay (2010) explains acquiring a knowledge base and personal and professional self-awareness are integral to culturally responsive teaching.

Table 2. Cultural self-assessment assignment

Objectives	To reflect on cultural values and experiences To understand the context of family history and culture
Instructions	<p>In this paper, to you will conduct an analysis of the cultural influences on your own life. The National Center for Cultural Competence at Georgetown University (2019) explains that self-assessment helps individuals:</p> <ul style="list-style-type: none"> • Gauge the degree to which they are effectively addressing the needs of culturally and linguistically diverse groups • Determine their strengths and areas for growth • Strategically plan for the systematic incorporation of culturally and linguistically competent policy, structures and practices <p>Write a 500-word paper that analyzes your cultural intelligence. Be sure to analyze each dimension within Hofstede’s Theory of National Culture and Livermore’s Framework for Cultural Intelligence. Looking at Hofstede’s Dimensions of Culture, describe and explain where you are in each continuum:</p> <ol style="list-style-type: none"> 1. Power Distance 2. Individualism vs. Collectivism 3. Masculinity vs. Femininity 4. Uncertainty Avoidance 5. Long term Oriented vs. Short term Normative 6. Indulgence vs. Restraint <p>Provide personal experience and theoretical or empirical evidence to support your understanding.</p> <p>Briefly describe your own cultural identity, in terms of race, gender, and socioeconomic class and any other identity you want to share.</p> <p>Also address other important cultural identifications (for example, religion, language, geographic region, or ability).</p> <p>Your paper must:</p> <p>Cite three to five outside sources. This will strengthen your paper, especially when explaining the culture(s) selected.</p> <p>Apply the results from the Cultural Compass.</p> <p>Connect your paper to the concepts, theories, and ideas discussed in this week’s resources.</p>

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Table 2. Continued

<p>Questions</p>	<p>Did you grow up in a small town or large city, both, either? Did you often come into contact with people who were culturally different from you? Where are your ancestors from, originally? When did they come to the United States? What were their reasons for coming here? (If you do not have access to this information, just include what you know about where relatives have lived in the US or other countries.) What cultural and/or family traditions, beliefs, values or behaviors have been passed down in your family? What level of intercultural competence do you possess? What experiences or background do you believe brought you to that level? What did you learn from the self-assessments online or in the book? How, specifically, might your development affect your intercultural interactions? Do you have concerns about communicating inter-culturally? Have you ever experienced conflict communicating inter-culturally because of your level of competence? What, specifically, can you do to improve your intercultural competence? After reviewing the above applications of class topics to yourself, what have you learned about yourself? How can you use this information to improve your intercultural understanding and communication skills?</p>
<p>Outcomes</p>	<p>One student said, “This assessment allowed me to recognize my strengths, but more importantly, recognize the areas in which I need to improve. For example, I learned that I am very well aware of human difference being a positive aspect that is a cause for celebration. I also am very aware that in cross-cultural situations there can be uncertainty that may lead to anxiety. More importantly, I am very well aware of stereotypes as they arise and have developed strategies for reducing the harm they cause.” Another student shared, “When I was assessing myself of the different traits I had I discovered that I rank low on the power distance scale and that I rank low on uncertainty avoidance. I have lower power distance because I think everyone should be respected and treated in the same manner no matter who they are. I am interested in others thoughts, ideas, and lifestyles that differ from mine even if they are unfamiliar to me, which shows I have low uncertainty avoidance.”</p>

Podcasts

At a predominately white institution (PWI), the instructor used the NPR podcast, *Code Switch* to bring a voice to the lived experience of people from cultures different than that of the students. Students then created podcasts to respond to cultural or social issues addressed in the weekly episodes. These podcasts demonstrated the students found increased self-awareness, dialogue, intercultural communication, understanding and cultural humility. This section will elaborate on the assignment, provide instructions, and questions for reflection. The example the authors are sharing was based on the NPR podcast, *Code Switch* episode, “*Charlottesville*” from August 16, 2017. The students selected the episode for class discussion. When a faculty colleague said, “I would never talk about that in my class; I’d be too afraid,” the author knew it was important to address and allow the students to have an open

and honest dialogue. The discussion gave a voice to many of the underrepresented minority students in the class who could share their fear, their concern, and their experience with their classmates in a safe, open environment.

