

Cultural Responsiveness: AAG class, October 31, 2018



Mia

Growth Mindset

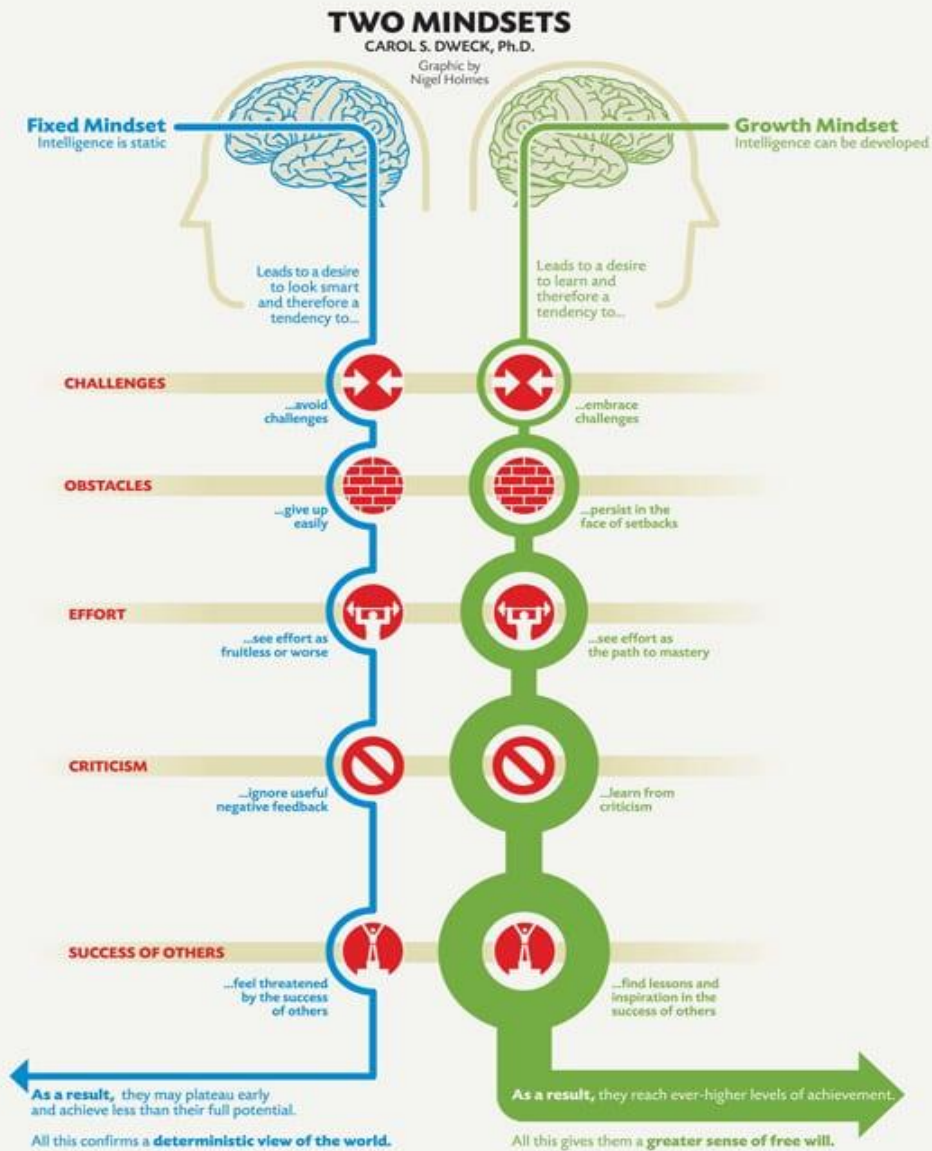


Dr. Carol Dweck and her team discovered that students' mindsets—how they perceive their abilities—play a key role in their motivation and achievement. Students who believe intelligence can be developed (a growth mindset) outperformed those who believe intelligence is fixed (a fixed mindset).

A growth mindset isn't just about effort. [People] need to try new strategies and seek input from others when they're stuck. They need this repertoire of approaches—not just sheer effort—to learn and improve.

