

# Webinar: CREATE Education, A Framework to Increase Student Belonging

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Estrella Mountain  
Community College  
AZ HSI Consortium



# Indigenous People's Day

American Indian  
Outreach (AIO)



Maricopa Community Colleges acknowledges the land on which we are situated today as the land and home of the O'odham, Piipaash, and Yavapai. We take this opportunity to thank the original caretakers of this land, the Huhugam, and we offer our respect to all tribal nations of the past, present, and future.

# Outcomes for today's webinar:

I will share the CREATE Education framework I developed with the outcomes for participants to:

- Apply the framework in their educational contexts
- Recognize opportunities to enhance empathy with students
- Discuss culturally responsive teaching and Diversity, Equity, and Inclusion efforts in higher education, and how to promote informed discourse and advocacy

# Goals for today's webinar:

- What are you hoping to get out of today's webinar?
- Did you come with specific questions or goals in mind?
- Please share at this poll! →
- Also, if you're willing, I'll ask some questions about y'all



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**01.** Dissertation  
background &  
definitions

**02.** Select Findings

**03.** How was the  
framework created?

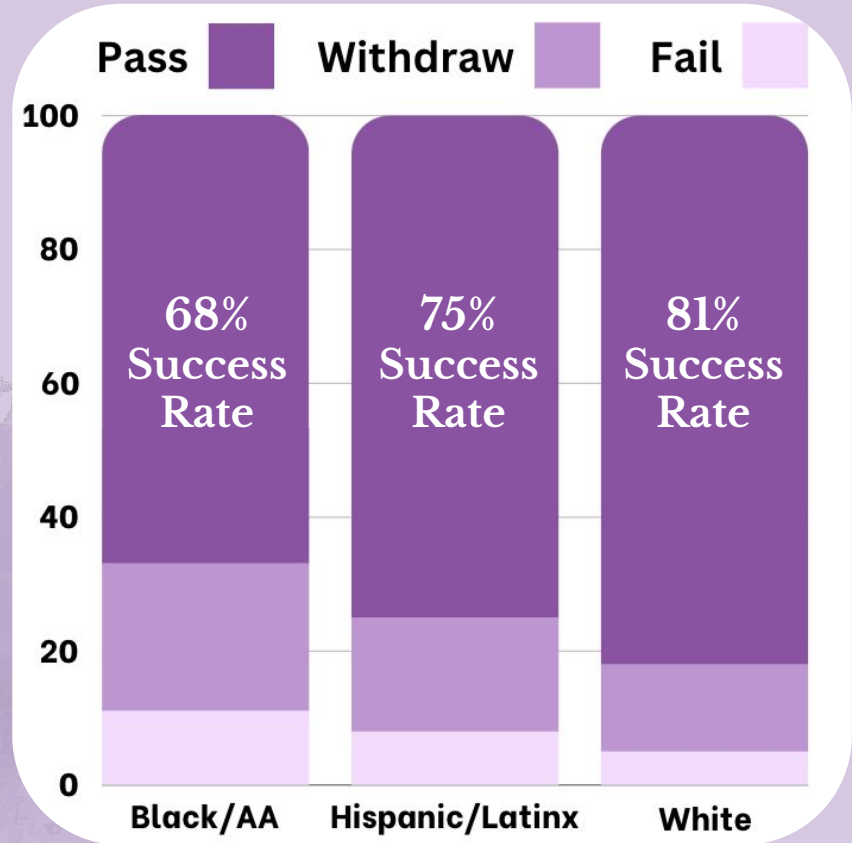
**04.** Discussion

# Positionality



# Problem of Practice

Equity gaps for students of color at EMCC



Data from 2022

# Prior Relevant Work

- Title V Student Experience Study, Cantú, Manning, and Wager, 2022
- Cycle 0: Landscape Study
- Cycle 1: Culturally Relevant Curriculum Toolbox Study  
Toolbox developed by Dr. Davis-Ragland







**Using the literature to help narrow my focus  
and create an intervention**

# Equity gaps explored through the lenses of Critical Race Theory & student belonging 1 research

(Crenshaw, 1989; Bell,  
1995; Solorzano, 1998)  
(Ackerman-Barger, 2015;  
Yasso et al., 2009)



