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Apr 15th, 10:00 AM - 11:00 AM

Effects of Curricular Integration of Students' Identities

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Curricular Integration of Students' Identities

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Research Question

*How does the integration of **students' identities** into the curriculum affect their engagement?*

Student Identities: Three sectors of identity includes cultural identities, student interests, and learning profiles


Engagement: Students having a positive attitude, sense of belonging, and higher interest towards their learning



Literature Review

1. Culturally Relevant Pedagogy (CRP) as a means to maximize student learning and engagement through connecting instruction, curriculum, and materials to students' cultural backgrounds (**Ladson-Billings, 1995**).

2. Incorporating students' interests into classroom materials promotes student engagement, comprehension, and retention of material learned during instruction (**Giordano, 2011**).



Literature Review Cont.

3. Using students' learning preferences to differentiate student learning maximizes student learning through addressing student needs and tailoring it to their preferences **(Lauria, 2010)**.



4. Multiple intelligences and learning preferences cannot be the only basis of planning instruction and activities in the classroom, despite promoting student achievement **(Doyle & Rutherford, 1984)**.



Your Turn:

1. How many of you saw yourself represented in school growing up?

1. Do you feel like that *helped you learn* and/or made you *feel more valued* in school?



Methodology

Participants:

- Third Grade classroom in Central Illinois
- 18 Students
 - 8-9 years old

Data Analyzed:

- Lesson Plans
- Anecdotal Records
- Field Notes
- Self-Reflections

Results and Data Analysis

Finding 1:

When students see their cultural identities reflected in the curriculum *they make meaningful connections* leading to better understanding of instruction.

Finding 2:

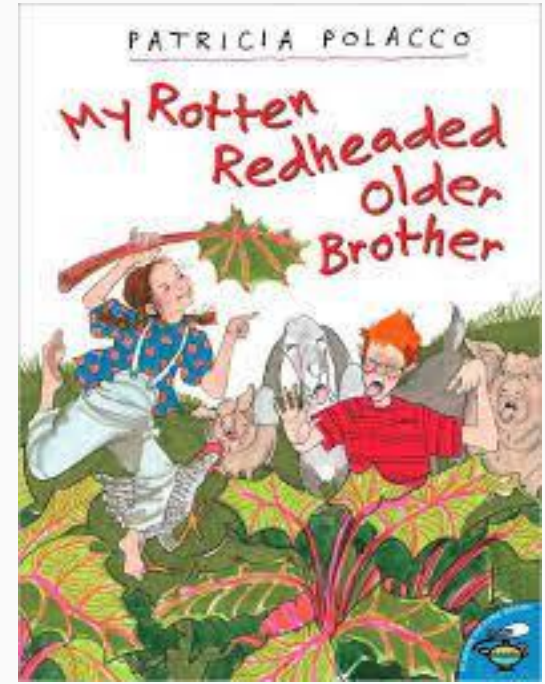
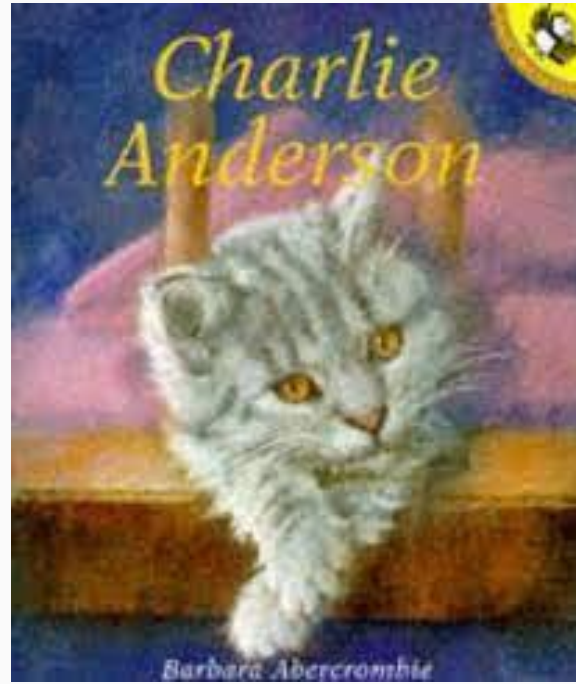
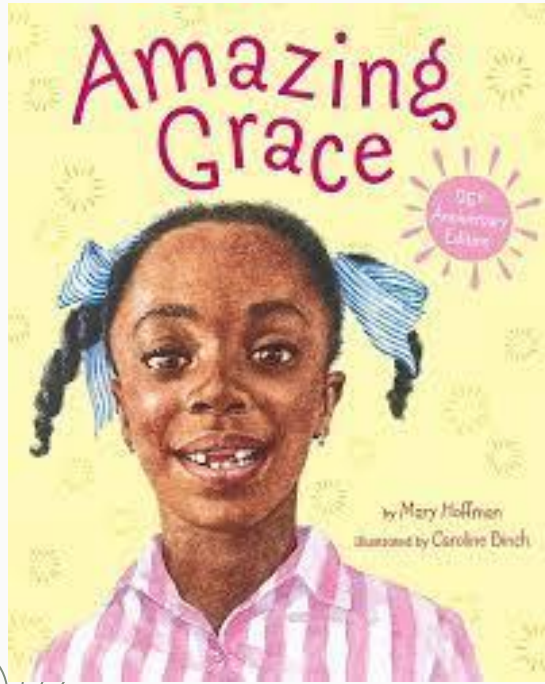
When students' interests were incorporated into activities and lessons, students *showed investment in their own learning.*