From Carol Dweck Revisits the 'Growth Mindset', *Education Week*, September 23, 2015.

Growth Mindset



A belief that intelligence and talents can be developed. People who follow a growth mindset:

- Embrace challenges
- Persist in the face of setbacks (the “grit” factor)
- See effort as path to mastery
- Learn from feedback
- Find lessons and inspiration in the success of others



Developing a Growth Mindset

How do we adopt a deeper, true growth mindset?

Acknowledge that...

- 1) We're all a mixture of fixed and growth mindsets.
- 2) We will probably always be, and
- 3) If we want to move closer to a growth mindset in our thoughts and practices, we need to stay in touch with our fixed-mindset thoughts and deeds.



What are some fixed mindset triggers?



- Watch for a fixed-mindset reaction when you face challenges.
- Watch for it when you face a setback or when [people] aren't listening or learning.
- Watch to see whether criticism brings out your fixed mindset.
- Watch what happens when you see someone who's better than you at something you value.

Accept those thoughts and feelings and work with and through them.
And keep working with and through them.

From Carol Dweck Revisits the 'Growth Mindset', *Education Week*, September 23, 2015.



Pair Share Discussion: 10 minutes
Form groups of 2 to 3 people.

1. When did you encounter someone who expressed disbelief in your abilities or offered discouragement? Share the experience with your partner(s), describing how it felt and the impact it had.
1. When did you encounter encouragement in overcoming a problem or challenge? Share that experience with each other, and think of a word/couple words to describe that experience.

IDEA initiatives at Mia...why here, why now? (IDEA = Inclusion, Diversity, Equity, and Accessibility)

Feedback from groups and individual visitors:

- Visitors of color are followed and watched more than others.
- Visitors have been asked “Where are you *really* from?” by a guide or docent.
- Visitors tell us they feel intimidated by unwritten rules for behavior at a museum.
- Visitors don’t see themselves reflected in the galleries, and wonder if they belong here.

From a H.S. student: "The overall feeling of the museum came off as more of an upper class event. I felt out of place."

Privilege



“Privilege is not in and of itself bad; what matters is what we do with privilege.” - bell hooks

Why here, why now?

Museums have colonial histories, and many museums have histories connected to slavery.

Black Panther, the Hollywood blockbuster, references the theft of African objects on display in museums... “the museum is presented as an illegal mechanism of colonialism, and along with that, a space that doesn’t even welcome those whose culture it displays.”

<https://jhuexhibitionist.com/2018/02/22/why-museum-professionals-need-to-talk-about-black-panther/>



Can there be empowerment and healing in addressing Mia's collection (if the information is available)?

How can we each use our access to privileges (and power) in order to be more inclusive?



Decolonizing the Brooklyn Museum

Nigeria plans museum for art looted from Benin

Benin Dialogue Group announces three-year schedule for new Royal Museum to display looted objects now in European collections

CATHERINE HICKLEY

22nd October 2018 09:57 GMT

Intent vs. Impact

Intent

The archer represents communication *intent*. They intend to communicate meaning to a person or group of people. They have their own ideas of what the message means and the effect they want the message to have with their listener (insight, interpretation, history, etc.)



The Impact

The target represents the impact of the message on the receiver—in other words, how the message is heard and interpreted. Put simply, the impact is how the message “lands” with the listener.

Message

The arrow represents the actual message. This exemplifies the words used (as well as tone of voice and body language if relevant).

“Boys and Girls”

What’s the matter with a binary?

Most people – including most transgender people – are either male or female. But some people don't neatly fit into the categories of "man" or "woman," or “male” or “female.” For example, some people have a gender that blends elements of being a man or a woman, or a gender that is different than either male or female. ***Some people don't identify with any gender.***