Social Justice Documentaries

Hammond (2015) recommends using story-telling as a tool to engage learners and to be more culturally responsive. Students watched several PBS documentaries on social justice issues. Then, they chose an issue to address. They created a storyboard and outlined a plan. They selected and interviewed participants and then edited the documentary. Because this wasn't a film class, we utilized very basic film production processes. The project was about the content, the narrative and the stories that could be told. As Gay (2010) explains, the stories of the lived experience provided an important component to culturally responsive teaching.

Table 3. Discussion on podcast

Objectives	To critically reflect on the content and context of social justice issues addressed To create a dialogue about difficult and complicated topics
Instructions	Listen to Code Switch episode, Charlottesville, from 8/16/2017. Answer the following questions to be prepared to discuss in class. The students sat in groups of four. These groups were used since the beginning of the semester, so the students were very familiar with the group. This created a dialogue based on their reflections from listening to the episode. We discussed the media portrayal, the response from leaders, and their opinions. After a 20-minute small group discussion, they reported out to the whole class. We then had a larger discussion based on the feedback from each small group. Students could pose questions and respond to comments.
Questions	What do you think white nationalists, like the ones in Charlottesville, expect to accomplish in 2017? How do you explain what happened in Charlottesville? In his response, what did Trump mean by 'both sides'? Do you support the President's response? Did he deserve the criticism? If you are white and you don't agree with white nationals rallying in Charlottesville, what responsibility do you hold? Is free speech being infringed? In what ways? Is there any speech that is not protected? What did Trump mean by the slogan "Make America Great Again"? Why do some/many think it meant make America White again? What do you make of the criticism of the Republican Party? What does the Republican party need to do to be more inclusive?
Outcomes	One student shared, "The podcast we went over in class were a great help to me and further helped me to develop a better sense of my culture. While I knew of the events that transpired in Virginia, hearing the podcast and having in-class discussions about it made me much more aware of the situation and helped me to understand it more. It is important to realize that racism does still exist in our country, no matter how prominent it is. Two Towns of Jasper and the podcast on the events in Virginia showcased that, and the class discussions we had on each were especially beneficial to me in my understanding of how much of an issue it still is today. When asked have if they enjoyed listening, one student said, "Yes, it really gets the class talking and shows a lot of different perspectives."

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Table 4. Podcast response assignment

Objectives	To research the context and background for selected issue to understand how it impacts and influences culture and society's behavior and action To articulate a thoughtful response to the issue discussed To develop an awareness of the student's world view
Instructions	In a 2-minute audio or voice recording, using any software that you have available, respond in a clear, concise, and constructive way. Using critical thinking skills, comment on the podcast episode. Offer your critique and perspective to create an engaging response. Consider posing a question to your classmates to encourage further dialogue and discussion. Choose 2 episodes to review throughout the semester. Upload your recording to the course management system. We will listen to each other's responses in class.
Questions	What is your perspective on the issue addressed? What is something you found thought-provoking? What is something you didn't realize before? What is something you disagree with and something you agree with?
Outcomes	One student shared, "My perspective has widened dramatically. It has showed me that cultural plays a huge role on how people perceive things. It has allowed me to not to be quick to jump to conclusions. I find myself more open to hearing both sides." Another student said, "I haven't done anything like this in any other class before. I'm open to hearing other perspectives."

