

"no language"
"language barrier"
"illiterate"
"limited English"
"no skills"
"assimilation"
"achievement gap"
"no prior knowledge"
"low proficiency"
"mainstream classroom"

"emerging English"
"language difference"
"preliterate"
"learning/developing English"
"new skills"
"acculturation"
"test score difference"
"funds of knowledge"
"developing proficiency"
"grade-level classroom"



anti- deficit frame work

Instructional Coffee Hour, 8/9/18
Laura Birkenhauer
tinyurl.com/coffeehourantideficit



increase awareness

translate theory to practice

start conversations

provide resources



why am I talking about this?

- Part of 2017-18 Faculty Learning Community (FLC) "Using Anti-Deficit and Asset-Based Models to Foster Student Success at Miami University."
- Marginalized students (often referred to as "underserved," "underprivileged" or "at-risk") historically approached with a deficit mindset by educators, researchers and administrators.




why should it matter to you?

Miami University Class of 2022 is most diverse cohort ever on the Oxford campus:

- 17.4% domestic students of color
- 16.3% first-generation students
- 8% international students



why should it matter to you?



Studies show asset-based teaching enhances student achievement, whereas labels and policies orienting students as "problems" promote academic and social segregation, hurt academic progress and effect mental health and personal development.

"Deficit approaches to teaching and learning, firmly in place prior to and during the 1960s and 1970s, viewed the languages, literacies, and cultural ways of being of many students and communities of color as deficiencies to be overcome in learning the demanded and legitimized dominant language, literacy, and cultural ways of schooling [...] Simply put, the goal of deficit approaches was to eradicate the [...] practices many students of color brought from their homes and communities and to replace them with what were viewed as superior practices" (p. 93).




what exactly is an anti-deficit or asset-based approach?

- [T]he deficit model has traditionally focused on what is wrong rather than what is right[.] An alternative approach looks at the proverbial glass as half full instead of half empty[. A]n asset-based approach is about the target group's strengths and competencies."



Rose, 2006

Harper's anti-deficit framework

PRE-COLLEGE SOCIALIZATION AND READINESS	COLLEGE ACHIEVEMENT		POST-COLLEGE SUCCESS
<p>FAMILIAL FACTORS</p> <p>How do family members nurture and sustain Black male students' interest in school?</p> <p>How do parents help shape Black men's college aspirations?</p>	<p>CLASSROOM EXPERIENCES</p> <p>What compels one to speak and participate actively in courses in which he is the only Black student?</p> <p>How do Black undergraduate men earn GPAs above 3.0 in majors for which they were academically underprepared?</p> <p>Which instructional practices best engage Black male collegians?</p> <p>How do Black men craft productive responses to stereotypes encountered in classrooms?</p>		<p>GRADUATE SCHOOL ENROLLMENT</p> <p>What happened in college to develop and support Black male students' interest in pursuing degrees beyond the baccalaureate?</p> <p>How do Black undergraduate men who experience racism at predominantly white universities maintain their commitment to pursuing graduate and professional degrees at similar types of institutions?</p>
<p>K-12 SCHOOL FORCES</p> <p>What do teachers and other school agents do to assist Black men in getting to college?</p> <p>How do Black male students negotiate academic achievement alongside peer acceptance?</p>			<p>CAREER READINESS</p> <p>Which college experiences enable Black men to compete successfully for careers in their fields?</p> <p>What prepares Black male achievers for the racial politics they will encounter in post-college workplace settings?</p> <p>How do faculty and other institutional agents enhance Black men's career development and readiness?</p>
<p>OUT-OF-SCHOOL COLLEGE PREP RESOURCES</p> <p>How do low-income and first generation Black male students acquire knowledge about college?</p> <p>Which programs and experiences enhance Black men's college readiness?</p>	<p>OUT-OF-CLASS ENGAGEMENT</p> <p>What compels Black men to take advantage of campus resources and engagement opportunities?</p> <p>What unique educational benefits and outcomes are conferred to Black male student leaders?</p> <p>How do achievers foster mutually supportive relationships with their lower-performing same-race male peers?</p>	<p>ENRICHING EDUCATIONAL EXPERIENCES</p> <p>What developmental gains do Black male achievers attribute to studying abroad?</p> <p>How do Black men cultivate value-added relationships with faculty and administrators?</p> <p>What do Black male students find appealing about doing research with professors?</p>	



DISCUSS in pairs or small groups Harper's Anti-Deficit Achievement Framework & King's related HuffPost blog post:

What are your initial thoughts?

What implications might this have or ideas does this spark for your research?

Instruction? For other aspects of your work (ex: research & reference support, engagement)?