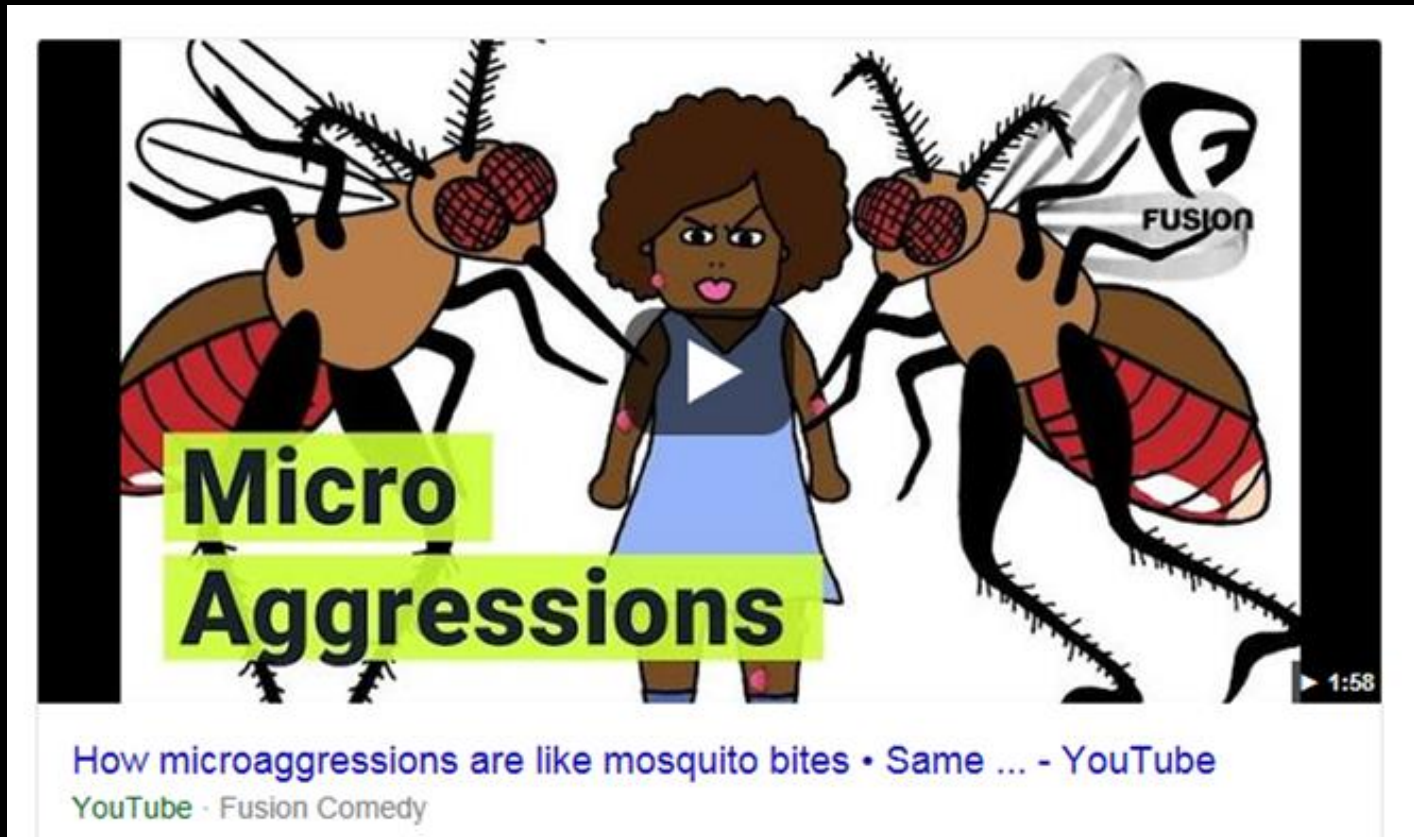
Some people's gender changes over time. People whose gender is not male or female use many different terms to describe themselves, with non-binary being one of the most common. Other terms include genderqueer, agender, bigender, and more.

None of these terms mean exactly the same thing – but all speak to an experience of gender that is not simply male or female.

The importance of using correct pronouns and gender inclusive language

- Using someone's correct personal pronouns is a way to respect them and create an inclusive environment, just as using a person's name can be a way to respect them.
- Just as it can be offensive or even harassing to make up a nickname for someone and call them that nickname against their will, it can be offensive or harassing to guess at someone's pronouns and refer to them using those pronouns if that is not how that person wants to be known.
- Or, worse, actively choosing to ignore the pronouns someone has stated that they go by could imply the oppressive notion that intersex, transgender, nonbinary, and gender nonconforming people do not or should not exist.

