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**AN INTERNATIONAL PEER-REVIEWED
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Inside this issue:

- ◆ As Cited by the Artificial Intelligence of ChatGPT:
Best Practices on Technology Integration in Higher Education
- ◆ College Mathematics Instructors' Use of Recommended
Pedagogical Practices in a Two-Year and a Four-Year College
- ◆ The Distribution of Collegiate Cultural Wealth to
Black and Hispanic Students
- ◆ Arts Integration as an Approach for Anti-Racist Pedagogy:
A Case Study
- ◆ A Case Study of Visibility, Diversity, and Inclusion:
Live From New York!
An Analysis of the Chinese Hosts on Saturday Night Live
- ◆ Diversity, Inequity, and Exclusion: How SATs and Other
Standardized Tests Reduce Diversity in Higher Education
- ◆ From the Field: The Impact of Intentional Social and Emotional
Learning Instruction While Engaged in a Semester-Long
Project Based Activity for Pre-Service Teachers
- ◆ Book Review: From Conflict to Collaboration: A School
Leader's Guide to Unleashing Conflict's Problem Solving
Power - by Robert Fiersen and Seth Yates

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Contents

Page

- ♦ Editor's Perspective: 7
- by Editor-In-Chief, Richard Bernato, Ed.D.
- ♦ As Cited by the Artificial Intelligence of ChatGPT: 8
Best Practices on Technology Integration in Higher Education
- by Don Heberer, Ed.D., Al Pisano, Ed.D., Craig Markson, Ed.D., and ChatGPT
- ♦ College Mathematics Instructors' Use of Recommended Pedagogical Practices 13
in a Two-Year and a Four-Year College
- by Patrick B. Johnson, Ph.D., Corinna Singleman, Ph.D., Jennifer Valad, M.A.,
and Eva Fernandez, Ph.D.
- ♦ The Distribution of Collegiate Cultural Wealth to Black and Hispanic Students 21
- by Toni Foster-Irizarry, Ed.D., and Joan Birringer-Haig, Ed.D.
- ♦ Arts Integration as an Approach for Anti-Racist Pedagogy: A Case Study 26
- by Michael C. Liu, Ed.D.
- ♦ A Case Study of Visibility, Diversity, and Inclusion: *Live From New York!* 33
An Analysis of the Chinese Hosts on Saturday Night Live
- by Molly B. Healy
- ♦ Diversity, Inequity, and Exclusion: How SATs and Other Standardized Tests Reduce 41
Diversity in Higher Education
- by Craig Markson, Ed.D., Kenneth Forman, Ph.D., Dafny Irizarry,
and Lawrence Levy
- ♦ From the Field: The Impact of Intentional Social and Emotional Learning Instruction 47
While Engaged in a Semester-Long Project Based Activity for Pre-Service Teachers
- by Patricia N. Eckardt, Ph.D., and Madeline Craig, Ed.D.
- ♦ Book Review: From Conflict to Collaboration: A School Leader's Guide to Unleashing 52
Conflict's Problem Solving Power - by Robert Fiersen and Seth Yates
- Reviewed by Richard Bernato, Ed.D.



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Editor's Perspective



Matters of degree?

The submissions our editors have chosen to publish for this issue vibrate several common perspectives. It is interesting these intersect because on surface the subjects of their collective research ping pong between Higher Education and K-12. While educators will argue that both educational institutions are two separate entities, thoughtful consideration will generate different conclusion. That is, their differences are more nearly of degree rather than of substance. These articles therefore reflect themes that twine round to share their meaning with your colleagues, students, and stakeholders.

This issue reflects concepts about what any school organization must provide to maximize students' learning from academic, emotional, demographic / ethnic, perspectives. This column will also update you about the Journal for Leadership and Instruction's continuous efforts to encourage submissions and to use its offerings to catalyze others to model its precepts for others to apply.

A former colleague often offered and with validity, when as he called it, "the innovation du jour" came along, it was merely "old wine in new bottles." Yet there are certainly innovations that deserve their distinction as a possible game breaker. I am not sure if ChatGPT deserves that distinction yet. However, its usage across many fields, not just education, warrants careful attention. Drs. Heberer, Pisano, and Markson have combined, with their co-author no less, ChatGPT, (!) to examine how this AI application will affect educational research, student work, and instructional practice across probable and preferable futures not yet altogether parsed.

Authors, Drs. Patrick Johnson, Corinna Singleman, Eva Fernandez, and Jennifer Valad's article on surface explores differences in pedagogical practices between two-year community college institutions, and four-year colleges. They consider why it seems that professors of the former use instructional strategies more effectively than those used by their four-year college counterparts. Their findings appear to suggest several premises for this. My own take on their discussion is that community college professors' efforts to meet the needs and perhaps the readiness states of community college students, reflect a sensitivity to commit to active participatory instructional strategies rather than their opposite. There is a lesson in this conclusion for all educators.

It seems that what really counts in reaching students is that educators take conscious steps to assure they are considering relationships' building. Drs. Toni Foster-Irizarry and Joan Birringer-Haig accent this and other concepts in their article, "*The Distribution of Collegiate Cultural Wealth to Black and Hispanic Students*." The article explores both the capacity building premise and principles of Critical Race Theory to construct a study which uncovers how faculty members can "invest" in their students to enable them to get over what they call, deficit thinking.

Dr. Michael C. Liu's article, "*Arts Integration as an Approach for Anti-Racist Pedagogy: a Case Study*," also considers matters related to effective instruction that also argues for using innovative strategies. His research was grounded in using the arts to engage students of Chinese American history to use inquiry skills. Doing so, catalyzed active participatory learning rather than by absorbing facts and data without context. This article also provided excellent integration of Anti-Racist and Culturally Responsive Pedagogy. It certainly has implications for instruction in an era where educators have recognized the importance of sensitivity to diversity needs.

By welcome coincidence we have permission to print an article that originally had been published by Elon University, "*The Elon Journal of Undergraduate Research in Communications*" Fall 2022 edition, and authored by Molly B. Healy titled, "*A Case Study of Visibility, Diversity and Inclusion: Live from New York: An Analysis of the Chinese Hosts on Saturday Night Live*." Healy's analysis of how the Saturday Night Live program has chosen and used the four Chinese hosts they have had. Her use of five comedic archetypes provides insights into the societal mirror that Saturday Night Live represents. The conclusions drawn overlap with Dr. Liu's article about racism and discrimination against the Chinese people.

Similar themes prevail in Drs. Craig Markson and Kenneth Forman, Dafny Irizarry, and Lawrence Levy's research titled "*Diversity, Inequity, and Exclusion: How SATs and Other Standardized Tests Reduce Diversity*." And it seems another welcome coincidence that the State University of New York has recently announced that it will no longer use SATs as a criterion for admission. Their skillful statistical analyses point up a variety of inequities when using these and other such tests in admitting students. Their conclusions weave with the sensibilities and perspectives also offered in this Journal's issues.

This issue's From the Field segment's offering also echoes similar themes. "*The Impact of Intentional Social and Emotional Instruction While Engaged in a Semester - Long Project Based Activity for Pre-Service Teachers*," by Drs. Patricia N. Eckardt and Madeline Craig suggests strategic foresight in engaging and creative ways not traditional to university teaching. They describe their semester-long project for prospective teacher candidates who must not only design their own school but also take all measures to embed Social and Emotional Learning into its practices.

Finally, we offer a review of a relevant and compelling description of how we can transform issues that divide us to productive resolution processes. Dr. Robert Fiersen and Seth Yates' book, "*From Conflict to Collaboration: A School Leader's Guide to Unleashing Conflict's Problem-Solving Power*," offer frames and many strategies for leaders to convert oppositional energies to collective ones.

In closing, we point with pride that the journal's monthly podcasts, where we interview our authors about their research's implications, continues to attract listeners. We are aware that professors and district and building leaders are using them to instruct, draw reaction, and apply to their own leadership. You can find the link at <https://www.scopeonline.us/JLI-podcast-episodes/> and can soon find us on podcast services like Spotify.

Have a great summer!

Richard Bernato,

Editor-in-Chief

As Cited by the Artificial Intelligence of ChatGPT: Best Practices on Technology Integration in Higher Education

**By Don Heberer, Ed.D., Al Pisano, Ed.D.,
Craig Markson, Ed.D., and ChatGPT**

Abstract

The purpose of this study was to leverage the artificial intelligence of ChatGPT to produce a scholarly review of the research literature on best practices for technology integration in higher education. The researchers searched the ERIC database using the keywords "technology integration" and "higher education or college or postsecondary" and "best practices." Peer reviewed scholarly journal articles were selected spanning the past 15 years, that had a focus on emerging technologies as well as student and faculty development. The Review of the Research Literature and Results sections were combined in that ChatGPT produced most of that output.

It was found that emerging technologies should be embraced if they helped students learn, improved instruction, increased cooperative learning or collaboration, and were not contrary to the learning institution's mission. The researchers suggested that the writing produced by ChatGPT was adequate and human-like but not at the depth or desired level of a human scholar writing a review of the research literature. Also, they concluded that ChatGPT could be used as a tool, similar to the way a mathematician uses a calculator to solve complex problems, and that the ongoing evolution of ChatGPT was likely to produce better outcomes in the future.

I. Purpose

The purpose of this study was to examine the capacity of artificial intelligence of ChatGPT to produce a scholarly review of the research literature on best practices for technology integration in higher education with the interaction of human scholars.

ChatGPT went live in November of 2022 (Assaraf, 2022). The initial reactions from learning institutions were to block its students from utilizing it (GovTech, 2023). Censorship of a potentially powerful, emerging, and evolving technology could be doing a disservice to both students and teachers alike in any learning environment. Many scholarly studies on technology integration address how to incorporate an emerging technology into the learning environment to better develop students and teachers (Belt & Lowenthal, 2020; Johnson, 2014; Mitchell et al., 2017).

