

# Student Equity and Achievement

College Hour Teaching and Equity Series

## Funds of Knowledge

Equitable Learning Environments  
through Student Cultural  
Practices

**Date:** April 2, 2020

**Room:** Zoom

**Time:** 1:00-2:00 p.m.



## Student Equity and Achievement

# Future Symposiums



## Student Equity and Achievement College Hour Teaching and Equity Series Online Symposiums

Date:	Topic
3/26	<i>Decoding the Discipline: How Threshold Concepts can contribute to Equitable Outcomes</i>
4/2	<i>Funds of Knowledge: Equitable Learning Environments through Student Cultural Practices</i>
4/9	<i>Balancing the Playing Field: Technology Infusion, eLearning and Equity</i>
4/23	<i>From the Chancellor's Office: Student Equity and Why it Matters</i>
4/30	<i>Decoding the Discipline: How Threshold Concepts can contribute to Equitable Outcomes</i>
5/7	<i>Funds of Knowledge: Equitable Learning Environments through Student Cultural Practices</i>
5/14	<i>Balancing the Playing Field: Technology Infusion, eLearning and Equity</i>

\*The Student Equity and Achievement Program will continue to facilitate equity discussion through its College Hour Teaching and Equity Series. These symposiums will be held via Zoom. To access the online symposium go to the following link and click on the Zoom logo on the date and time of the symposium:

<http://eccser.org/sea/teach/teach.htm>

**Time:** 1:00-2:00 p.m.

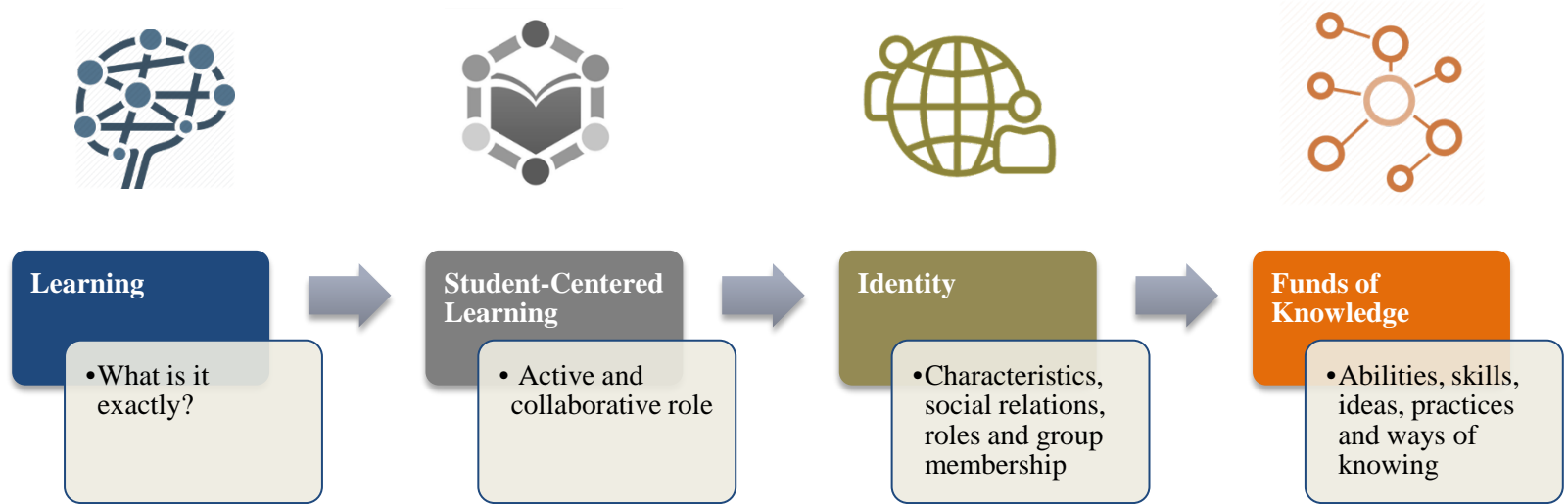
**Location:** Zoom Conference

*"Equity is not about equal treatment of students, but equal educational results. With equity, all students—no exceptions—are guaranteed success in school." - Curtis Linton*