READ: tinyurl.com/beyonddeficit

REFLECT on a time you (consciously or not) approached a situation with a deficit mindset, inside or outside of the classroom.

What were your thoughts at the time?

What happened?

How might things have been different if your approach to the situation, student, colleague, course, etc, was instead asset-based?



SO, WHAT SHOULD WE
do about this?!



**REFLECTIVE
TEACHING**



**CULTURALLY
SUSTAINING
PEDAGOGY**



REFLECT

REFLECTIVE TEACHING

"Reflective teaching is defined as a systematic self evaluation cycle conducted by teachers toward their own teaching through an open discussion with colleagues or written analysis. Since it is a cyclical process, the teachers should monitor, reflect, evaluate and revise their own practice continuously in order to meet the high standard of teaching (Jacobs et al., 2011). It is an approach in which the teachers verify their own action and attitudes, then consider the way to improve them as the guidance for future actions (Conley et al., 2010)" (Ratminingsih, Artini, Padmadewi, 2017).

REFLECT

REFLECTIVE TEACHING

take action

IDENTIFY BIAS

Project Implicit at Harvard University

<https://implicit.harvard.edu/implicit/research/>

ACQUIRE RACIAL LITERACY & LEARN NEW TEACHING METHODS

<https://www.aaup.org/article/eight-actions-reduce-racism-college-classrooms>

- Read and discuss race-focused publications (10 Recommended Books at end of article)
- Attend sessions at conferences outside of one's discipline focused on student success & teaching diverse learners (NCORE, AAC&U's Diversity, Equity, and Student Success Conference)

CSP

CULTURALLY SUSTAINING PEDAGOGY

Evolution of "culturally relevant pedagogy" (Ladson-Billings, 1995) and "culturally responsive teaching" (Gay, 2000).

CSP "requires that our pedagogies be more than responsive of or relevant to the cultural experiences and practices of young people—it requires that they support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence (Paris, 2012).

Must honor and value communities' practices of the past ("heritage practices") and current/evolving practices ("community practices") (Paris & Alim, 2014).

CSSP

CULTURALLY SUSTAINING PEDAGOGY

take action

DISMANTLE DEFICITS IN LIBRARY INSTRUCTION

tinyurl.com/GritAndInfoLit (LOEX 2018 Slides) &

tinyurl.com/GritAndInfoLitHandout

<https://acrlog.org/2018/05/15/the-emphasis-on-texts/>


INVESTIGATE & EMPLOY CRITICAL INFORMATION
LITERACY

<https://bit.ly/2eyFAi9> (In the Library with a Lead Pipe)



All of this is enough for AN ENTIRE YEAR of
coffee hour topics... I won't even try to cover
everything today!





"Asset-based approaches are not predicated on identifying assets before the educational encounter. Rather students and teachers are continually identifying and translating assets for use in the academic environment."

Morrison, 2017



Think about an upcoming credit course, library instruction session, online learning object, etc, that you will lead/teach/create in Fall-Spring 2018/19.

How might you begin (or how are you already) employing an anti-deficit, asset-based approach?