Since ChatGPT was an emerging technology capable of summarizing and synthesizing large blocks of complex text written by humans, the researchers in this study sought to leverage this ChatGPT capability to review the research literature on best practices for its own integration into the classroom.

II. Method/Data Selection

The researchers searched the ERIC database using the keywords "technology integration" and "higher education or college or postsecondary" and "best practices." The search was limited to "full text" available at the Stony Brook University Library and also "peer reviewed" scholarly articles. A total of 314 publications came up through this search. Dissertations and books were excluded from this study and only scholarly journal articles were included where the full text was available through the university library system. The researchers selected 12 journal articles that spanned the past 15 years that included topics, in addition to those cited in the ERIC database keywords search, covering faculty and student development with emerging technology in the learning environment.

The researchers used the ChatGPT feature called "Summarize for a 2nd grader" which "translates difficult text into simpler concepts" (OpenAI API, n.d.). While this feature could seem elementary to the initial observer, the researchers felt the feature could be used to produce a scholarly literature review comparable to one found in a traditional academic journal. Using the scholarly journal articles identified for this study, the researchers copied one to two blocks of text from each article that typically included the results, conclusion, and/or implications of the research sections. In doing so, this produced a four-sentence summary of each article that was written by ChatGPT. The "Summarize for a 2nd grader" feature summarizes blocks of text into two sentence summaries. However, ChatGPT would summarize larger continuous passages, typically over three paragraphs, into four sentences. If acronyms were part of the text, the researchers would fill those in so that ChatGPT could properly identify the words or terms and would keep the tense of the literature review in the past tense, to remain consistent. Each article would be reviewed chronologically, from the

oldest written to the most recent publication. The researchers would cite all of the journals included in this study.

For the synthesis of this review of the research literature, the researchers split the overall review into two blocks of text so that ChatGPT could produce an eight-sentence synthesis. Finally, the researchers concluded by applying the "Keywords" function of ChatGPT to this review of the research literature (OpenAI API, n.d.). The purpose of this was to produce the keywords typically found under the abstract of an academic article and to guide future research.

III. Review of the Research Literature/Results

Introduction: What is ChatGPT?

As described by itself, ChatGPT is "a natural language processing (NLP) model developed by OpenAI that is designed to generate human-like conversations" (OpenAI API, n.d.). ChatGPT was developed by OpenAI. ChatGPT is a highly advanced chatbot that leveraged its "Generative Pre-training Transformer"(GPT) technology to process, natural human inputs and respond by using all of the information it has to create a new response using all of its data points to generate a new response (OpenAI API, n.d.).

According to OpenAI's website and mission statement, they wanted artificial general intelligence (AGI) to benefit "all of humanity" (OpenAI API, n.d.). OpenAI had also developed an artificial intelligence-powered image generator, DALL-E2. DALL-E2, which created images based on descriptive user input. Images were generated from combinations of existing images to generate or create a new image based on the user's input prompt (OpenAI, 2022). ChatGPT used a similar process to employ all of the information it had received from text, media, and the internet to predict what information should come next. The feature that made ChatGPT more accurate than previous Chatbots was that it leveraged human feedback to reinforce its predictions. This resulted in new outputs that previously did not exist (Hughes, 2023; Ramponi, 2023).

ChatGPT could handle a myriad of different prompts. It could write an essay on the causes of World War II, for example. It could provide recipes for food based on items in one's refrigerator. It could generate policies and procedures that comply with state and federal regulations. It could create a new movie or TV episode script based on any situation. It could write a song and even provide suggested chords for the melody based on the style of music one inputted. ChatGPT could write computer code in several languages, and it could fix computer code that had an error (OpenAI API, n.d.).

For the purpose of this particular study, the researchers were applying ChatGPT to the field of educational research. The researchers explored the efficacy and implications of ChatGPT in the field of educational research, as well as the impact it might have on higher education. The researchers' professional discipline resided in the area of

educational research, as it related to educational leadership, policy, and practice. That was also the rationale for using ChatGPT's capabilities to cover this particular topic in the research literature review.

Best Practices on Technology Integration in Higher Education

How did the research literature describe best practices for technology integration in higher education? According to ChatGPT, in its "Q&A" feature: "Research literature has described best practices for technology integration in higher education as focusing on the development of digital literacy skills, the use of technology to support student learning, and the use of technology to facilitate collaboration and communication" (OpenAI API, n.d.). The larger review of the research literature below included the journals identified by the researchers to be included in this study but paraphrased or summarized by ChatGPT.

According to the findings of Puzziferro and Shelton (2009), teachers needed to think about ways to help their students learn. They should make sure that the tasks they gave the students had a purpose, were related to real life, and involved different kinds of activities. The learning environment should use different kinds of media and give students a chance to work together and build relationships. Online education has changed the way people learn. To make it better we needed to be flexible and use new technology. We also needed to make sure we were doing things the right way.

Dagiene and Kurilovas (2010) found that Web 2.0 technologies were becoming more popular in schools and universities. Schools and universities needed to make sure that their teaching strategies and technology were updated so that students could use these tools. Teachers would help students use these tools and think about how to use the content that was created. It could be hard for teachers to use these tools, so schools needed to help them learn.

According to DiPietro et al. (2010), students in a class learned from each other and had to be respectful when giving criticism. They also had to be open and friendly with each other. This helped them to be successful in their class. Participants in this study found that using wikis as part of their preparation was helpful and it could be used in different fields. They realized that different fields have different ways to prepare for exams, but wikis could be useful in helping people work together and complete their programs successfully.

In a study on faculty development programs for nurse educators learning to teach online, the researchers made the following recommendations. We learned from a case study of faculty development workshops that it's important to create programs that meet the needs of different people. We also found that it was important for people to understand the workload of participating in the workshops and for there to be support from the institution. Technology and teaching skills have to be integrated and modeled. Finally, it was important to have leadership in place to help organize the workshops (Lee et al., 2010).

Howell et al. (2014) argued that Educational Leadership programs needed to help prepare school administrators to be technological leaders. This meant that faculty and students needed resources, training, and support to learn about new technology. College administrators needed to listen to the voices of faculty and students to understand the needs of 21st century classrooms. Leaders must have a shared vision of how technology could be used and must stay up to date with current trends. With the right support, Educational Leadership programs could help students learn about technology and become successful leaders.

Johnson (2014) identified seven principles of good practice for using technology as a lever in online instruction. According to Johnson, online classes could be a fun and exciting way to learn, but it was important for teachers to make sure the class was run well. Students liked to be able to learn at their own pace and have access to materials. Teachers should make sure expectations for communication, logging in, and participation are clear. Technology should be used to help students learn and be motivated. Teachers should be trained to use the technology, and upgrades should be made to help students learn better.

Technology was changing the way colleges teach. Higher education leaders were asking three questions to help them decide if technology could help improve the way students learn: 1) How could we preserve our core mission while using technology? 2) How could we use technology and best practices in teaching to help students succeed? 3) Could technology help us redesign or replace common introductory courses in a way that used teachers' expertise and helped students learn? We also needed to think about how technology affected quality, fairness, teachers, and the cost of college. Technology could be used to improve how colleges teach if it was used in the right way (Marcy, 2014).

Budhai and Williams (2016) showed that in online classes, it was important to figure out what your students needed and what their learning styles were. Teachers should also use different methods to teach different students and use technology to help teach and support the students. Online learning could be challenging, especially at the college level. Working together with a librarian could be helpful and could make online learning more enjoyable. Researchers were trying to find better ways to teach online so that students could learn better and have more fun.

Báez et al. (2019) found that online social work education programs were growing very quickly and technology was getting better. That meant that people teaching online courses needed to be prepared to use technology and teach in different ways. The Columbia University Institute provided classes to help instructors learn how to do this. They learned how to engage with students, use technology, and make sure values were kept. This would help ensure that students had a good learning experience.

According to Belt and Lowenthal's (2020) study, technology was being used more and more in teaching. There were ways for teachers to use technology to help their students learn better, like working together more and finding new ways of teaching. Technology could help teachers in different subjects and help students learn better. Teachers should keep exploring new ways to use technology to help their students.

Wuhib's (2020) study covered Wichita State University which was a big school with lots of students. They offered lots of online classes and used special tools to help teach the classes. The school had a team of people called the Instructional Design and Access (IDA) Team who helped teachers use the tools and teach the classes. They had a special lab for teachers to drop in and get help with their classes. The IDA team also held conferences and sent out newsletters to help teachers learn how to use the tools.

According to Ndebele and Mbodila (2022), technology was being used more and more in teaching and learning in higher education institutions around the world. This study showed that most academics understand the value of using technology in teaching and learning and were willing to use it. To help them use technology more, the institution needed to provide training and support, resources and tools like laptops, data, and other equipment. They should also have e-learning communities where people can share best practices and help each other.

Summary and Synthesis of the Literature Review by ChatGPT

Technology could help people learn in many ways. Teachers needed to know how to use the technology to help students learn. They could use different kinds of media, like videos and wikis, to help students understand the material. Teachers needed to be flexible and make sure their classes were up to date with the latest technology. They also needed to make sure they gave clear expectations and helped students learn at their own pace. Technology could be a fun and exciting way to learn. Technology was being used to help teachers teach and students learn better in colleges. Technology could help teachers find new ways to teach, work more closely with students, and help them learn better. Schools were providing tools and training to help teachers use technology and have better classes.