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(Crenshaw, 1989; Bell, 1995; Solorzano, 1998) (Ackerman-Barger, 2015; Yasso et al., 2009)

1



2

# Theoretical framework for increasing student belonging: Culturally Responsive Teaching

(Gay, 2010 & 2013; Ladson-Billings, 1995; Paris, 2013; Warren, 2018)

# Equity gaps explored through the lenses of Critical Race Theory & student belonging research

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# Possible mechanism for change: Community of Practice to learn about CRTeaching: Book Study

(Lave & Wenger, 1998)  
(Flood et al., 1994)



# Theoretical framework for increasing student belonging: Culturally Responsive Teaching

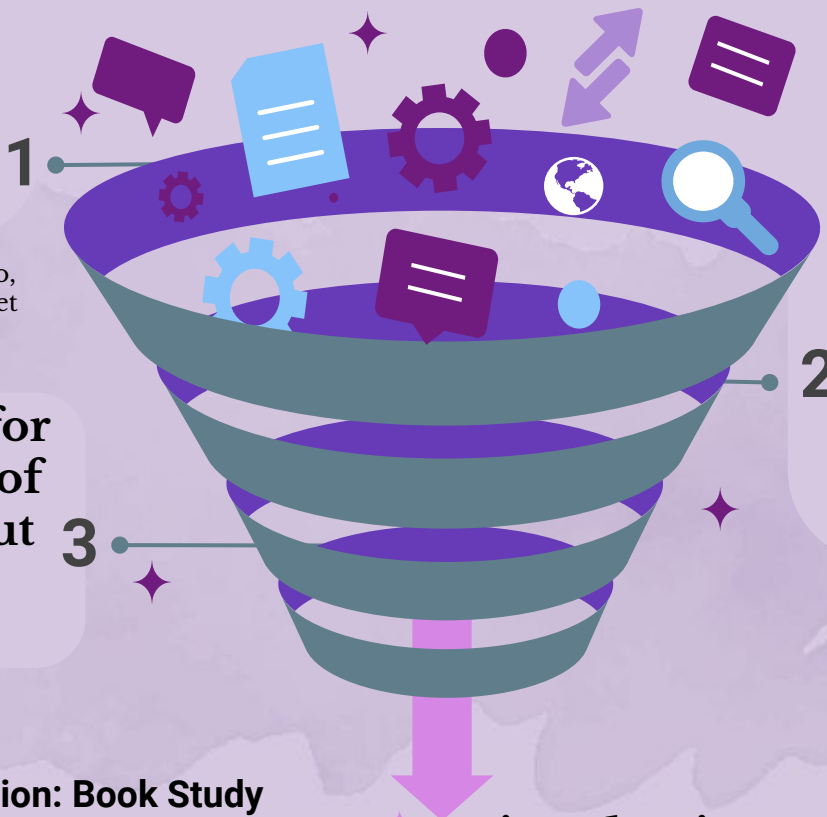
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# Theoretical framework for increasing student belonging: Culturally Responsive Teaching

(Gay, 2010 & 2013; Ladson-Billings, 1995; Paris, 2013; Warren, 2018)

Aimed to increase educator self-efficacy for CRTeaching, empathy, and student belonging

# What is culturally responsive?

"Culturally responsive pedagogy is an approach to teaching that incorporates attributes and characteristics of, as well as knowledge from, students' cultural background into instructional strategies and course content to improve their academic achievement. A primary aim of culturally responsive pedagogy is to create learning environments that allow students to use cultural elements, cultural capital, and other recognizable knowledge from their experiences to learn new content and information to enhance their schooling experience and academic success."

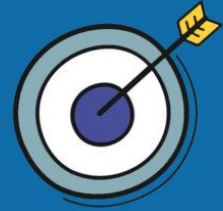
From the U of A Library, linked in the HSI Consortium website. Original ref: Howard, T. (2012)

# What is culturally responsive?

Based on the previous definition, do you think you are culturally responsive in your role? How so?