Table 5. Documentary assignment

Objectives	To research and examine social justice issues on a local and personal level To create a multimedia message that explores a topic on a deeper level To understand the lived experience of another person facing a challenging issue
Instructions	In a group of three, with a partner, or as an individual, select a culture. Respond to the issues facing the culture globally: education, health, economy, food, sanitation, human rights, gender, discrimination, poverty, and power structures. Interview people, do research, and learn about the lifestyle of the people. Create a 5-minute documentary about the culture. You can use PowerPoint, iMovie, Google Slides or any software you are comfortable. If video, please upload the video to YouTube or another web-based service for ease of viewing during class. All documentaries will be viewed during the last week of class. Please have your documentary uploaded to YouTube for viewing.
Questions	What is the culture you've selected? What is the issue you will address in your documentary? Examine each dimension of national culture. Which values are important to this culture? What did you learn about the culture? The people? The customs?
Outcomes	A student shared, "The video that we watched, Two Towns of Jasper, was especially eye-opening to me for multiple reasons. I hadn't heard of the murder of James Byrd until this class, and was shocked while watching the documentary on it. The idea of filming the documentary utilizing two film crews, one white and one black, to follow the story and interview the people of Jasper, put a fresh perspective on the case." A student said, "The Two Towns of Jasper and the podcast on the events in Virginia showcased that, and the class discussions we had on each were especially beneficial to me in my understanding of how much of an issue it still is today."

Cultural Experiences

Students participated in four experiences involving cultures different than their own. The categories were the Arts, Food or Cuisine, and Community. Students could attend a performance, eat at restaurant, attend spiritual or worship services, or attend a community organization meeting. This assignment proved one of the most impactful. One powerful example was a 20-year-old white, Christian student and her mom who attended synagogue for the first time. Then she and her mom attended a Drag Show sponsored by the community’s GLBTQ organization. Not only did the student learn a great deal about other cultures, she learned to be open to new experiences and shared it with her mother. For the book list, the author created a list on Good Reads so students could easily find and access the books.

Table 6. Cultural experiences assignment

Objectives	To experience culture and lessen fear of individuals or groups that are different from you To reflect on new experiences and learn about people from first-hand experience
Instructions	<p>Choose at least four experiences. With safety in mind, step out of your comfort zone to learn about another culture.</p> <p>Eat Food Enjoy dinner at someone’s house belonging to a different national/racial/ethnic group. Dine at an authentic ethnic restaurant. Visit an ethnic food store. Buy something and prepare it as a meal.</p> <p>Experience the Arts Create a playlist of at least 7 songs, listen with friends and submit it with your paper. Attend play, musical, theatrical performance, concert or festival.</p> <p>Read a Book You may choose from the Good Reads Com 313 list or get approval on a different book.</p> <p>Watch a documentary Select The 13th or listen to a season of a podcast like Serial. Connect it to your understanding of how culture impacts us. Get your documentary or podcast approved first.</p> <p>Participate in the Community Attend a local council meeting, a PFLAG meeting, a community event or a service of any faith at a mosque, temple, synagogue or other organization. Volunteer to help the poor or homeless, or at a refugee center. Go to a drag show or any LGBT function on campus. Once you complete all experiences, write a three-page narrative and self-assessment about what you learned from the experiences.</p>
Questions	How did your perspective change? What did you learn? How did you feel? Why did you choose the experiences you chose? How did you prepare for the experience?
Outcomes	<p>One student said, “I have learned so much about how my culture has shaped me to be the man I am today. Without being part of the African American culture I do not know which other I would fit myself into. I found out that I am an individualistic person that connects with the small power distance culture. All this information I learned, I can use to see what other different cultures views are so I can get a better understanding of their views/beliefs on things, and what their culture values. Also, I would really like to know about other cultures communication context. That could be a barrier breaker for some cultures who has stereotypes about specific cultures.”</p> <p>Another student said, “I am most looking forward to strengthen my cultural competence with others and be more open to differing thoughts, ideas, and lifestyles than my own. I am excited for the next two months of class and look forward to more opportunities to grow individually and learn about other ways of life.”</p>

Generational Interviews

Students interviewed three men or women of three different generational eras—the Greatest Generation, the Baby Boomers, Generation X, or Millennials to explore and examine participants’ experience with bias, discrimination, and social inequality. Students often are surprised by the findings and are able to make strong connections to cultural values and the theories presented.