Keywords by ChatGPT

Keywords include digital literacy skills, student learning, collaboration, communication, Web 2.0 technologies, faculty development programs, nurse educators, Educational Leadership programs, seven principles of good practice, online instruction, core mission, best practices in teaching quality fairness teachers cost college technology lever online social work education programs.

IV. Conclusion

In conclusion, as this related to the performance of ChatGPT in writing a scholarly literature review, the researchers felt that ChatGPT needed more work. The writing produced by ChatGPT was adequate and human-like but not at the depth or desired level of a human scholar writing a review of the research literature. It certainly was useful in simplifying the large blocks of complex text written by scholars, and researchers could use ChatGPT as an aid for their research and writing. They would just need to be more controlling in modifying the writing produced by ChatGPT.

ChatGPT could be used as a tool for their work, similar to the way a mathematician uses a calculator to solve complex problems. The "Keywords" feature also did not work flawlessly. While some of the keywords it produced should be included, other keywords such as "nurse educators" and "Educational Leadership programs" more directly related to the titles of studies reviewed. Our assessment of ChatGPT follows:

ChatGPT was unique because it did not just perform a "copy and paste" of sentences from one source or multiple sources to answer an inquiry. Instead, ChatGPT combined, analyzed, and synthesized information, creating new sentences (OpenAI API, n.d.). ChatGPT wasn't perfect, with responses sometimes ranging from slightly misleading to completely wrong. Despite this, there was a sense of comparative decision-making in the ChatGPT algorithm that simulated creativity and connections that were lacking in previous A.I. Chatbots. ChatGPT wasn't going away; it was only getting more advanced, even as you are reading this article it is making better connections. To us what seems like "learning" was in actuality ChatGPT developing more accurate generative pre-training/predictive transformer responses (Hughes, 2023; Ramponi, 2023).

Educators were split on the use of ChatGPT in education as the New York City Department of Education banned ChatGPT access for all students and faculty stating, "while the tool may be able to provide quick and easy answers to questions, it does not build critical-thinking and problem-solving skills, which are essential for academic and lifelong success" (Korn & Kelly, 2023, para. 3). However, Professor Schiappa and Professor Montfort at MIT recently sent a memo to their fellow colleagues offering suggestions for these new technologies; including "construct your assignments to align with learning goals and the availability of these systems" (Schiappa & Montfort, 2023, pg 1).

Disruption technology is not new. For instance, when handheld calculators were new they were banned in some colleges and classrooms for fear of cheating or depriving

students of learning (Bukowski, 1975). Now those same calculators are used as a lever to help us solve more complex math problems, tabulate algorithms, graph equations, etc. The evolution of the internet, search engines, and smartphones have given people access to all of the world's information in the palm of their hands. Assessments that focused on solely memorizing facts are almost obsolete in many areas of study; the shift has been toward the practical application of knowledge rather than rote memorization (ASCD, 2009).

Much like the calculator and the internet eventually redefined learning, could the next evolution of critical thinking be able to leverage the output of AI technology to achieve a higher level of creativity and understanding? Either way, it is clear that educators should consider embracing the technology and use it as an opportunity to rethink how they teach and assess their students; students should rethink how they learn, and perhaps more importantly why they learn. ChatGPT is the next major disrupter in the field of education. It's going to force educators and students alike to rethink our entire educational system.

The open architecture AI system of ChatGPT is an evolving learning system, especially as it continuously interacts with humans. Human beings will evolve and learn, especially as they interact with each other and this emerging technology. ChatGPT may become a form of cooperative learning that is encouraged in both K-12 and higher education. As a result, the researchers must conclude that ChatGPT should be a new integral part of teaching and learning.

V. Implications of the Research

Who wrote this article? While ChatGPT paraphrased or summarized the studies included in the Review of the Research Literature/Results section that followed the Introduction section, the researchers conducted the meticulous research on the ERIC database and downloaded the selected articles as it related to their study. The Review of the Research Literature and Results sections were combined because ChatGPT produced those results. The researchers chose the sections of the articles they fed into ChatGPT to produce its outcomes in the writing output. ChatGPT did much of the paraphrasing of the articles and wrote the summary section of the overall literature review. That's why the researchers chose to list ChatGPT as a co-author and not "the" author. The American Psychological Publication (APA) Manual Seventh Edition, which educational researchers use for formatting publications, may need to develop an Eighth Edition to include formatting for "as cited by ChatGPT." Until that time, researchers may need to continue to include ChatGPT as a co-author in their collaboration with it.

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College Mathematics Instructors' Use of Recommended Pedagogical Practices in a Two-Year and a Four-Year College

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Abstract

Poor mathematics preparation severely restricts students' future educational and occupational choices. This paper explores the extent to which differences were observed in the pedagogical practices of those teaching college introductory college math at a community college and at a four-year college. Although college math instructors generally may be poorly prepared to teach their assigned course content, this lack of preparation may be less characteristic of community college instructors for various reasons including their educational training and occupational priorities. Findings indicated that recommended practices such as metacognitive strategies and references to prior knowledge were more likely to be used by math instructors at a two-year than a four-year college. The implications of these findings for professional development and hiring requirements are discussed and emphasized for college math department chairs and administrators generally.

Plain Language Summary.

The current investigation was part of a larger US Department of Education project. A key goal of the project was to increase the number of Hispanic and low-income students graduating with STEM Baccalaureate degrees. The project was a collaboration between a two-year and a four-year institution, both public, in New York City that serve significant numbers of students from non-traditional groups. URM students make up 57% of the two-year and 39% of the four-year institution's enrollments; Hispanics make up 31% and 29% respectively of the enrollments (<https://nces.ed.gov/ipeds/datacenter>).

Educational research documents the relatively poor performance of American students on comparative international mathematics exams (Desilver 2017; U.S. Department of Education 2017). A report by Desilver (2017) indicated that US high school students ranked 38 out of 70 countries using the PISA international tests. This relatively poor performance has been found for decades in the educational literature (Digest of Education Statistics, 2017; U.S. Department of Education, 2019).

Within the United States, related research highlights subgroup math performance differences particularly pro-

nounced among underrepresented minorities (URMs), especially Hispanic and African American students. More specifically, a U.S. Department of Education reported (2017) indicated that "From 1990 through 2017, the average mathematics scores for White 4th- and 8th-graders were higher than those of their Black and Hispanic peers..."

While such findings suggest skill and knowledge deficits, such deficit theories are not new (Comacho & Lord, 2013) and have been sharply criticized and countered by more in-depth theories regarding the immediate contextual causes of these academic performance differences (Ladson-Billings, 1995; Crisp, Taggart & Nora, 2015). Unfortunately, deficit approaches ultimately blame victims, fail to identify the ultimate sources of academic difficulties, and ignore their contextual sources.

One such obvious contextual source focuses on the inferior educational environments URM children experience including the quality of those teaching in these environments. Research has suggested for some time that schools in poorer socioeconomic settings have considerable difficulty attracting and retaining well-qualified teachers. As emphasized by Allensworth, Posnisciak and Mazzeo (2009), teachers reportedly leave underperforming schools while Guarino, Brown and Wyse (2011) argue that retention is a particular problem for poorer schools. Then, too, Holmes, Parker and Gibson (2019) emphasized that "schools serving at-risk children struggle to attract and retain teachers." Accordingly, the poor math performance of URM students may actually represent the culmination of the deficient teaching skills of math instructors generally, especially those assigned to teach math to students already poorly prepared and exacerbated by the accretion of such poor preparation over years.

A possible exception to such inadequate teaching skills may be found in those teaching in community colleges compared with those teaching the same content area in four-year colleges and universities. While the literature tends to ignore differences in pedagogical practices at different types of higher education institutions (Condon, Iverson, Manduca, Willett, Huber & Haswell, 2016) there are good reasons to expect differences in the teaching practices of

these two groups and to assume teachers at two-year schools are more attuned to recommended pedagogical practices than teachers at four-year schools. One possible reason for this is that the occupational focus of community college teachers is more directly linked to instruction than to research-related activities.

Support for this expectation comes from research (Rifkin, 2000; National Study of Postsecondary Faculty, 1997) with two-year college instructors revealing a strong emphasis on instruction and professional development as factors in their hiring and tenure processes. Studies of those teaching at universities (Green, 2013; Tuchman, Gapinski & Hageman, 1977; Tuchman & Hageman, 1976) and four-year colleges (Rossman, 1976) revealed an emphasis on research and scholarship for tenure and merit pay rather than pedagogy.

We hypothesized, therefore, that community college math instructors would be more attuned to these practices because their occupational focus is primarily instructional rather than scholarship. More specifically, we hypothesized that clear differences in pedagogical practices would be present between introductory college math classes taught at a four-year college for "traditional" students and the same classes taught at community colleges for less traditional, and often less well-prepared students. More specifically, the study compared the pedagogical practices of two-year and four-year college mathematics instructors predicting that the former would more frequently engage in recommended STEM pedagogical practices.

Method

Respondents

To compare the two-year and the four-year introductory college courses participating in this project, it was necessary to select courses covering similar content, but also courses possessing similar student enrollments. As such, comparisons of introductory biology and chemistry at the two- and four-year colleges would have been problematic as relatively small introductory courses were offered at the two-year college while relatively large lecture courses were offered at the four-year college. In contrast, introductory college math course enrollments were similar at both institutions, normally between 20 to 25 students per section.

In discussions with faculty and school administrators regarding classroom observations, both groups expressed concerns regarding the possible negative impacts on faculty from such observations. Of particular concern was the possibility that the information could be used to evaluate faculty. To allay this concern, no detailed demographic information about faculty or classrooms was collected.

