

Overcoming Common Instructor Concerns about Culturally Responsive Teaching

Culturally responsive teaching is the use of the cultural characteristics, experiences, and perspectives of students to encourage their learning (Gay, 2002) more effectively. Chavez and Longerbeam (2016) describe the differences between individuated and integrated cultures in which classroom expectations are likely to differ. They note that an instructor may consider how they present, sequence, and assess materials to ensure a balance between cultural strengths, balancing culturally familiar with challenging experiences for students with a variety of cultural backgrounds.

As an instructor, broaching the topic of culture may come with additional stressors beyond
