

HOW STUDENTS FROM DIFFERENT ETHNIC GROUPS ENGAGE WITH LEARNING ENCOUNTERS

Excerpt from: Gay, G. (2010c). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). New York: Teachers College Press

PROCEDURAL-the preferred ways of approaching and working through learning tasks. These include pacing rates; distribution of time; variety vs. similarity; novelty or predictability; passivity or activity; task-directed or sociality; structured order of freedom; and preference for direct teaching or inquiry and discovery learning.

COMMUNICATIVE—how thoughts are organized, sequenced, and conveyed in spoken or written forms, whether as elaborated narrative storytelling or precise responses to explicit questions; as topic-specific or topic-chaining discourse techniques; as passionate advocacy of ideas or dispassionate recorders and reporters; whether the purpose is to achieve descriptive and factual accuracy or to capture persuasive power and convey literary aestheticism.

SUBSTANTIVE-preferred content, such as descriptive details or general pattern, concepts and principles or factual information, statistics or personal and social scenarios; preferred subjects such as math, science, social studies, fine or language arts; technical, interpretative, and evaluative tasks; preferred intellectualizing tasks, such as memorizing, describing, analyzing, classifying, or criticizing.

ENVIRONMENTAL-preferred physical, social and interpersonal settings for learning, including sound or silence; room lighting and temperature; presence or absence of others; ambiance of struggle or playfulness, of fun and joy and pain and somberness.

ORGANIZATIONAL-preferred structural arrangements for work and study pace, including the amount of personal space; the fullness or emptiness of learning space; rigidity or flexibility in use of and claims made to space; carefully organized or cluttered learning resources and space locations; individually claimed or group-share space; rigidity or flexibility of the habitation of space.

PERCEPTUAL-preferred sensory stimulation for receiving, processing, and transmitting information including visual, tactile, auditory, kinetic, oral, or multiple sensory modalities.

RELATIONAL-preferred interpersonal and social interaction modes in learning situations, including formality or informality, individual competition or group cooperation, independence or interdependence, peer-peer or child-adult, authoritarian or egalitarian, internal or external locus of control; conquest or community.

MOTIVATIONAL-preferred incentives or stimulations that evoke learning, including individual accomplishment or group well-being, competition or cooperation, conquest or harmony, expediency or propriety, image or integrity, external rewards or internal desires.