Students enrolled in ten introductory college math sections, taught by eight different instructors, at a four-year college or in six equivalent sections, taught by five different instructors, at a community college participated in this in-

vestigation. Instructors at both colleges included males and females and faculty representing multiple racial/ethnic backgrounds. We observed approximately 400 total students; approximately 250 from the four-year and 150 from the two-year college. Exact student counts were not collected. At both institutions the math course covered basic algebra topics including: linear equations, inequalities, exponential and logarithmic functions. A recent articulation agreement between the two institutions verified course equivalences.

An important reason for focusing on introductory college mathematics was that content mastery was considered essential for success in subsequent STEM courses and disciplines such as chemistry and computer science (McCormick & Lucas, 2011). As such, it was important to determine how this content was being delivered to students generally and to URM students specifically.

Procedure

Observation Tool

The data collected focused on faculty and student classroom behaviors in introductory college math, small (25-30 students) classes using the Classroom Observation Protocol in Undergraduate STEM or COPUS. It is a discipline-independent tool requiring little training to achieve inter-rater reliability scores above 0.9 (Lund, Pilarz, Velasco, Chakraverty, Rosploch, Undersander, et al. 2015; Smith, Jones, Gilbert & Wieman, 2013). Faculty with little or no experience with the protocol are able to use it reliably. In initial COPUS work, Smith and her colleagues found average kappa scores from 0.79 to 0.87, good interrater reliability (Landis & Koch 1977). Subsequently, the COPUS was integrated into the Generalized Observation and Reflection Protocol (GORP) at the University of California at Davis.

Using the original COPUS observational system and its instructor and student behavioral categories adapted to the GORP platform, researchers are able to design their own observational protocol, or modify an existing protocol, to provide a customized mobile-friendly interface to make observations. Our observations were based, therefore, on the GORP platform described in the following section. **Figure 1** illustrates the platform interface used in this research to record both instructor and student behaviors.

Initially, with the assistance of science educators involved in this research project, we modified the GORP by adding a few instructor behaviors shown in research to be of particular relevance to STEM education. These included instructor "refers to prior knowledge," "makes a metacognitive comment," "addresses misconception" and "applies concept to real-life." Again, it is important to emphasize that these new categories were added at the suggestion of science educators who maintained that these and similar instructor behaviors were indicative of exemplary STEM pedagogical techniques generally. Final observational categories may be found in **Figure 1**. Because of the flexible GORP platform, such modifications were easily added to the observational

Figure 1



coding system. This flexibility is often highlighted as one of the more attractive features of the system. To summarize, our observational system was a modified version of the COPUS made available to us for observational recording through the GORP platform.

Observers make observations in two-minute segments denoting specific instructor or student behaviors by pressing a laptop computer interface. In any segment, an observer may select numerous categories such as "instructor asks question," "student answers question," and "instructor applies concept to real-life situation," depending on observed instructor' and/or student' behaviors. This enables comparisons of the relative frequencies of selected behavioral categories in a standard unit of time (two minutes) over extended periods of time.

For training purposes and to standardize observational procedures, we initially paired adjacent observers, thus enabling them to confer when they disagreed on selected categories. Meetings between observers involved with training sessions-where all observers observed the same videotaped lecture - allowed us to clarify some of the more abstract observational categories such as 'instructor refers to prior knowledge.' Six observers, 2 males and 4 females conducted the classroom observations that are the focus of this study.

Following these procedures, project staff developed a manual that observers consulted regarding the concrete meaning of some of the more ambiguous categories thus standardizing the observational process. Specific examples of such categories in the manual included:

Think or Solve Problem Individually: The instructor explicitly poses an open-ended question that must be "solved," in the sense that the question does not call for a straightforward out-of-the-book response. Instead, students work through some puzzle on their own, applying concepts previously learned. Importantly, they are not simply reciting facts.

Address Misconception Instructor Statements Include: The instructor must explicitly draw attention to some error that individual or group makes, tends to make, or is in danger of making.
e.g. "You may think X but actually Y"
"You might be tempted or you might guess that X but actually Y"
"Don't make the mistake to think that X."

Metacognitive Instructor Statements Include: The instructor explicitly talks about the difficulty of learning a particular idea. The instructor discusses attempts to teach an idea to or use a technique with students.

Refers to Prior Knowledge Instructor Statements Include:

Needs to be explicit reference to prior knowledge from previous course or part of class.

"You should remember this from Bio 105."

"We spoke last week about X."

"You've probably learned from your own visits to the doctor that..."

Using our modified GORP platform, responses were collected and made available to us through the University of California at Davis website (<https://cee.ucdavis.edu/GORP>).

In the present study, over 500 minutes of observation occurred at the two-year institution and over 1000 minutes at the four-year institution. In almost all instances, observations occurred during standard 50-minute course sections of introductory college math at the two schools.

Results

It is not surprising that the most frequently observed instructor behavior at both colleges was writing on the board (observed in 46% and 44% of segments respectively). This is likely because math instructors illustrate mathematical proofs concretely for students on the board and, as a result, spend considerable class time writing on the board.

Other comparative percentages of observed behaviors at the two-year and the four-year colleges may be found in **Table 1**.

Of special importance in this table are the striking differences observed between two-year and four-year college math instructors regarding references to prior knowledge and the use of metacognitive strategies, two teaching practices emphasized by the science educators associated with this research. Specifically, college math instructors at the two-year college were more likely to refer to their students' prior knowledge in class and also more likely to employ metacognitive strategies such as indicating the importance of a particular concept. It should be emphasized that these categories were included in the GORP data collection platform because of their considered importance as STEM preferred pedagogical practices for enhancing student learning.

Similarly, while the importance of providing students positive feedback and praise is linked to enhanced student learning, comparative analyses revealed that two-year college instructors praised their students more often than their four-year college colleagues. Such encouragement, in conjunction with their use of recommended instructional approaches suggests that community college students, including Hispanic and URM students, are probably receiving superior math instruction than those enrolled at the four-year college.

Observational data also revealed that instructors at the four-year college were more likely to engage in worksheet activity with their students and to move around the classroom in a greater proportion of observed segments than their counterparts at the two-year college. The importance of these behaviors for student learning is not obvious.

Table 1: Comparison of Two-Year and Four-Year College Math Classroom Behaviors¹

Category	QC 115	QCC 119	
I Lectures	44%	46%	Ns
I asks question	24%	66%	146.6 <.001
S answers question	23%	60%	115.4 "
S asks question	12%	25%	25.86 <.01
I answers question	11%	26%	39.33 <.01
I writes on board	53%	67%	19.74 "
Class discussion	2%	6%	ns
S thinks/prob solves	19%	21%	ns
I moves around class/guides	8%	4%	4.63 <.05
I uses verbal monitor/praise	0%	15%	80.85 <.001
Worksheet activity	7%	0%	18.54 <.01
Address Misconception	1%	3%	ns
Reference to prior knowledge	1%	21%	96.47 <.001
Metacognitive comment	4%	23%	70.53 "
Applies info to real/new	0%	0%	ns
Demonstration	0%	0%	ns

¹ I=Instructor; S=Student

Table 1 also highlights differences between the frequency with which faculty and students asked and answered questions. Again, community college students and faculty both asked and answered more questions than their respective four-year counterparts. These behaviors may be important indicators of more active instructional approaches and related to more intensive student engagement and learning. Again, both of these may be particularly beneficial for the large proportions of Hispanic and URMs attending the two-year college (Winterer¹, Froyd, Martin & Foster; 2020).

Discussion

Previous research (Authors) revealed that college math teachers generally fail to employ effective instructor behaviors such as addressing student misconceptions (Caleon & Subramaniam, 2010), making references to prior knowledge (García-Carmona, Criado & Cruz-Guzmán, 2018; Hodara, 2011), using metacognitive strategies (Perry, Lundie & Golder, 2018; Zohar, 1999), and applying concrete examples to demonstrate difficult math concepts (Muschia & Muschia, 2011; Roth, 1992). The present study extends this work to a comparison of two-year and four-year college math instructors. The purpose of this comparison was to test the hypothesis that community college instructors will be more likely to incorporate recommended STEM teaching practices than four-year college math instructors. This hypothesis was based upon the assumption that teaching is a more central focus at community colleges than at four-year colleges and universities where research productivity is more directly linked to faculty tenure and promotion.

Despite the relatively infrequent faculty use of recommended pedagogical practices, math instructors teaching introductory college math at the community college, as predicted, were significantly more likely to engage in some of these practices than those teaching an equivalent course at a four-year college. More specifically, math teachers at the community college were more likely to ask questions, to make references to their students' prior knowledge and to make metacognitive comments than those teaching at the four-year school. They were also more likely to praise their students

This finding also suggests that there may also be important pedagogical in addition to the obvious financial reasons for URM students generally and Hispanic students specifically to begin their college education at a two-year rather than four-year institution. Not only is tuition far lower, it also appears that the instructional approach in required courses such as introductory algebra may be superior as well. Of course, this will need validation in future studies employing multiple examples of both types of institutions. Such a validation study, however, would be welcome at the present time.

Community college math instructors made references to students' prior knowledge attempting to activate relevant math schemas while employing metacognitive strategies to assist students master difficult math concepts and support their transition to a more advanced level of mathematical knowledge. As such community college math instructors scaffolded their students' math knowledge and by asking questions simultaneously actively engaged them in the process of knowledge construction (Vygotsky, 1962). Taken together, these findings suggest that the classroom behaviors of community college math instructors align more closely with Vygotsky's social constructivist perspective (1968) than those teaching at the four-year college. In a very real sense, instructors teaching math at a two-year rather took on the role of the more knowledgeable other

while working to guide their students more than instructors at the four-year college. They also were more likely to praise their students in the process.