Table 7. Generational interview assignment

Objectives	To learn about the experiences of other people based on their generational status To examine social justice issues from the lens of others’ lived experience
Instructions	Interview three men or three women of different ages (18-30; 31-60; 60 and older) to gain perspective about the cultural issue of discrimination through the lens of different generations. Ask each person to respond to a list of questions. You can create your own or use these: <ul style="list-style-type: none"> • <i>Define discrimination.</i> • <i>Describe a time when you believe you have experienced some form of discrimination.</i> • <i>Describe how it made you feel.</i> • <i>Did you change something about yourself as a result of that experience?</i> Write a three-page paper sharing your learning and perspective following the interviews.
Questions	What kinds of discrimination to your interviewees face? Many people assume that blatant discrimination is a ‘thing of the past.’ How would you respond to this thought? Have you faced discrimination? Think about why you have or have not had these experiences. Why do you think some people are prejudiced? What can people do to create an environment that encourages respect for all people? What do you think people gain or lose from not respecting diversity? What is tolerance? What is respect? How are each demonstrated/or not demonstrated in our culture?
Outcomes	A student said, “I am a firm believer that blatant discrimination is not a thing of the past. I believe it happens to everyone. I don’t think people really think of what they’re doing as being discrimination, but rather a preference. So the more people that are aware of what’s going on the better we can do, to stop it.” One student shared, “This paper was designed to specifically talk to three women of different generations in order to compare their views on the topic. Prior to our conversations I assumed that older the women the more discrimination they faced, I falsely assumed our society was evolving positively. These three women all have faced discrimination and the younger two still see it in their everyday lives. I overlooked how labels like “bossy” are discriminatory. Discrimination against women is very real and present in many aspects of society. This has shown me how important words and education is even when we are not paying attention to them. Many ugly aspects of our society are overlooked and unaddressed, eradicating discrimination against women is an issue that men and women alike can support. We as society are constantly role models to those generations following in our footsteps, it is our responsibly to make sure our steps are worth following.” Another student explained, “I believe that if you take the experiences you have with discrimination and look at them as a learning experience like all of my interviewees did, not only will you take away from it, but you can use your experience to educate someone else before they complete an act of discrimination.”

Evaluation of Assignments

Each assignment generated an online or in-person discussion based on the students learning and growth from the experiences. Gay (2010) examines the need to learn how to talk openly and deeply about cultural differences and racial inequalities. To demonstrate effectiveness of our initiatives, we provided student comments. Students shared they learned more deeply about other cultures and examined their own assumptions and values. One student said, “The classroom discussion and the podcasts were extremely helpful and relevant.” Another student added, “(this course) really opens your eyes about the world.” Finally, this student expressed, “Positive, open, warm, welcoming, learning environment” was the most valuable part to learning. This comment epitomizes what the authors want to instill in the reader that culturally responsive teachers can create the environment for learning using student engagement, skilled facilitation, and impactful assignments and activities to develop cultural intelligence in themselves and their students.

Case Vignette

The following problem of practice case study vignette is shared with the readers to brainstorm, reflect, build their understanding of student engagement, and facilitate dialogue in culturally responsive classrooms. The case study of “Future Pro” provides a clinical example for educators to muse over how they will operationalize cultural intelligence, while simultaneously reducing the impact of stereotype threat within the classroom and campus community.

The Case of “Future Pro”

There is a pervasive belief that male student athletes do not care about their education (Benson, 2000). This is certainly not the case for “Future Pro.” “Future Pro” is an African American junior running back and the team’s best player. “Future Pro” is the quintessential “rags to riches” story. Not recruited out of high school, “Future Pro” made the team as a walk-on player, which meant that his tuition and room and board was not paid for and that he had to outplay five other running backs to earn a starting position. Not only did “Future Pro” “beat out” the running backs on his team, but he has also been beating up on opposing defenses during his first two seasons. “Future Pro” is on pace to shatter the offensive record books at his university. Athletically gifted, handsome, humble, physically strong, and soft-spoken, “Future Pro” is the “perfect face” of the university football program.