Microaggressions...as mosquito bites



We can have a big impact in a short amount of time.

How do I apply this?

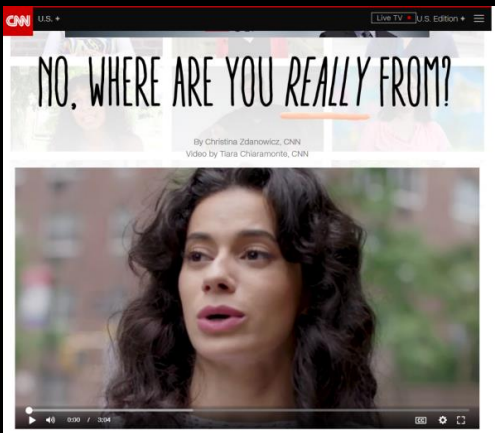


Tours past and present



Tour Openings:

Where are you from?



impact, not intention

Serena Elavia I know when people ask me that, they don't care where in America I'm from. People feel awkward asking straight up what your ethnicity is b/c they always phrase it "what are you" ...like a martian or something
Unlike · Reply · 👍 1 · Yesterday at 12:39pm

Lauren Davis It's a proxy for other questions (e.g. Where is your accent from; what is your ethnicity/heritage; did you ever live anywhere interesting) that I don't think is usually mal-intentioned, but frequently poorly wielded and an awkward way into conversations with a person you don't know well, like all small talk.
Unlike · Reply · 👍 4 · October 21 at 12:50pm · Edited

What are some other questions to ask when starting a tour?

- Have you been here before? (A special welcome to any first-time visitors.)
- What are you excited to see here today?

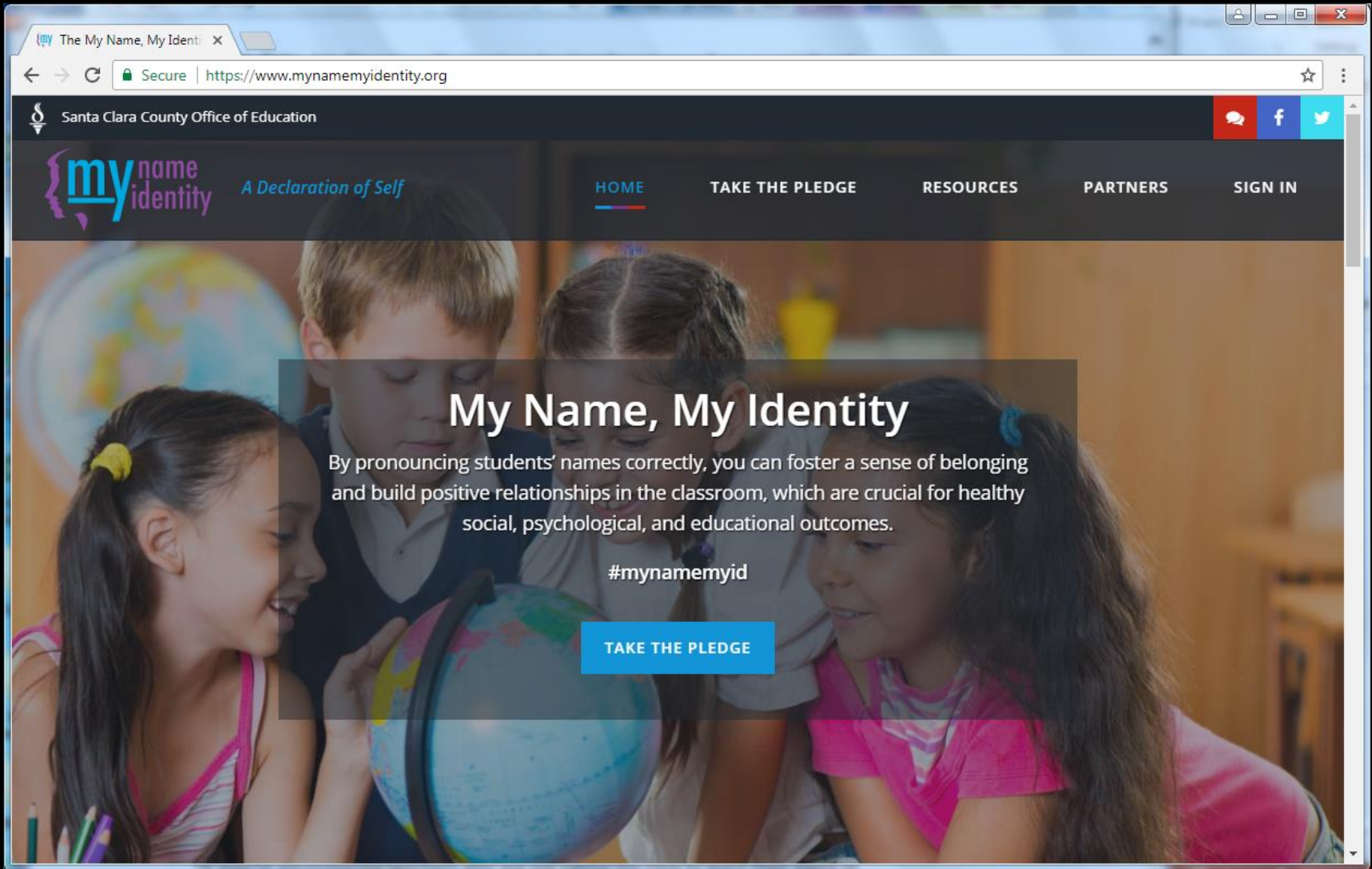
“Difficult” Names (Kara ZumBahlen)