Reinforcement in the form of instructor praise has been shown to enhance student learning in a variety of educational contexts (Boles 1975; Wiering & von Otterlo 2012). Once again, math instructors at the two-year college were significantly more likely to have interacted with their students in encouraging ways. In this regard, math faculty at the community college not only guided their students, they also reinforced their math learning as well.

Surprisingly, there was not a single segment in which an instructor from either institution attempted to help students understand a basic mathematical concept with reference to a real-life example. One explanation for this may be that math faculty have difficulty envisioning such examples because it is not a central element of their own educational training or academic pursuits. Although, it would seem that for many students, especially those having difficulty with abstract mathematical concepts, real-life examples that concretize abstractions, would facilitate their learning. Additionally, the use of real-life, concrete examples could also create opportunities for class discussions thus engaging more students and leading to livelier student-to-student and student-to-instructor interactions and more active learning. Such discussions, in turn, could increase the likelihood that students would master the difficult conceptual content.

In addition to their more frequent deployment of recommended STEM pedagogical practices, community college math instructors also asked their students more questions. Such questioning is likely to increase student engagement and represents an example of the active teaching approach recommended in the literature (Hake, 1998; Prince, 2004). A critical problem with the passive, teacher-centered approach to teaching is that it often fails to engage students' involvement in the class and in the content being covered. Active instruction, in contrast, requires students to think more deeply about course content (Bonwell & Eison, 1991; Prince, 2004). According to Konopka, Adaime, and Mosele (2015), a key element in active instruction is to require students to assume a more active role in the instructional process by asking questions and requiring students to answer them. Studies (Freeman, Eddy, McDonough, Smith, Okoroafor, Jordt, & Wenderoth, 2014; Hake, 1998) reveal significant student improvement in comparisons of active versus passive instruction

Such findings support the contention of Angelo and Cross (1993) that one of the best ways to enhance student learning is to enhance teachers' instructional approaches. In line with this, research reveals that Hispanic STEM students preferred classes with instructors who had a clear plan while sharing their goals and endeavoring to ensure students understood the material (Barbosa & Seton Hall University, 2011). These are teacher attributes that correspond with the use of the recommended pedagogical practices highlighted in the current study. With these practices,

teachers work to relate current information to prior student experiences and highlight difficult course content (metacognition). They also praise their students at the same time. In the study, such behaviors were far more likely to occur in introductory algebra taught at the two-year college.

While these are preliminary findings, that certainly require replication, they suggest that, at least when it comes to introductory college mathematics courses, Hispanic students may be better served by enrolling in such courses at two-year rather than four-year colleges. Additionally, based on these findings, there is a pressing need for math department chairs to seriously consider organizing professional development workshops to highlight current pedagogical principles and the tools for integrating them into an instructor's toolbox. Because such workshops would be largely data driven, based on the presentation of research findings, they might attract senior, tenured STEM faculty as well as more junior faculty and adjuncts. Moreover, with new faculty hires more attention should be given to including teaching knowledge in the interviewing process with prospective hires as done routinely in community college faculty hiring. In this way we can improve college-level math instruction and thereby enhance the mathematics performance of URM students as well as all undergraduate students.

This research indicates that the GORP observational tool can be easily deployed to investigate instructor-student interactions and individual behaviors in math and other college-level STEM disciplines. The modifiability of this tool only enhances its utility. Moreover, as more researchers employ the GORP platform, opportunities for data sharing will emerge. At a recent national STEM conference session on classroom assessment tools, more audience members indicated working with the GORP platform than with any other observational tool.

Limitations.

The most obvious limitation of the current study is the limited number of comparison schools. One would have more confidence in the potential significance of the observed pedagogical differences if more schools had been available for comparisons. At the very least, the findings indicate that college administrators, including science deans and math department chairs should determine the extent to which state-of-the-art teaching practices are widely discussed and modeled in professional development training.

Another limitation of the research concerns the ambiguity or fuzziness of some of the observational categories used to assess instructor behaviors. More work is required to clearly delineate concepts such as metacognition before they can be readily integrated in similar observational studies of STEM college-level classes. Another limitation concerned the voluntary nature of the faculty participants involved with these observations. To increase participation, we had to eliminate any potential instructor identifier information from the data collection. The requirement for strict instructor anonymity made it impossible for us to systematically collect

such information. Future comparisons of two-year and four-year college instructors, should collect more detailed demographic information to allow for more sophisticated statistical analyses, including the investigation of interactions between instructor characteristics such as gender and racial/ethnic background and the use of particular pedagogical practices.

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The Distribution of Collegiate Cultural Wealth to Black and Hispanic Students

By Toni Foster-Irizarry, Ed.D., and
Joan Birringer-Haig, Ed.D.

Abstract

The current phenomenological study explored the emotion-based perceptions of eight Black and Hispanic students' experiences in developmental education classes at two urban community colleges. The researcher utilized a theoretical framework comprised of Critical Race Theory (CRT) with a focus on emotions and Yosso's (2005) model of cultural wealth. The prevalent themes in the study demonstrated the positive impacts of faculty members (1) individualizing interactions with students, (2) motivating students through encouragement and praise, and (3) using emotional awareness. The study also highlighted the negative effects of deficit of thinking.

Introduction

Participating in a college classroom is an inherently sociocultural and emotional experience between students and professors. Students' emotions can be a window into their cultural wealth, past experiences, and current actions. Professors of underprepared Black and Hispanic students need to be aware of the value of emotions in the classroom to properly share the necessary cultural capital.

Black and Hispanic students are more likely to have attended lower performing high schools prior to college. They require effective social support, financial support, and mentorship in order to engage with and persist in their college environment (Parker, 2012; Roscoe, 2015). Black and Hispanic students, particularly those who are underprepared for college, are often viewed with a deficit lens because they may lack the academic skill or cultural capital to engage effectively in the college environment (Acevedo-Gil et al., 2015; Parker, 2012). Cultural wealth is knowledge, social connections, language, and behaviors that an individual acquires to signal their status. The value of cultural capital can change based on the individual's environment (Museus & Neville, 2012). An individual's self-perception of status and cultural capital can determine how they respond emotionally in college (Callahan, 2002; Yosso, 2005). In some cases, Black and Hispanic students in community colleges are struggling with prejudice, low expectations, and educational trauma caused by their previous schooling experiences

(Jones et al., 2018; Museus & Neville, 2012). These barriers cause Black and Hispanic students to struggle in acclimating to the environment and persisting through college. Educators that consider students' emotional needs and past educational trauma help students to develop into confident independent learners by offering them the cultural capital typically exchanged at their institution (Gabriel & Griffiths, 2002; Lundberg et al., 2018).

Lundberg et al. (2018) and Schnee (2014) found that when students have a positive perception of their classroom experiences, they are more likely to persist through their college career. A student's cultural capital determines how they process their emotional classroom experiences (Gabriel & Griffiths, 2002). The research question guiding this study was: How do underprepared Black and Hispanic community college students perceive and emotionally respond to classroom experiences with educators?

Purpose of Study

The purpose of this study was to explore the phenomenon of emotional experiences and emotional responses of underprepared Black and Hispanic students who attend developmental classes in community college. This phenomenological study expanded on Museus and Neville's (2012) study of institutional agents by applying Yosso's (2005) model of cultural wealth to students' experiences. This analysis helped the researcher identify practices that professors can successfully implement to distribute the cultural wealth of the community college to Black and Hispanic students.

Theoretical Framework

The theoretical framework of this study centered on CRT and Yosso's (2005) model of cultural wealth. CRT focuses on the liberation of minoritized students' voices to challenge deficit-based thinking in the academic space (Ladson-Billings, 1998). Cultural wealth is comprised of aspirational, linguistic, familial, social, navigational and resistance capital. Students of color and those from

marginalized groups share learned experiences, knowledge, and skills, which may influence students' college experiences and emotional responses. Collegiate cultural wealth assumes all students share White middle-class experiences and capital. Without Black and Hispanic students' voices, higher education will remain a space where White middle-class views are upheld and the culture of minoritized and lower income students will remain devalued (Ladson-Billings, 1998). **Figure 1** illustrates the possible outcomes of students who transition to college with their own cultural capital and experiences.

Literature Review

The original structure for colleges and universities, which were inspired by the Ivy Leagues, unintentionally maintain culturally exclusive systems for students of color and from marginalized groups (Wilder, 2014). This inherited White pedagogy assumes that students are familiar with the cultural wealth of the college and requires students to learn devoid of any emotions or cultural input (Yorks & Kasl, 2002; Yosso, 2005). This gap in cultural wealth negatively impacts Black and Hispanic students' academic success.

Museus and Neville (2012) demonstrated how social capital impacts minority students' trust and closure in their academic environment. The researchers examined the impact of institutional agents on Black and Hispanic students' social capital and found four common characteristics of effective institutional agents: (1) establishing a common ground with the student; (2) providing holistic support; (3) developing close relationships; and (4) sharing proactive philosophies that the student can apply in college.