One would think that an athlete of “Future Pro’s” caliber would enjoy his college experience, but this is not the case for him. During a meeting with his academic advisor, (Ms. Galligher) “Future Pro” talked about his academic difficulties. Specifically, “Future Pro” disclosed:

Because of my success, everybody thinks I care only about football. But the truth is, I could care less about that, I’m trying to get my academics together. At the end of the day, that is what counts, and I’m trying to get my stuff together. I’m trying my hardest to get my grades up, but compared to White and Chinese students, I am not going to lie, I feel dumb, I feel like I’m not as smart as them.

Discussion and Questions

The case of “Future Pro” highlights the paralyzing effects of stereotype threat. For “Future Pro,” the impact of stereotype threat was magnified, given the fact that his two identities highlighted within the vignette come with contingencies. Specifically, for centuries Black males have been labeled as thugs and endangered beings (bell hooks, 2004; brown, 2011). Pertaining to his student athlete identity, historically, Black male student athletes have been stereotyped as being superior athletically, but inferior intellectually (Edwards, 1984). Therefore, as a higher education professional, how would you:

1. Employ cultural intelligence to help “Future Pro” to understand the holistic strengths that he possesses?
2. Maintain high academic expectations for “Future Pro,” while simultaneously debunking surface level notions of academic success?
3. Challenge faculty and staff to utilize anti—deficit strategies in their engagement with “Future Pro” and other minoritized students (Khalifa, 2018) on campus?

CONCLUSION

Using the lens of student engagement, the authors explored effective tools for creating a welcoming environment and ways to communicate effectively. Then, the authors asserted that through implementation of student engagement strategies, faculty could encourage students to develop cultural intelligence. There are four components of cultural intelligence discussed in this chapter—drive, knowledge, strategy, and action. The authors examined assignments that demonstrate opportunities for growth and learning in each component.

Next, the chapter shared case vignette based on the experience of using problems of practice. In addition, the authors provided sample assignments with instructions used to develop and enhance cultural intelligence. The chapter examined the theoretical models shown to increase student engagement as it relates to culturally responsive teaching. The authors provided a framework for implementing anti-deficit strategies. Finally, the authors explored evidence-based strategies to engage students in developing cultural intelligence.

In conclusion, higher education instructors have a great opportunity to create courses that develop cultural intelligence in themselves and in their students. In addition, they can develop strategies to be used to engage students in their learning. This type of culturally responsive teaching provides an excellent framework for improving teaching and learning in higher education.

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KEY TERMS AND DEFINITIONS

Anti-Deficit Framework: An approach to understanding achievement developed from theories in education, sociology, psychology, gender studies, and education to better understand Black male success in college. This theory inverts questions that are commonly asked about disadvantage, underrepresentation, and underperformance.

Cultural Competence: The ability to interact and communicate effectively with people of various cultures. This includes awareness of one's own culture and attitude toward cultural differences. To be culturally competent, an individual gains knowledge of other cultural practices and worldviews.

Cultural Humility: The ability to other-oriented (open to) in relation to aspects of cultural identity that are most important to the person. It focuses on self-humility rather than achieving knowledge or awareness.

Cultural Intelligence: The capability to work and relate effectively across cultures. It includes the individual's level of interest, understanding, ability to adapt, and ability to plan for cross-cultural interactions.

Podcast: An episodic series of audio or video files on the internet which a listener can download on a smartphone or computer.

Stereotype Threat: Refers to an individual being at risk of confirming a stereotype about one's social group.

Student Engagement: The interaction between time, effort, and resources invested by students and institutions to optimize the student experience and enhance the learning outcomes of the student.