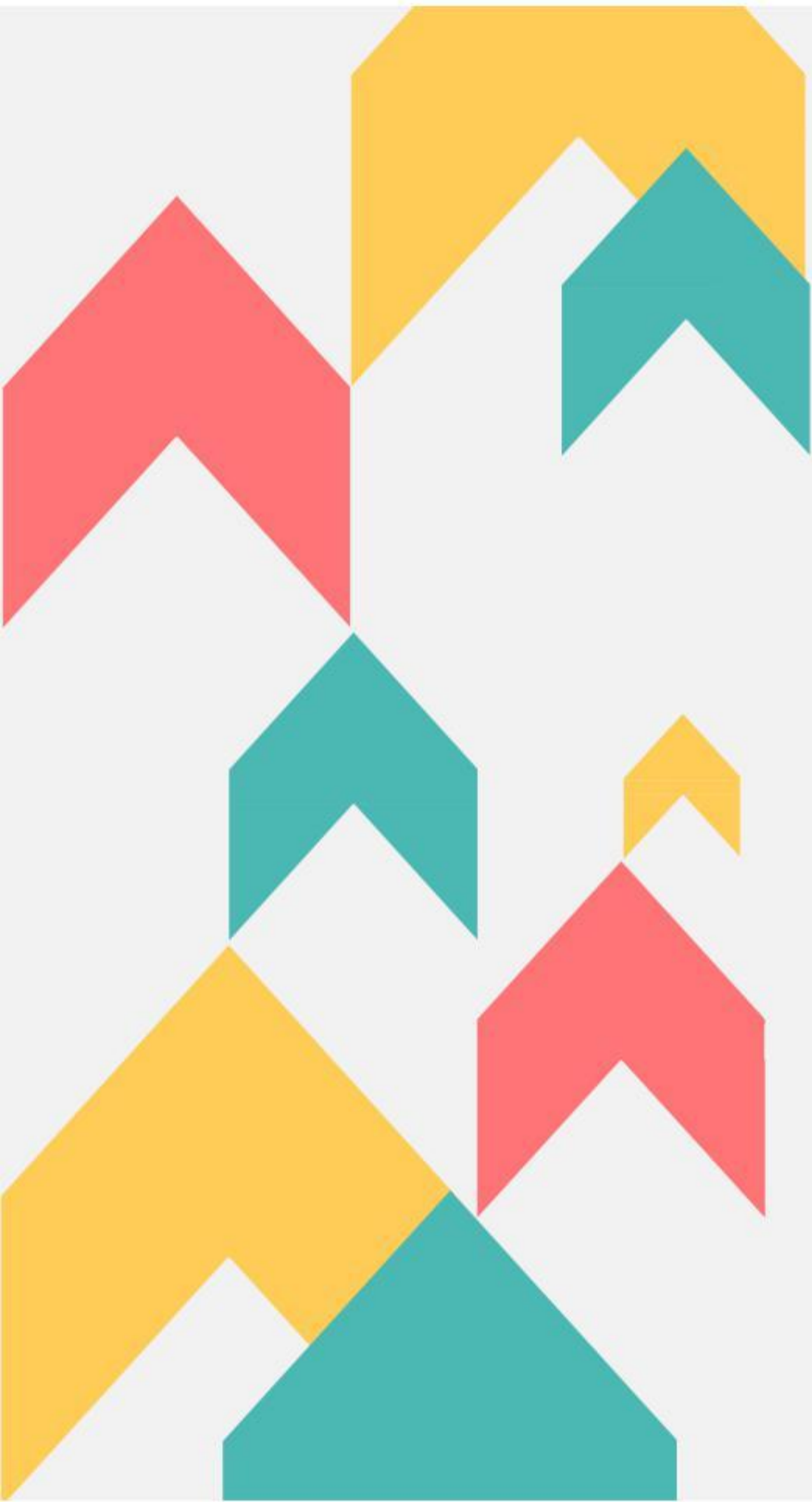




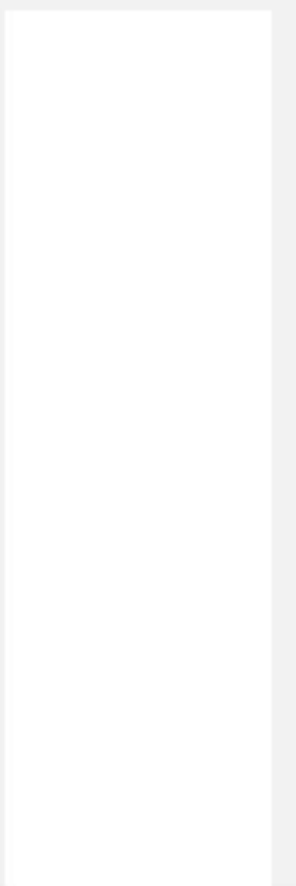
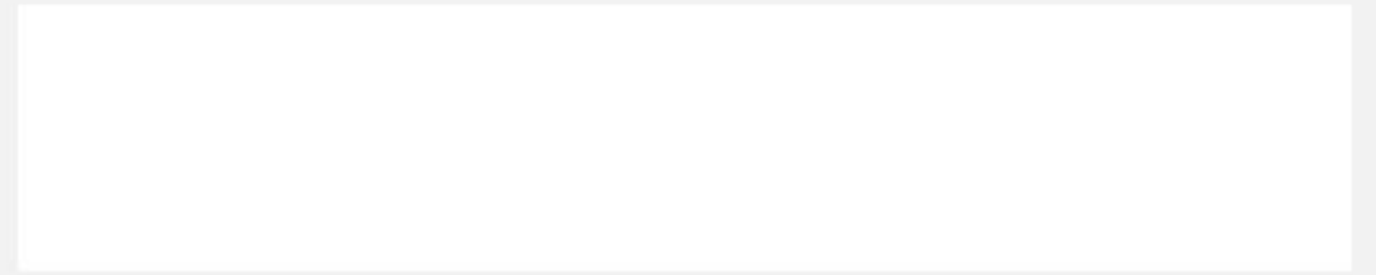
As we learned in the instruction retreat, reflection is now encouraged when we report on instruction & our library will move forward with a new reflective peer mentoring program in the fall.

How can you continue these conversations with your peers? How might you consider these topics as you reflect on instruction?





**thank
you!**



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