Why are names so important?

A name is more than just a name:

- It's one of the first things children recognize.
- It's one of the first words they learn to say.
- It's how the world identifies them.

The Power of Names



The screenshot shows a web browser window displaying the homepage of the "My Name, My Identity" website. The browser's address bar shows the URL <https://www.mynamemyidentity.org>. The page header includes the Santa Clara County Office of Education logo and navigation links for HOME, TAKE THE PLEDGE, RESOURCES, PARTNERS, and SIGN IN. The main content area features a large image of four diverse children looking at a globe. Overlaid on this image is the title "My Name, My Identity" and a paragraph explaining the program's goal: "By pronouncing students' names correctly, you can foster a sense of belonging and build positive relationships in the classroom, which are crucial for healthy social, psychological, and educational outcomes." Below this text is the hashtag #mynamemyid and a blue button labeled "TAKE THE PLEDGE".

my name identity *A Declaration of Self*

HOME TAKE THE PLEDGE RESOURCES PARTNERS SIGN IN

My Name, My Identity

By pronouncing students' names correctly, you can foster a sense of belonging and build positive relationships in the classroom, which are crucial for healthy social, psychological, and educational outcomes.

#mynamemyid

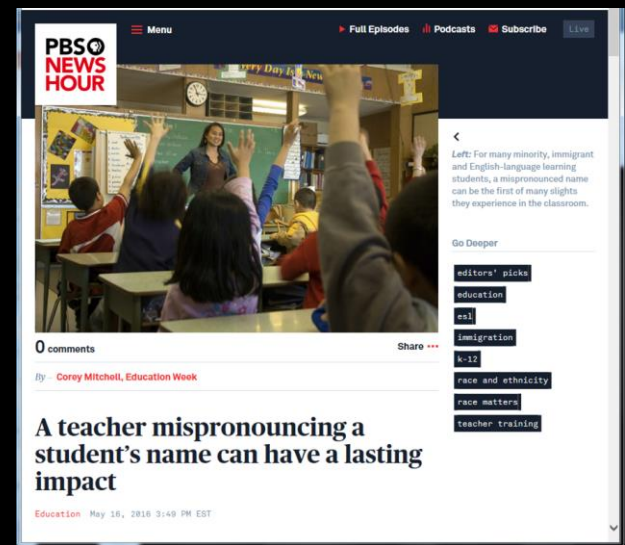
TAKE THE PLEDGE

What strategies can we use to help us pronounce names?