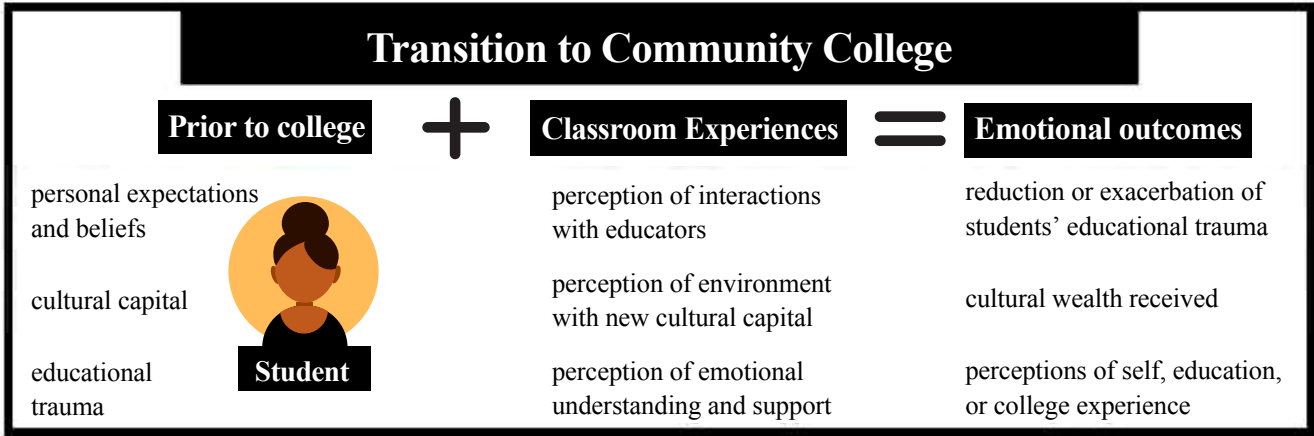
Schnee (2014) conducted a longitudinal study over three years analyzing students' perception of developmental courses, which were offered in the style of a learning community. Schnee found that previously remediation was stigmatized among students. They felt

that taking part in remediation identified them as less capable than other students. Once the students took part in the learning community, however, the students felt more engaged and included.

Both the emotional experiences of the students and the faculty are relevant in the classroom environment (Callahan, 2004). Teachers who demonstrated emotional competence in the classroom were more likely to be correlated with students' feelings of enjoyment, pride, and hope in the academic space. Teachers who do not demonstrate emotional competence were associated with negative emotions such as boredom, shame, hopelessness (Mazer, McKenna-Buchanan, Quinlan, & Titsworth, 2014).

Perry (2004) and Gray (2019) described fear and anxiety as emotions that prevent learning. Fear can result in educational trauma, where the traumatic experiences manifest as the person continues through all educational experiences (Perry, 2006). Educational trauma is a result of cyclical and systemic harm caused in an academic context, such as standardized testing, curriculum, the classroom, and teacher expectations (Gray, 2019). Students may experience negative interactions at school and later associate those same negative experiences in college, resulting in discomfort, anxiety, and possibly fear when they are in a learning environment. Students in developmental education courses have stated feeling each of these emotions in relation to college (Lee, 2012, Lundberg et al. 2018). Some solutions for assisting students in alleviating fear and educational trauma includes training faculty to be more emotionally aware and to create a safe space for the students. Engaging students in critical thinking about the content as well as providing their own beliefs and understanding assists students with becoming more autonomous learners (Lundberg, 2018). Zumbrunn et al. (2014) conducted a study of the qualities of student-faculty relationships that impact student persistence, and found that student

Figure 1
Conceptual Framework of Black and Hispanic Students' Transition to Community College



perception of support and belonging impacts their motivation, engagement, and achievement in college in conjunction with academic contextual characteristics.

Participants

The participants in this study included eight Black and Hispanic students who participated in programs created for underprepared students at two urban community colleges in the New York City metro area. Fifty percent of participants were above the traditional college student age range of 18-24, and 62.5% spoke Standard American English as a second language. The participants were 75% Black and 25% Hispanic.

Data Collection

The data collected in this qualitative, phenomenological study was triangulated using the following methods to ensure trustworthiness: (1) two-interview series; (2) reflexive journaling; (3) saturation of data through strategic probing questions; and (4) searching for rival thinking, also referred to as "disconfirming cases." The interview data was transcribed and analyzed in Dedoose along with the data from reflexive journaling. Coding evidence was then categorized which led to themes and sub-themes, and alignment to the research questions and conceptual framework.

Findings

The phenomenological analysis found that underprepared Black and Hispanic students' perceptions of their experiences with professors had an impact on their academic identity, persistence, and perspective on college. Four themes were identified: (1) the presence of individualization; (2) the style of motivation; (3) the use of deficit thinking; and (4) a demonstration of emotional awareness.

Presence of Individualization

The transition into college was described as challenging by seven out of eight participants. They were not familiar with collegiate cultural capital and uncertain how to navigate the environment. These students presented examples of how their professors shared the type of capital or emotional support they needed, such as (1) individualization that attended to their specific needs, and (2) individualization that gave the student leeway with course expectations and still held students accountable.

Three students, who spoke English as a second language, gained linguistic capital (intellectual and social skills created through communication in one or more language styles) through professors who took the time to help them practice Standard American English in an academic context. Two students who received navigational capital (the skill of maneuvering through predominately White institutions) described professors who helped connect them to resources and departments in the college

that could assist them, therefore helping them navigate the structure of college. Three students received aspirational capital (the ability to maintain hopes and dreams) through a positive perception of their professors' efforts to assist them, which inspired the students to persist. Four students described having challenges in their personal lives that impeded their academic work. They expressed gratitude to their professors for recognizing what they needed in the moment, giving them leeway, while continuing to hold them accountable. Their professors celebrated the students' victories, making strong efforts to understand the students' goals and needs, and acknowledge how students were feeling about their overall academic experience.

Style of Motivation

All eight participants experienced motivation in the form of aspirational capital, which they perceived in a variety of ways including (1) words of encouragement from professors specific to the students' progress; (2) positive reminders of the class's shared goals, which also included navigational capital; (3) words of confidence in students' abilities; and (4) recognizing and congratulating students on their skills. The students described these experiences saying that the professors "eliminated their fear" and inspired them to "[make] a priority to attend [class]." The students credited the professor's motivation for helping them see themselves more positively and helping them to persist through college.

Demonstration of Emotional Awareness

All participants perceived emotional awareness from their professors and received aspirational capital from those interactions. Emotionally aware professors were described as people who (1) took the opportunity to understand students' experiences; (2) used their understanding of students' experiences to share applicable cultural wealth; (3) perceived and acknowledged students' emotional states; and (4) shared positive thoughts of students' progress. Students said that they appreciated a professor that "cares and it's obvious in the way he talks." Students felt that their "hard work was recognized." They also felt "confident" and "not afraid" because of the support from their professors.

Use of Deficit Thinking

Two participants experienced deficit thinking: (1) they were assumed to have deficits based on their culture or race; and (2) statements were made with good intentions but were poorly executed. Race- and ethnicity-based deficit thinking was not exclusive to any race. The participants described instances where they were seen at a cultural or racial deficit by their professors when the students said that "Black and Brown" professors and a "White" professor were "looking down on them" because of their race and accent. Both students who experienced deficit thinking felt "hurt," "frustrated," and "angry" from their experiences. The students felt that these experiences had a negative impact on

their academic experience, caused educational trauma, and a poor academic identity. Students also experienced deficit thinking in their courses. The students perceived that their professors wanted them to succeed. However, their professors threatened them with failing the course to motivate them. Instead, the students had hoped to receive aspirational capital in the form of encouragement or navigational capital in the form of academic resources or advice. They were not happy with the professor's decision to motivate them using "tough love", threats of poor grades, or focusing on their deficits.

Discussion

CRT and phenomenology both regard participants as the expert in their experience because a person's perception defines how they feel emotions and construct their reality (Ladson Billings, 1998). The students described fear, intimidation, and confusion because of their differences in aspirational, navigational, and linguistic capital from the academic environment. They were appreciative of their professors who helped them to alleviate those negative emotions and encourage them toward their goals of being successful independent students.

The current study's data supports the concept of the "right teacher" Capt et al. (2014), who is defined as an instructor who has patience, emotional awareness, and the affinity for understanding students as individuals. Professors who are not the "right teachers" often have a deficit perspective of students, demonstrate a lack of patience, show less emotional awareness of students' needs, and have little to no ability to motivate students. As shown by the data, professors of all races have the ability to view Black and Hispanic students at a deficit because of their personal biases. Some professors try to motivate Black and Hispanic students using threats of failure and punishment. These interactions with professors who have a deficit perspective can cause or exacerbate educational trauma. Positive motivation and encouragement from a professor to a student creates an exchange of cultural wealth, which increases the students' sense of belonging and positively impacts their persistence.

Limitations

Selection bias is a threat to the internal validity of the qualitative study. The participants were self-selected which causes issues with generalization of the study results. Further research using other study designs and methods is recommended to verify the results of this study.

Conclusion

The students' stories challenge the culture of pragmatic standard classroom learning and usher in a new culture devoid of deficit thinking and comprised of safe spaces, motivation, individualization, accountability, emotional awareness, and shared capital. Students benefit from

a strength-based lens, reorientation toward their goals, and a space to explore their academic identity. Fear and anxiety negatively impact students' abilities to learn, use resources, or to understand the cultural capital of the college. It is incumbent upon the higher education administrators and faculty members to put practices in place that allow for all students to feel a sense of belonging and wellbeing.

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Arts Integration as an Approach for Anti-racist Pedagogy: A Case Study

By Michael C. Liu, Ed.D.

Abstract

In this article, the author examined how arts integration affected the design, implementation of the learning and teaching experience in a course that incorporated anti-racist pedagogy (ARP) in a two-year community college in an urban area. Using an intrinsic case study method (Creswell & Poth, 2017; Miles et al., 2014), this study triangulated the collected data that included the transcript of a focus group discussion, two polling results, and the students' reflection essays. The significance of this research will bridge the gaps in existing literature across ARP, culturally responsive pedagogy, and arts integration following two research questions: 1) how arts integration affects ARP; 2) how the classroom activities and course materials affect students' perception of the learning environment. Built on the existing literature on ARP (Kishimoto, 2018; Rubenstein, 2021; Sue, 2013), CRP (Gay, 2002; Ladson-Billings, 1998, 2014), and arts integration (Burnaford et al., 2007; Duma, 2014; Robinson, 2013; Shockley & Krakaur, 2020), the study employed coding and memoing processes (Corbin & Strauss, 2014) and reached the findings from the data that suggested: 1) group discussions are essential to establishing and maintaining an anti-racist learning environment, and 2) arts integration can be helpful in boosting a more welcoming atmosphere for a diverse group of students.