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# Today's objectives



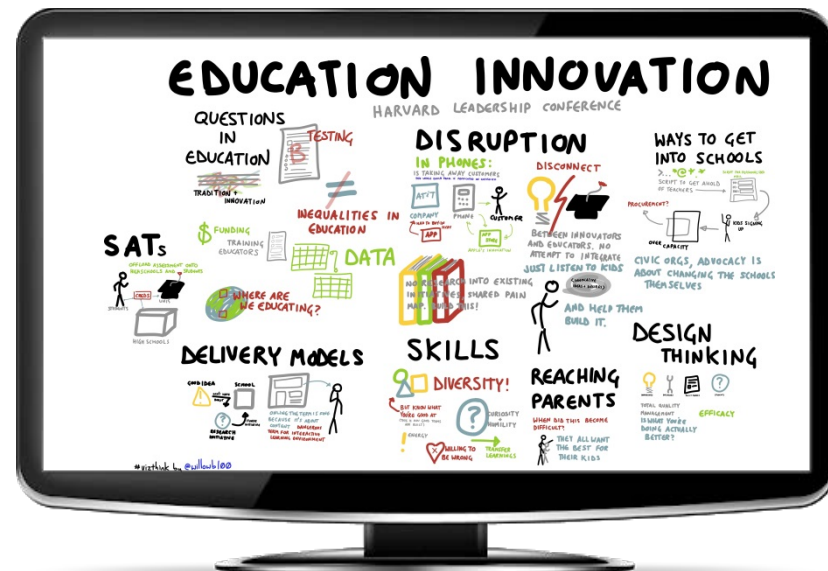
# Before we begin . . . the relationship between learning and teaching

Before discussing student funds of knowledge it is important that we first focus our discussion on **what learning is**.

Why?

Because “**any set of learning principles is predicated on a definition of learning.**”

Can student **funds of knowledge** help learning?



# So what exactly is learning?

“Learning is **a process**, not a product.”

“Learning **involves change** in knowledge, beliefs, behaviors, or attitudes. This change unfolds over time.”



“Learning is not something done to students, but rather **something students themselves** do. “



Learning “is a change in knowledge attributable to **experience**.”

Susan A. Ambrose et al. *How Learning Works: Seven Research-Based Principles for Smart Teaching*

# Student-centered learning – first step towards funds of knowledge

“Student-centered learning environments focus on enriching and extending learning through a variety of perspectives, resources, and representations.”

To give students an active and collaborative role in the learning process.

History 140 Topic - Education	Dual Channels	Transfer – Funds of Knowledge
Concept introduced.	Visual material facilitation.	Connect to student prior experience.
Medieval European cathedral school education and classroom structure.		

## Faculty identity – second step towards funds of knowledge

**Identity** (personal and social) is the “set of traits and characteristics, social relations, roles and group membership that define who one is.”

An individual's identity impacts how one **perceives and mediates** the world and their place in that world.

Identity will undoubtedly impact what **curricular and pedagogical** approaches one takes in the classroom.

WHO  
AM  
I?

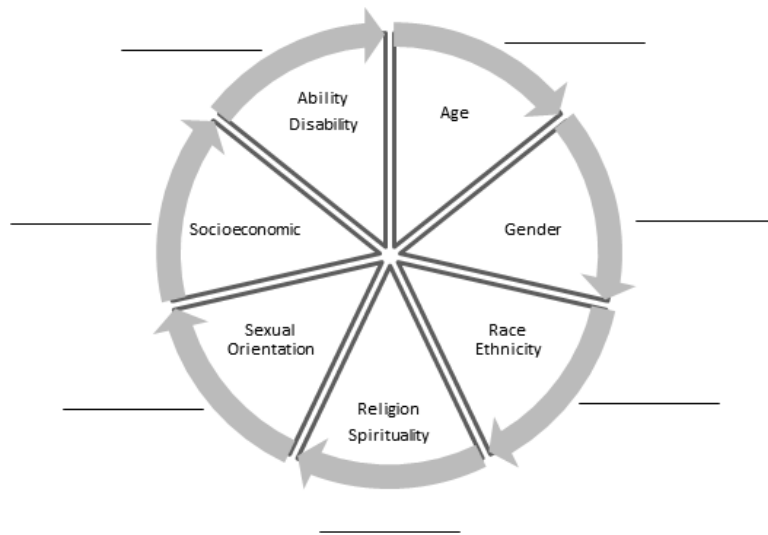
# Student identity – third step towards funds of knowledge

A student's identity will impact how they **perceive and approach** learning in the classroom.

How can we get to know student identities?

How can knowing these identities help forge an inclusive learning environment.

