

Oluyemisi (Yemi) Oloniyo

- First-year Ph.D. student in Educational Psychology
- From Lagos, Nigeria
- MA in Educational Psychology –WSU and M.Ed. in Early Childhood Education – University of Lagos, Nigeria
- Former Classroom teacher (PreK- Grade 6)
- Curriculum development and Teacher Training



Collaborative Projects

Projects (ongoing)	Embodied Cognition in Education	Experiential Learning and Self Efficacy	Evaluation	Culturally Responsive, Sustaining Pedagogy (CRSP)
Collaborator(s)	Dr. Carbonneau	<ul style="list-style-type: none"> • Dr. Danielson • Center for Civic Engagement (CCE) 	<ul style="list-style-type: none"> • Dr. Adesope • Dr. Pressley • EvaluATE project - SPEL (STEM Program Evaluation Lab) Arizona State University and UNC Greensboro. 	<ul style="list-style-type: none"> • Dr. Amir Gilmore • Dr. Yuliya Ardasheva • Dr. Sarah Newcomer • Dr. Dustin Van Orman • Dr. Yun-Ju Hsiao • Dr. Shannon Calderone • Dr. Shenghai Dai



“I Am Not Black”: “Educators Are Like, Well, Your Problem Isn't Relevant”

- Studies show that **African immigrant youth, a growing student population, bring a multitude of socio-cultural wealth to the classroom** (Ndemanu & Jordan, 2018); however, their identities are flattened and erased in a multitude of ways.
- African immigrant students must contend with involuntary being **racially classified within an existing racial hierarchy as African American** (Kiramba et al., 2020) and are **expected to assimilate** to the monocultural and monolingual academic environments (Paris, 2012) to succeed.
- The state should take steps to address the disparity in teacher preparation by enhancing **teacher candidate (TCs) *Culturally Responsive, Sustaining Pedagogy*** (CRSP; Gay, 2002).

“I Am Not Black”: “Educators Are Like, Well, Your Problem Isn't Relevant”

Purpose:

To examine social justice-oriented case-based teaching drawing on equity literacy framework (Gorski & Pothini, 2014) “to bridge the theory-to-practice gap in social justice teacher preparation” (Kavanagh, 2022, p. 185) by engaging TCs with “real” settings with “real” students (Walker et al., 2021) through analysis of a case-based study from practice.

Research Question:

What CRSP orientations and skillsets are TCs able to apply when analyzing ethical dilemmas of racial conflict in a classroom during justice-oriented case-based learning?



Materials & Participants

Summary of the case:

- Ms. Lee, an immigrant social studies middle school teacher, assigning Warren, an African American student, as mentor to Abiola, a new in her class Nigerian student, without considering the underlying dynamics of anger and frustration currently separating the two groups of students in the school and community

Example discussion prompts:

- In your opinion, was it appropriate for Warren to assume that Nigerian students' not identifying as "black" was a sign they thought of themselves as "better than" African Americans?
- In your opinion, was it appropriate for Mr. Werth to state: "I always try to not see the differences in my students and instead to see the commonalities. They should do the same?"

Participants

- **24 TCs** (WSU Tri-Cities campus) (30% Male; 60 % Latinx/Hispanic, 13 % Multi-Ethnic/Racial, 26% White/Caucasian)

Culturally Responsive, Sustaining Strategies Rubric (CRSSR; Van Orman et al., 2023)

- Domains (subdomains): **Student agency and integration (2); Cultures (2); Multi-dimensional strategy use (3)**
- Progression: *Beginning* = 0 to *Exemplifying* = 4

Student Agency and Integration						Quote
	Beginning (0)	Developing (1)	Emerging (2)	Demonstrating (3)	Exemplifying (4)	[discussion artifact prompt] (level)
Agency and capability	Positions students as a non-agent(s) in decision-making.	Aware of/Provides some voice or agency to students, but most strategies are teacher centered.	Advocates for/Provides voice or agency to students through a combination of teacher and student-centered strategies. Teacher guides and initiates interactions.	Strongly advocates for/Provides and empowers student voice or agency through teacher initiated student-centered strategies. Teacher guides and values student perspectives.	Strongly advocates for/Promotes/Is mindful of power dynamics in the classroom and creates conditions under which power can be shared by students and educators.	<ul style="list-style-type: none"> • [shadowing/perspective taking Abiola] “not educated in the American system, so he doesn't know of, uh, the struggles African Americans suffer here in the U.S. Probably one reason he doesn't consider himself as Black” (0) • [discussing opinion scales] “And then also, like he [Abiola] said, ‘I don't need this help.’ Uh, maybe he's doing really well academically and prefers to do things alone. . . And so that's, I think that's another common misunderstanding is like, just because the students ... ‘don't know anything, what's going on,’ they need all this help. But he's already been here for three years and, like she said, Nigerians tend to be very well educated, so maybe he doesn't benefit from the help as much as they think that he does” (3)
	Attributes students' school failures solely as deficits in students' capabilities.	Attribute school failures as deficits in students' capabilities or makes primary use of remediation strategies in response to evidence of student learning/behavior.	Presumes students are capable.	Encourages students' self-concepts of capability.	Students take a leadership role in the classroom and their own development, with partnership of the teacher. Promotes culturally diverse students as agentic and capable of high achievement.	



Key findings: Role of Culture & Student Cultures

- **The highest input from the participants**, allowing them to bring their **own cultural experiences** to the discussion
 - being called names ("a Mexican man")
 - being dismissed by the teachers ("just stay here [by the bully]")
 - not identifying with labels given by others
- **Varying degrees of awareness and advocacy** for sustaining culture in learning, social interaction, and classroom/school spaces,
 - Most individual contributions being **at the *Developing (1)* or *Emerging (2)*** levels
- **Discussion ‘moved the needle,’** on several occasions **to the *Demonstrating (3)* or *Exemplifying (4)*** levels

For example, while one participant assumed **a *lack of American experience*** of “Black hate” and “extreme racism” as a reason for Abiola not identify as Black, other students brought forward other ***lived*** (“being a Nigerian native, he probably doesn't consider himself. . . those ways in America”) and ***global*** (“it doesn't hold the same value to them as it does to Americans”) *perspectives* to the conversation.

Next steps

- Two presentations at the AERA Conference (April 2024)
- A poster presentation at WSU Research Showcase (March 2024)
- Two manuscripts (in preparation)
- Three submissions to the AEA Conference (October 2024)

Acknowledgements:

1. Huie-Rogers & Dean's Excellent Graduate Research Fellowship
2. Dean of College of Education
3. Associate Dean for Research and External Funding, College of Education
4. Associate Dean of Equity and Inclusion for Student Success and Retention
5. Associate Dean for Student Success, Voiland College of Engineering and Architecture
6. Faculty Members

Thank you

CULTURALLY RESPONSIVE PRACTICE

views the culture,
language, experiences,
and learning modalities
of each student as an
asset in the classroom,
not a deficit.



BROOKES

*From Including Students with Severe and Multiple Disabilities in
Typical Classrooms, Third Edition, by June E. Downing*