Finding 3:

When instruction is tailored towards students' learning styles, students *demonstrated readiness.*



Incorporation of Cultural Identities



Incorporation of Student Interests

has 4 rows with 3 pokemon cards in each. How many pokemon cards does have in total?



loves to paint. On her desk she has 5 rows of paint bottles with 5 in each. How many paint bottles does have in all?

EQUAL SHARING TASK (MATH)

Warm Up

I have 4 cookies that I want to share equally with a friend and myself. How many cookies will each of us get?



Results and Data Analysis Cont.

Student Readiness for Assessment

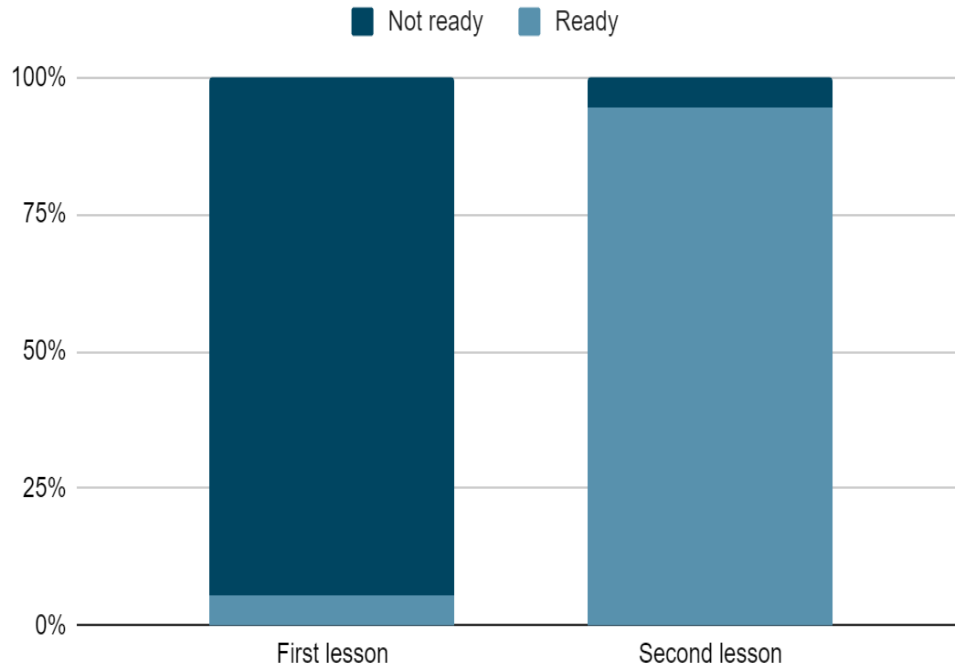


Figure 1. Student Readiness For Assessment

The first lesson of *equal-sharing problems* was visual-based using a powerpoint to lead instruction. The reteaching of equal-sharing problems included using Goldfish (mini crackers shaped as fish) as a manipulative to lead instruction and learning.

Conclusion

Findings:

- When students' identities are incorporated into the curriculum and instruction students become more engaged and student learning is maximized.

Implications:

- It is important for students to see themselves represented in (e.g., books, word problems, activities) their classroom and in instruction.

Recommendations:

- Consistently incorporate student identities through activities, books, word problems, etc.
- Research ways to quantitatively measure effect of multiple intelligences on students' engagement



**Thank you.
Any Questions?**



Works Cited

Doyle, W., & Rutherford, B. (1984). Classroom Research on Matching Learning and Teaching Styles. *Theory into Practice*, 23(1), 20–25.

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Lauria, J. (2010). Differentiation through Learning-Style Responsive Strategies. *Kappa Delta Pi Record*, 47(1), 24–29.

Thanks!

Do you have any questions?

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