Introduction

Context of the Case

In June 2022, I participated in a week-long Anti-racist Pedagogy (ARP) Seminar which aimed to "support faculty and teaching staff in creating more equitable and inclusive teaching and learning spaces through the application of anti-racist pedagogical teaching practices" (Polite et al., 2022). Upon noticing more than one Seminar participant's ARP innovations involved arts integration, I decided to empirically document and study arts integration as an approach for ARP in my course titled Asian American History in Fall 2022. This article is the result of the semester-long implementation and self-reflexivity of ARP and art integration. The first part of the article offers a short review of literature that inspired the author's anti-racist innovations and arts-rich practices.

The second part of the article outlines the research method, participants and setting, validity, and limitations of this study. The third part contains the analysis and interpretation of the two themes that emerged from the collected data, and concluded with recommendations for future practice and research.

Purpose of the Study

Motivated by my previous professional background in performing arts and my ongoing research trajectory, both of which focus on the interconnectivity between arts integration and cultural competencies, this study aims to connect the application of anti-racist pedagogy, culturally responsive teaching, and arts integration.

Researcher's Positionalities

Being an external-insider (Banks, 1998) on the subjects of racism and arts integration who attempts to utilize arts integration as an anti-racist pedagogy tool in higher education, I grounded and checked my ARP practices primarily on the six key principles proposed by Dr. Whitney Peoples that includes "[centering] both structural and personal manifestations of racism," "[bridging] theory and practice," and "[focusing] on the importance of process over time" (Practicing Anti-Racist Pedagogy, n.d.). Throughout the course, I repeatedly conducted critical self-reflection in whether or not the classroom activities and course content were being "decolonized" (Ahadi & Guerrero, 2020; St. Clair & Kishimoto, 2010). I was also constantly reminded that teaching about race is not the same as teaching with APR, and that my social position and my racial/ethnic identity—an international student from Taiwan who became a United States citizen through naturalization—needed to be addressed in front of my students (Kishimoto, 2018).

Literature Review

Anti-racist Pedagogy and Culturally Relevant Pedagogy

Considering the course I decided to study, in this literature review the focus of ARP is presented as a dichotomy

of two areas of discussion: 1) there is a distinction between what to teach and how to teach; and 2) teaching staff should always be self-reflective about their race and social positions (Ahadi & Guerrero, 2020; Kandaswamy, 2007; Kishimoto, 2018; McGee, 2020; St. Clair & Kishimoto, 2010; Sue, 2013; Tanner, 2013). Considering race as one of the various cultural traits affecting identity development in college years, ARP's vision for a more equitable and inclusive learning environment overlaps that of culturally relevant pedagogy (CRP) which emphasizes faculty and school leadership's ongoing and reflective efforts to elucidate the increasingly diverse student population (Bond, 2017; Chun & Evans, 2016; Gay, 2002; Ladson-Billings, 1995, 2014; van de Bunt-Kokhuis & Weir, 2013). In their comprehensive review of existing literature and practices on cultural competence, Chun and Evans (2016) surmised the goals towards which both ARP and CRP strive to achieve: creating an ecological infrastructure on campuses that "that support student identity development and intergroup contact" (Chun & Evans, 2016, p. 127).

Nonetheless, ARP and CRP diverge when it comes to who is at the center of transformation. ARP emphasizes how to create and facilitate classroom activities so that teachers and students from the dominant cultures (more so than from minority cultures) can feel more comfortable and stay engaged in the "race talks," and consequently much of the ARP literature was centered on the experience of the white students and white faculty (Smith & Glenn, 2019; Sue, 2013) and how they can or should embrace APR. On the other hand, CRP seeks to expand all teachers' reflexivity and help them become more proactive and considerate in the curriculum preparation and facilitation so that the minority or marginalized students can thrive from the learning experience just as, if not more than, their counterparts (Gay, 2002; Ladson-Billings, 1995, 2014). For example, according to studies, even teachers of African descent at times need to be reminded of their "Eurocentric curriculum" and how their teaching dismissed the "cultural beings" of themselves and their African American students (West-Olatunji et al., 2008).

It is noteworthy that both ARP and CRP can find their root in or connection with critical race theory (CRT) in that both aim to achieve "equal opportunity" for all individuals despite racial differences (Kishimoto, 2018; Ladson-Billings, 1998). More urgently, it should also be noted that recent literature on CRT includes arguments from both CRT's opponents and proponents as it gained national attention in the political arena (Butcher & Gonzalez, 2020; Morgan, 2022). It was under this genealogical and political backdrop of these theories that I proactively reflected arts integration's potential as an approach for ARP, CRP, and, more broadly speaking, inclusive teaching in higher education.

Arts Integration and Arts Education

Earlier literature has shown discussions on the differences between analytical/cognitive thinking and creative process of learning, which is "subject to different definitions and interpretations" (Massialas & Zevin, 1967).

Therefore, in this research, I followed Burnaford et al.'s extensive literature review on arts integration for which they offered three categories of definitions: 1) arts integration as learning "through" and "with" the arts; 2) arts integration as a curricular connections process; and 3) arts integration as collaborative engagement, with a notion that the terms can be "different things to different people in different situations and context" (Burnaford et al., 2007, pp. 11-12). Despite that the term arts integration's openness to wide-ranging definitions and applications since its inception in early twentieth century by practitioners and theorists (Bresler, 1995; Burnaford et al., 2007; Duma, 2014; Mishook & Kornhaber, 2006), the results of incorporating artistic and creative components in classroom activities or assignments have proved to increase students and teachers' cultural competency (Arveklev et al., 2018; Creech & Zomorodian, 2017; King & Anderson, 2004; Liu, 2022; Shockley & Krakaur, 2020). Furthermore, notwithstanding the lack of robust empirical studies on arts education (Eisner, 1999; Winner & Cooper, 2000) and the continually evolving definition of the term cultural competence (Bustamante et al., 2009; Chun & Evans, 2016; Overall, 2009), studies have also shown that arts education and arts integration can develop or increase students and teachers' cross-cultural competence in college environments. While some claimed arts integration boosted students' empathy towards others and enhanced their world view (Creech & Zomorodian, 2017; King & Anderson, 2004), others demonstrated that artistic experiences or creative practices enhanced individuals' cross-cultural understanding across race, ethnicity, gender, sexuality, and nationality (Arveklev et al., 2018; Liu, 2022; Shockley & Krakaur, 2020). As I continued to contemplate and make efforts to create ARP innovations for my diverse students, arts integration and its benefits became an apparent choice.

Bridging the Gap in Existing Literature

Inferred from existing literature, ARP, CRP, and arts integration all strive to seek solutions to address the problematic issues in schools that are exacerbated under the political, religious, socioeconomic divides in society. In higher education settings, however, there is a lack of robust research on arts integration and anti-racism in ways that empirically speak to their connection, let alone how either actually effect students or teachers' cross-cultural competence. This paper is a preliminary attempt to bridge the gap in existing literature by calling attention to the relationship between ARP and arts integration.

Method

Given the unique situation, this study employed an intrinsic case study method (Creswell & Poth, 2017). This study is unique in that 1) while arts integration has been widely explored in the K-12 setting, faculty and administration in higher education tend to be keener about arts education that pertains to training professional artists (e.g., musicians, painters, dancers, actors, etc.) instead of the practices and research of the integration of artistic and creative components across academic disciplines in colleges and

universities; and 2) as alluded earlier, even though ARP and arts integration have steadily gained attention from stakeholders in higher education, there is a dearth of literature focused primarily on the interconnectivity of both. Acknowledging the uniqueness of the situation, the author utilized purposeful sampling, convenience sampling, and holistic analysis (Creswell & Poth, 2017, p. 151) to investigate the "context of the case" (Creswell & Poth, 2017, p. 152), attempting to empirically document and study arts integration as an approach for ARP.

Participants and Setting

This study was conducted throughout a fully online synchronous course titled Asian American History in Fall 2022 at a two-year public community college in an urban area. 22 students enrolled in the course, 8 students provided a reflection essay respectively on their learning experience during the course, and 7 out of the 8 essay writers participated in a focus group discussion. Statistics show that the average age of the student population in the school is 24 years old, with 52.2% of students falling into the range of 18-21, 19.2% in age 22-24, 14.8% in age 25-29, and 13.7% in 30 and over. In recent history of the college, Black and Hispanic students consisted of over two-thirds of the population while White students and Asian students each comprised approximately 15% of the population. The female-to-male ratio was approximately 6-to-4 and the majority (64%) of the students studied full-time. In this study, the participants, four of whom self-identified as Asian, two as Hispanic, and two as White, all fell into the age range of 18-24, while the gender ratio was 50/50.

The students were informed and invited to participate in the research in week 8. The invitation was offered verbally during multiple class meetings to ensure that students fully understand the context of the research. The participants' consent was received and documented digitally in a password-protected virtual space. On every occasion where I mentioned such invitation, I reassured the students that their anonymized participation in the research will not affect their grades in the course.

To increase the effectiveness of reading materials, a variety of tools or sources that contained artistic or creative elements were incorporated into the weekly course modules. Such opportunities included films and documentaries, literature (multiple poems and a theatrical play), graphics (such as posters, advertisements, photography, news cartoons, etc.), short videos of visual artists or performing artists' presentation or panel discussions, two online synchronous guest talks (one guest was Asian American in his 20's working in journalism in San Francisco, CA and another was Asian American in his 40's working as a singer/songwriter in Nashville, TN). All of the materials and opportunities, including the required text and arts-related content, were provided at no cost to the students.