Some ideas...

While the name may seem difficult to you, it's not to the student or adult. Ask them to help you pronounce it correctly.

At the start of a tour, you can also say, "I am going to call on you by name. If I don't say your name correctly, just let me know how I should say it."



Avoid Assumptions

Tour Object Selection



Best Practices: Engaging ALL

SLOW it down and start with simple, easy questions (opinions, not guessing right answer). These types of questions allow all to contribute quickly and sometimes in a nonverbal way.

- Thumbs up – thumbs down.
- Allow some questions to be answered with hands or body posture or pose.
- How many think this..., how many think that...
- “I wonder...” and “Imagine...”
- Scale of 1-10
- What’s one thing/word...

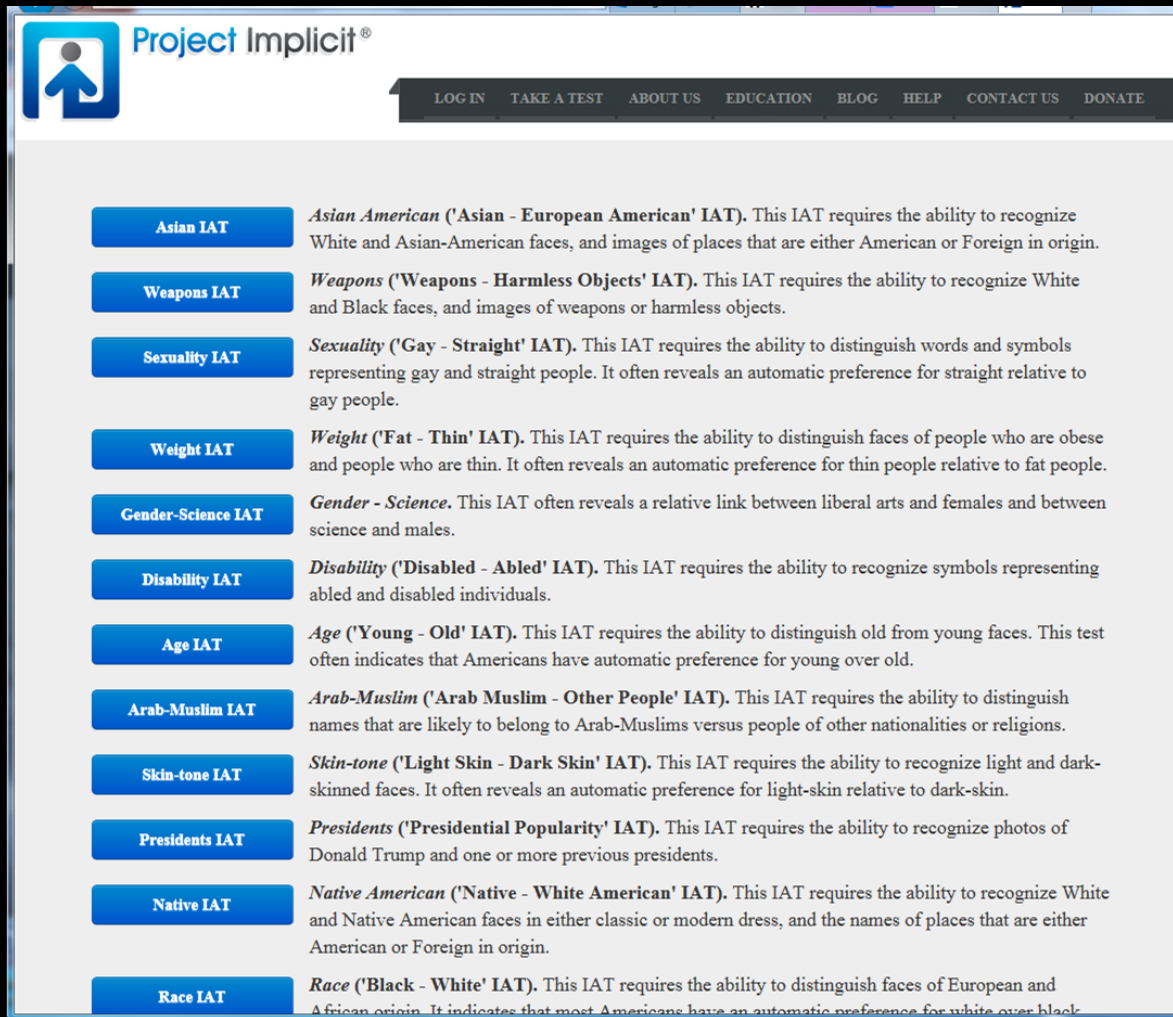


Best Practices: Engaging All

- Try pair-share.
- If students come with name tags, use their names.
- After you ask a question, wait! Don't take the first response.
- Ask, "Who haven't I heard from?" (other variations) and take multiple answers to questions.
- Build in a variety of questions, and scaffold, going from easier to more complex questions. Work in associative questions.



Project Implicit, Implicit Association Tests



Project Implicit[®]

LOG IN TAKE A TEST ABOUT US EDUCATION BLOG HELP CONTACT US DONATE

Asian IAT	<i>Asian American</i> ('Asian - European American' IAT). This IAT requires the ability to recognize White and Asian-American faces, and images of places that are either American or Foreign in origin.
Weapons IAT	<i>Weapons</i> ('Weapons - Harmless Objects' IAT). This IAT requires the ability to recognize White and Black faces, and images of weapons or harmless objects.
Sexuality IAT	<i>Sexuality</i> ('Gay - Straight' IAT). This IAT requires the ability to distinguish words and symbols representing gay and straight people. It often reveals an automatic preference for straight relative to gay people.
Weight IAT	<i>Weight</i> ('Fat - Thin' IAT). This IAT requires the ability to distinguish faces of people who are obese and people who are thin. It often reveals an automatic preference for thin people relative to fat people.
Gender-Science IAT	<i>Gender - Science</i> . This IAT often reveals a relative link between liberal arts and females and between science and males.