Identity Wheel Activity



Identity Wheel Google - Students



Identity Wheel Google Form - Copy

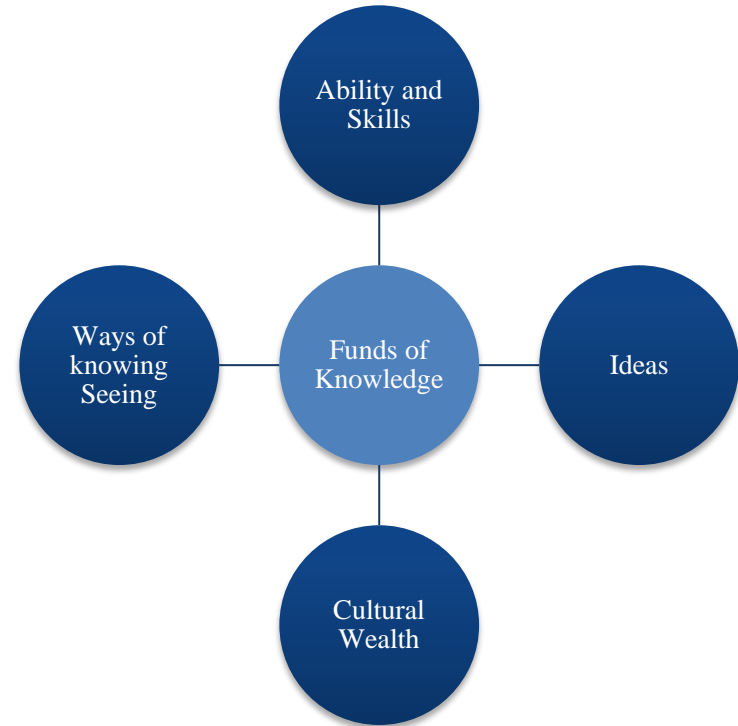


# Student funds of knowledge – we are there!

Along with identity, individuals also possess **funds of knowledge**, “skills, abilities, ideas, practices and ways of knowing accumulated and internalized from everyday life.”

Funds of knowledge are acquired through an individual’s **historical interaction** with their **family life**, **culture** and **community**.

Learning what funds of knowledge students bring to the classroom, along with identity, can **facilitate structuring a student-centered learning environment**.



# Student funds of knowledge – student assignment example 1



## Topic 4 Seminar: The First Pandemics

Jason Suarez

Apr 2 at 9:43am

17/17

### Part I: Before you Begin Your Discussion

First, take a moment to reflect on what you learned in Topic 4: [The Consequence of Cultivation](#) .

Next, read the following statement below. Do you agree or disagree with this paragraph summary? Why?

"The transition from a hunter-gatherer lifestyle to dependence on agricultural production is commonly considered one of the most important achievements of human history. This transition, often referred to as the Neolithic Revolution, ushered in a variety of changes in human dietary intake, food processing and procurement methods, settlement patterns, and physical activity. Skeletal analyses of human remains from early agricultural centers throughout the world indicate that this revolution significantly affected overall human health." *Human Health and the Neolithic Revolution* - Katherine J. Latham.

Finally, read the summary below of a 2018 report.

"Buried among 77 other people from her village in western Sweden are the bones of a 20 year-old woman. Now an analysis of DNA extracted from her teeth reveals what likely killed her. An international team of researchers has discovered the woman, who died some 5,000 years ago, had the oldest known case of the plague. The finding suggests the world's first plague epidemic took out her community and vast swaths of the Neolithic farming population in Europe. The settlements are the classic, textbook examples of a how a new pathogen can emerge or evolve. Thousands of people lived close together with poor sanitation in near proximity to livestock and other animals. So, the team went in search of disease-causing bugs in publicly available ancient human DNA datasets. What they found was a surprise. Unambiguous evidence for the bacteria, [Y. pestis](#) , that causes plague. The variety of plague the researchers discovered was not the kind that causes the bubonic plague, the scourge thought to be responsible for the [Black Death](#) – an epidemic that took out 30 to 60 percent of Europe's population in the mid-1300s—but its far more evil twin, pneumonic plague."



# Student funds of knowledge – student assignment example 1 continued

## Part II: Discussion Questions

Consider and discuss the following questions in your group:

- Why do you believe that the first evidence of a pandemic is found in the Neolithic human fossil record and not in the Paleolithic one?
- While we have no written record of the first pandemics to strike humans in the Neolithic era, can you speculate on what individuals living at that time might have experienced from what you and your community are living in the present? How is it similar and different? Provide specific examples.
- If you were in a leadership position in Çatalhöyük, with the resources and knowledge accessible to you at that time what steps would you have taken to protect your community from the effects of a pandemic? To help you address this question refer to the artist's reconstruction of living quarters at Çatalhöyük below. You may also visit the following site for actual photographs: [Çatalhöyük](#) ⌵
- This course is emphasizing the progression of human complexity at many levels. Do you believe that we are in a better position today to deal with pandemics, or in the end are humans still at the mercy of the forces of nature?
- When your discussion is finished, each group member post one example of something you learned from your interaction.