Culturally responsive instruction values students' languages, cultures, and backgrounds



Culturally responsive instruction **places students at the center of the learning**



Culturally responsive instruction **simultaneously challenges and supports students**



Snyder, S. (2018)

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# Mixed-Methods Measures



**Quantitative**  
Educator Survey

Student Survey



**Qualitative**  
Semi-structured  
Interviews

Open-ended  
questions on both  
surveys

# Self-efficacy for Culturally responsive Teaching: Themes

## In-vivo

- Individualist vs. collectivist thinking
- Words matter
- Behavior matters
- Inclusion
- CR Teaching is about more than race

## Thematic

- Student learning
- Cultural competence
- Critical consciousness
- Promoting rigor
- Real-world application

# Engagement in Cultural Caring & Empathy: Themes

## In-vivo

- Compassion
- Trauma/stress
- Relating
- Modify and change
- Neuroscience

## Thematic

- Selective vulnerability
- Attending to the student as a person
- Cultural reciprocity
- Applications of values and similar interests

# Qualitative findings from student surveys

Hundreds of responses in Spring and Fall '23

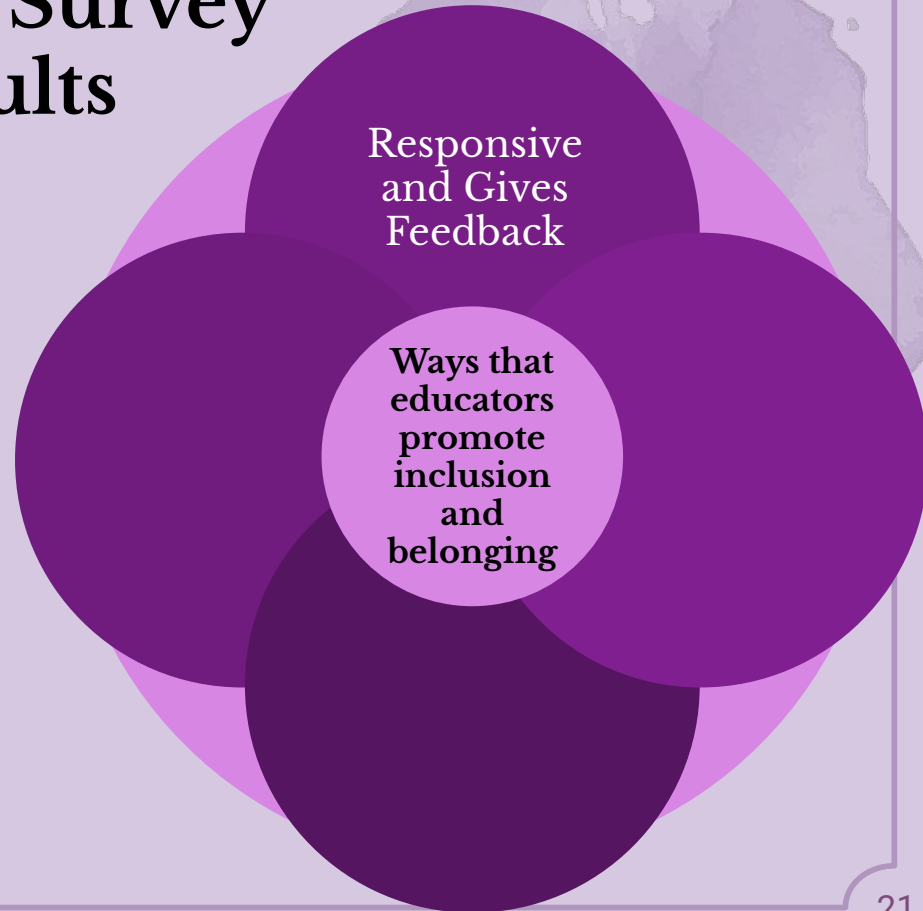
Four major themes uncovered from 66 in-vivo codes

