



Remembering the Past, Taking Note of the Present, and Conceptualizing the Future of Teaching in Higher Education

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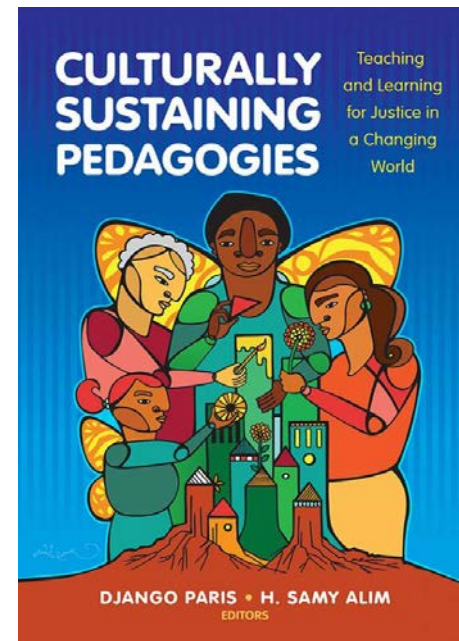


Pitt Education

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Framing Teaching As:

- **Culturally relevant/responsive teaching:**
 - Gay, 2000, 2002
 - Ladson-Billings, 1995, 2014
- **Culturally affirming instruction:**
 - Delpit, 1988, 2012
 - Lee, 1995
- **Culturally sustaining pedagogy:**
 - Kinloch, 2017
 - Paris & Alim, 2014, 2017



Higher Education: What We Know

- Uncertainties & challenges with:
 - Shifting student enrollments
 - Increasing our diverse student & faculty population
 - Barriers to college attendance, completion, costs
- Need to **implement** ways to:
 - Support our teaching & NTS faculty
 - Enhance access & affordability
 - Establish partnerships (provide access to U/G/P Ed)

Teaching: What We Know

- Teaching & learning as connected to:
 - Innovation, creativity & new teaching technologies
 - Developing global mindsets
 - Relations between self & world
 - Competencies that prepare us to live interdependently

Teaching: What We Know

- Cultivate & support diverse student & faculty populations
- Foster connections focused on:
 - Academic experiences
 - Technological advancements
 - Engaged learning & collaborations
 - Intellectual power of teaching
 - Lifelong learning

Teaching: What We Know

- “There’s nothing more worthy of praise than teaching. Nothing.”
- “If you’re teaching...that’s what it’s all about.”
- “What am I teaching today? What am I teaching right now?”



Remembering the Past

“Education within a pluralistic democratic society should help students to gain the content, attitudes, and skills needed to know reflectively, to care deeply, and to act thoughtfully”

Banks & Banks, 1995, p.152



Taking Note of the Present

By “participating in a pluralistic community, talking and making decisions w/one another, and coming to understand multiple perspectives”

Darling-Hammond, 1996, p.6





Conceptualizing the Future

By viewing teaching as:

“Something truthful within those moments we co-construct together not in spite of our differences, but because of them” and as “opportunities—particularly in schooling spaces—to be heard in meaningful ways”

San Pedro, 2017, p. 113

Some Considerations

- Implement equitable, institutional structures to:
 - Incentivize teaching
 - Increase access & opportunity
 - Evaluate & reward “good” teaching/teachers
 - Support teaching as lifelong learning

Some Considerations

- Implement equitable, institutional structures to:
 - Encourage inter- & multi-disciplinary collaborations
 - Support diverse practitioners, practices & learners
 - “Equalize” the playing field
 - Challenge cultural hegemony, individuality, meritocracy

Some Considerations

- Implement equitable, institutional structures to:
 - Foster equitable, implementable policies & practices
 - Become “a university that embodies diversity and inclusion as core values that enrich learning, scholarship, and the communities we serve” (Gallagher)

Higher Education & Teaching