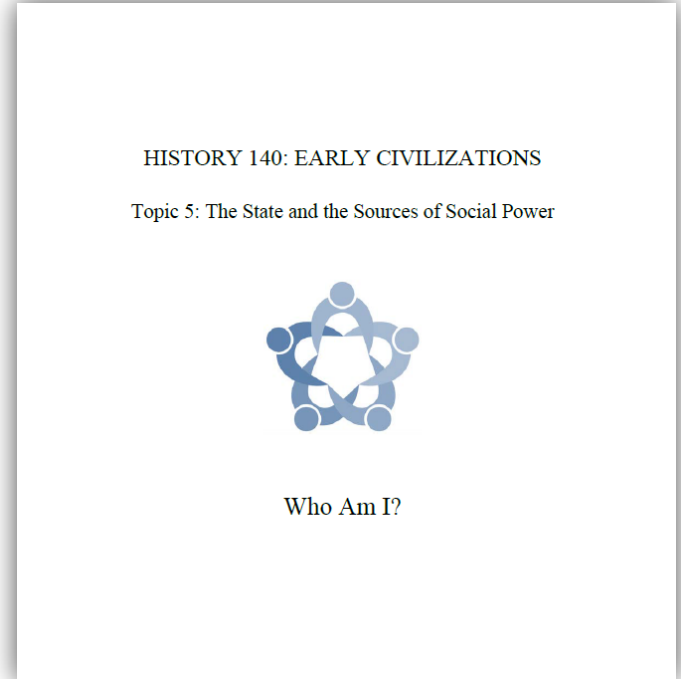


## Student funds of knowledge – student assignment example 2.1

Have students reflect on what makes up their identity and fill out the online anonymous identity form (take home activity).

Students through activity explore if their identity grants them societal/cultural advantages or if it produces societal/cultural disadvantages at El Camino College.

Students also explore how they maybe perceived because of their identity and how their identity shapes how they perceive the world around them.



Identity Wheel Assignment Completed by Students



Identity Wheel Completed by Students at Home

## Student funds of knowledge – student assignment example 2.2

Next, in class have students revisit the factors that shape social power and explore if identity plays a role in its construction.

Students explore institutionalized hierarchies from a historical perspective.

Students provided examples of institutionalized hierarchies in the past and examples of institutionalized hierarchies in their present day communities.

Students explore the possibility of dismantling institutionalized hierarchies and its consequence.

HISTORY 140: EARLY CIVILIZATIONS



Topic 5 Seminar

The State and the Sources of Social Power

Seminar Participants:

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Assignment Completed by Students

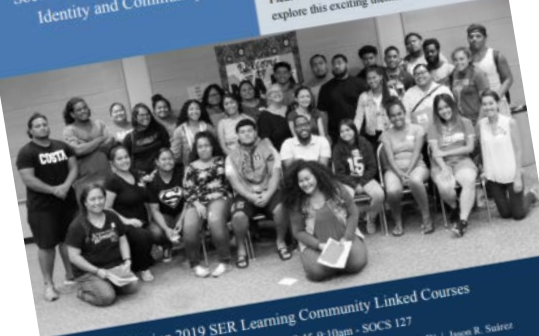
# Student funds of knowledge – theme-based curriculum 3

**WHO AM I?**  
The Centrality of Historical and Social Context in Constructing Identity and Community

**Why Enroll in a SER Learning Community?**

- UC/CSU Transferable Courses
- PASS Mentor Tutoring
- Small Classes
- Student-Centered Faculty
- Student Relevant Themes
- Academic/Career Counseling Integration

Please consider joining us in Spring 2019 to explore this exciting theme.





**Spring 2019 SER Learning Community Linked Courses**

History 140: History of Early Civilizations - TTh 7:45-9:10am - SOCS 127  
Section #2416 - UC/CSU Transferable | IGETC Area 3B or 4 | CSUGE Area C2 or D3 | Jason R. Suarez



Sociology 101: Introduction to Sociology— TTh 9:30-10:55am - ARTB 317  
Section #2912 - UC/CSU Transferable | IGETC Area 4 | CSU GE Area D | Melissa Fujiwara

\*You will be automatically enrolled in both sections when enrolling in one.

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**HERITAGE AND IDENTITY  
ACROSS BORDERS**  
The History of Mexico and the Chicano Socio-Cultural Experience



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- Academic/Career Counseling Integration

Please consider joining us in Fall 2018 to explore this exciting theme.

**Fall 2018 SER Learning Community Linked Courses**

History 154: History of Mexico - TTh 9:30-10:55am - SOCS 127  
Section #2445 - IGETC (Area 3B or 4) | CSUGE (Area C2 or D6) | Jason R. Suarez

Ethnic Studies 5: Chicano Culture TTh 11:15am-12:40pm - SOCS 121  
Section #2297 - IGETC (Area 4) | CSU GE (Area D3) | Xocoyotzin Herrera