No codes for exclusion



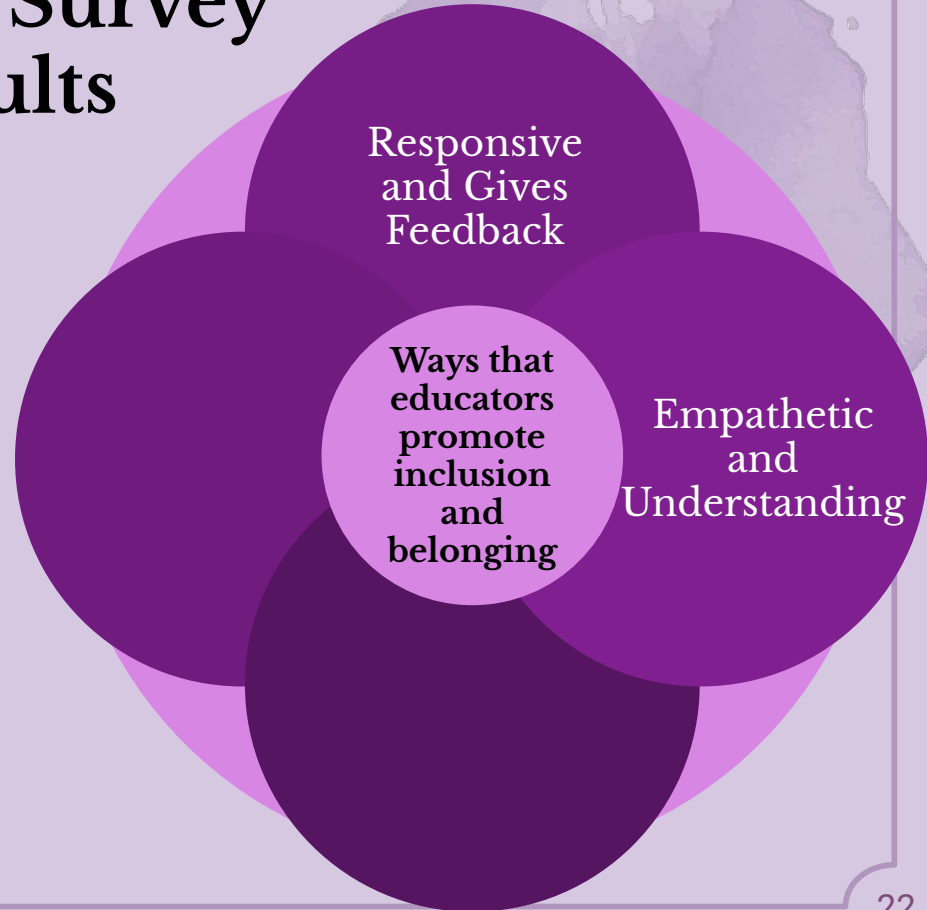
# Student Survey Results

Four major themes



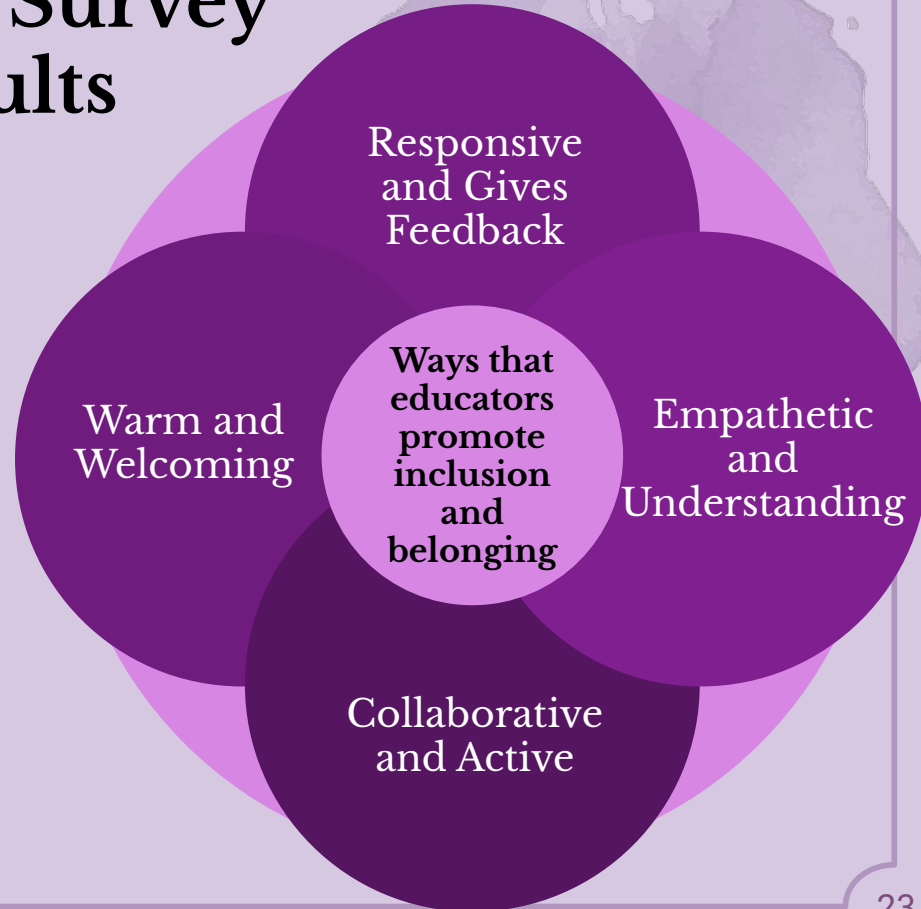
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# Creating the CREATE Education Framework