Disability IAT	<i>Disability</i> ('Disabled - Able' IAT). This IAT requires the ability to recognize symbols representing abled and disabled individuals.
Age IAT	<i>Age</i> ('Young - Old' IAT). This IAT requires the ability to distinguish old from young faces. This test often indicates that Americans have automatic preference for young over old.
Arab-Muslim IAT	<i>Arab-Muslim</i> ('Arab Muslim - Other People' IAT). This IAT requires the ability to distinguish names that are likely to belong to Arab-Muslims versus people of other nationalities or religions.
Skin-tone IAT	<i>Skin-tone</i> ('Light Skin - Dark Skin' IAT). This IAT requires the ability to recognize light and dark-skinned faces. It often reveals an automatic preference for light-skin relative to dark-skin.
Presidents IAT	<i>Presidents</i> ('Presidential Popularity' IAT). This IAT requires the ability to recognize photos of Donald Trump and one or more previous presidents.
Native IAT	<i>Native American</i> ('Native - White American' IAT). This IAT requires the ability to recognize White and Native American faces in either classic or modern dress, and the names of places that are either American or Foreign in origin.
Race IAT	<i>Race</i> ('Black - White' IAT). This IAT requires the ability to distinguish faces of European and African origin. It indicates that most Americans have an automatic preference for white over black.

The danger of the single story

“Our lives, our cultures, are composed of many overlapping stories.”

- Chimamanda Adichie

Discussion

What do you do when you realize you made a mistake?

So you have made a mistake, what's next?



Don't panic!

- Acknowledge that a mistake has been made
- Don't make excuses for yourself, get defensive, or ask to be cut some slack
- Center the needs and feelings of the person who has been harmed, not your own
- Set a personal goal to work on not repeating the same mistake in the future (if another mistake occurs, it's ok! Mistakes are part of a learning process)

Class Next Week

- We're in Studios 111-112 in the morning (in the Community Commons corridor).
- In the afternoon, we move to Pillsbury Auditorium for the world religions lecture by Debbi Hegstrom.