- After the book study, educators' self-efficacy for culturally responsive teaching, cultural care and empathy improved and students inclusion and belonging improved qualitatively
- I used the qualitative themes to develop the CREATE Education framework

# C**CULTURALLY** R**RESPONSIVE,** E**EMPATHETIC,** A**ACTION-oriented,** T**THOUGHTFUL, and** E**EMPOWERING** **(CREATE)** **Education**

Wager, E. (2024). *Effects of a Book Study on Culturally Responsive Teaching, Cultural Care, and Empathy: Empowering Educators to Empower Students*. Arizona State University.

**WHAT IS IT**

**1**  
CREATE EDUCATION IS CRITICAL AND INTERSECTIONAL IN ITS APPROACHES

**2**

CREATE EDUCATION CENTERS THE STUDENT AND EMPOWERS EDUCATORS

**WHY DO IT**

**HOW TO DO IT**

**3**  
PRACTICE MINDFULNESS, CARE, AND EMPATHY; AND FORM ACTIVE LEARNING PARTNERSHIPS WITH STUDENTS

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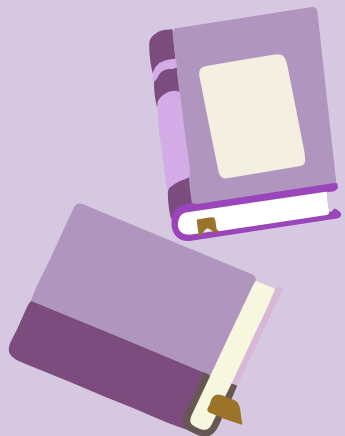
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# Discussion topics

- How can you apply the CREATE Education framework in your educational contexts?
- How can you have more empathy for students (e.g., in curriculum development, advising, teaching/grading, use of ai... etc)?





# Thank You!

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for questions or references :)

Credits: This presentation template was created by Slidesgo, including icons by Flaticon, infographics and images by Freepik and QR codes were generated by [qr-code-generator.com](http://qr-code-generator.com)



# References

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# Practices in culturally responsive teaching covered by the google form

Learn and correctly pronounce all student names

Allow students to choose assignment topics that connect to their cultural experiences

Create opportunities for students to share their experiences and perspectives

Use examples that reflect the diversity of your student population

Incorporate different communication styles in one-on-one or group discussions

Establish group agreements for respectful discussion of diverse perspectives

Address microaggressions promptly and educationally

Use inclusive language in all communications

Review attendance and other policies for cultural sensitivity

Create flexible deadlines when possible

Allow students to work in self-selected groups occasionally

Provide alternatives to high-stakes exams/presentations

Include a diversity statement in your syllabus or any student facing materials

Allow students to demonstrate knowledge in various and diverse ways

Create study groups that promote cross-cultural interaction

Review materials for potential bias or exclusive language

Provide instructions for assignments (or tasks) in multiple formats

Give feedback that considers cultural communication styles

Create rubrics that value diverse perspectives and approaches