A major innovation that combined ARP and arts integration in this course was that, after the first two weeks, I

utilized an anonymous poll to find out if my students would prefer having more discussions as credited assignments. The result was a unanimous yes that led to four more online discussion forums on top of two forums already in the syllabus. In each discussion forum, every student must first share a post and then respond to at least two classmates' reflection on the weekly materials. Inspired by the notion of what Chimamanda Ngozi Adichie called "the danger of a single story" (Adichie, 2009), I reminded the students of the value of every individual's learning process and urged each student to take advantage of the various learning tools in their reflection while staying open-minded to everyone else's opinions, experiences, and observations.

Data Collection

The data used in this study were collected by following the triangulation principle (Corbin & Strauss, 2014; Creswell & Poth, 2017). The first source of the data was students' reflection essays. The second source was the results of the anonymous polls that I conducted during a 40-minute focus group. The third source of data was a transcript of the said focus group discussion conducted on Zoom. The polls used in the focus group meeting contained two questions: 1) single choice: which of the course materials or activities has been more effective than the rest, and 2) multiple choice: which of the course materials or activities helps create an anti-racist learning environment. The polls were executed via the polling feature embedded in the Zoom app.

Noting that there is a distinction between teaching race-related subjects and teaching with anti-racist pedagogy (Kishimoto, 2018; St. Clair & Kishimoto, 2010), I made conscious efforts to ensure the participants were aware of the difference between Asian American History, the subject of the course, and ARP, the instructional framework under which the course was being conducted. In multiple occasions, I asked students to clarify their answers in order to verify their relevancy and the focus of this study. This is of significance because, given the historical and socioeconomic context of the course subjects, many of the class discussions were essentially about racism or other forms of discrimination based on cultural differences. The data used in this study are sifted through and only the information pertaining to learning or pedagogical experience was included in the analysis.

Validity and Limitations

To enhance the validity of this study, I constantly examined the research process by employing the validity criteria proposed by Whittemore, Chase, and Mandle (2001), who recommended that researchers should check if 1) the interpretation is accurate of the participants' meaning, 2) different voices are heard, 3) the investigator is self-critical, 4) the investigator remains vivid, explicit, creative, thorough, and sensitive throughout the process (Creswell & Poth, 2017, pp. 346-347). Above all, I prioritized the effort to hold truthful and accurate of the meaning of my students' essays and conversation. To achieve this, the tools of memoing (Corbin & Strauss, 2014) and holistic analysis

(Creswell & Poth, 2017) were heavily relied upon. As mentioned above, circumstances are rare where the use and evaluation of ARP and arts integration are simultaneously on display throughout the design or execution of a course. Therefore, the replicability of this study presents a limitation. Furthermore, this study is limited by the locality and modality of the course: a fully online synchronous course that is inherently focused on race subjects in a two-year public community college in an urban area with a student population that is primarily people of color or immigrants. As such, readers of this article are reminded to be cautious of the transferability of the findings that emerged from the data of this study. In addition, due to the lack of participating instructors other than myself as the teacher-researcher, the data may be critically skewed due to the teacher-student power dynamic despite my efforts to avoid as such.

Findings and Discussions

Having combed through the relevancy and reached the saturation (Corbin & Strauss, 2014) of the data, two themes emerged from the findings in this study: 1) discussions helped create an anti-racist environment, and 2) arts integration was an effective learning approach as ARP. The section below contains an analysis of the two themes followed by concluding words of recommendations for higher education professionals to consider similar endeavors in the future.

Discussions Help Create an Anti-racist Environment

Based on the students' reflective essays, the polling results, and the focus group discussion, it was clear that discussions-in class and on blackboard-were the most effective way (compared to listening to lectures, writing essays, preparing/conducting presentations) to increase a judgement-free environment where students felt encouraged to be themselves. For example, Gorge, one Asian American student noted: "[The discussion board] was the place where I felt confident enough to speak about an experience I could relate to and something I went through, knowing that I would not be judged." Another student, who was of Caucasian descent, added, "the discussion boards were the best plan to open up to how I felt about each documentary or reading that was presented." Another White also reflected, "having a weekly discussion made it very easy to deconstruct and explain my learnings in a safe forum of exchanging ideas."

Other than helping make the students feel included and heard, these discussions also functioned as opportunities where students could expand their views on the subject matters. For example, Ethan noted how the discussions allowed him to see things differently, saying "the discussions gave me different ideas and points of view that I would not have thought of if it were not for the discussions." Furthermore, Ethan wrote about how the learning experience made him more empathetic about other people: "It makes me want to become kinder and more open-minded as I do not wish to be disrespectful because I know how much my actions can affect others."

The use of in-class polls was also a tool that made students feel like they could share honestly without being judged. Aside from the two polls that were used during the focus group meeting for this study, several anonymous polls were incorporated into the online synchronous meetings. As Mary, a Hispanic female student recalled her experience using the polls, "one thing that I really appreciated was when [the instructor] would do opinion polls and we were able to answer anonymously as well as see the opinions on topics that my classmates had." An example is worth mentioning here to indicate how effective and constructive the polling tool was. Having learned about how Affirmative Action has impacted members of Asian American communities (for more context, read Gomez, 2022; Kahlenberg, 2022), the students were instructed to discuss in class whether or not Affirmative Action should be employed in the college and university admission process. The same poll was instrumented before and after the discussion. Before the discussion, the poll showed that only one student disapproves of the use of Affirmative Action in college admission. After the discussion, however, only one student remains approving of colleges and universities employing Affirmative Action in the admission process. Regardless of the eloquence and knowledge of each student that participated in the discussion, the interaction and the results of the polls demonstrated how students shared and voiced their opinions freely.

Arts Integration Can be an Effective Learning Approach

Reflecting on which materials or activities were the most effective way to learn, most respondents favored documentaries and films, compared to other artistic/creative engagement. However, one student preferred guest speakers over other activities, noting that the two guest talks were the "most interesting part of the course" because they provided him "with specific insight of individuals growing up and working towards their success as Asian Americans in the United States." Other than saying the films and documentaries were easier to digest, especially for those who consider themselves "visual learners," most students expressed that these audiovisual materials helped them retain and understand the texts more effectively, which in turn made it more likely for them to participate in each discussion. For example, Eric, a White student, specified how these materials helped him learn better about the history because "my generation grew up watching visual images, such as movies and social media videos, it was natural for me to concentrate on watching documentaries and movies without an effort."

Furthermore, the data in this study suggested that films and documentaries, given their digestibility, accessibility, and entertaining quality, made students relate to one another in discussions (online and in-class) more easily because those materials were a learning tool that all students can fully absorb. For example, Ruth, an Asian American student, expressed that, "listening to everyone's experience about the same materials was really interesting. It made me realize how sometimes we can relate with one another and other times we don't think alike." This shared experience as a result of such learning process (watching,

reflecting, sharing, and listening) helped create a sense of community where each student could apply their newly obtained knowledge in discussions while sharing their personal experience or family stories (some were deeply moving and emotional) without feeling judged or discriminated.

Additionally, films and documentaries offered an opportunity for students to feel empathetic in ways that reading materials couldn't. Jacob, a Hispanic student, recalled his experience watching a documentary, saying, "the visual image of Toru Saito talking to the other Japanese guy with his emotion involved made me want to remember this documentary, and I also felt sympathy while I was watching it. I am pretty sure that I would not have remembered what he said if I had read his words from a book instead of the documentary."

However, there were some limits when it comes to the effectiveness of arts integration. Ethan student expressed that, "the documentaries did not help me understand the course subjects because I cannot watch long videos. I lose interest fast, and it is quite easy for me to get distracted which will usually make me miss stuff." Moreover, despite how most students favored the audio-visual materials over readings, other artistic or creative components introduced in the syllabus received lukewarm enthusiasm, which bears the question of why and how certain arts integration works better than other. According to the analysis and memos in this study, it is found that films and documentaries forced most student to experience one subject for a lengthy period of time. In comparison, the guest talks, clips of visual art presentations, or artists panel discussions all last much shorter than a film or documentary. Regardless of the artistry of each artist involved in each presentation or panel, the length of the material may be a primary factor that dictates the effectiveness of an art experience. Paradoxically, as noted above, there would be students who could not digest long videos. Students' various preferences for learning tools require teachers to be more sensitive not just about students' racial identities but their nuanced learning needs.

Concluding Thoughts and Recommendations

This study is the author's first attempt to conduct empirical research on the intersectionality of ARP and arts integration in higher education. Oftentimes, inherent in the history about Asian Americans is a plethora of emotionally unsettling and intellectually perplexing stories caused by racist beliefs and behaviors. This study gave me the opportunity to attentively differentiate between teaching race-centered subjects and teaching them with an anti-racist manner. Knowing that race is at the core of all materials in the course, I constantly and proactively encouraged the students to insert their identities and voice their experiences freely as a way to "decolonize the classroom" (Ahadi & Guerrero, 2020; St. Clair & Kishimoto, 2010). Meanwhile, I constructed an art-rich teaching framework through the lens of cultural competence to help myself become more reflective of my own social positionalities, more sensitive about my students' identities,

and more conscious about the decisions they made and why they make them (Shockley & Krakaur, 2020), all of which coincide with the goals of ARP.

Based on the findings in this article, it can be inferred that a well-made audio-visual material related to the course subject not only can help students learn and retain the subject matters better, but it also creates a shared experience for all students to engage in an effective and rewarding discussion. Consequently, it creates a more welcoming, anti-racist learning environment. However, more research questions await answering. For example, does an anti-racist environment beget an engaging discussion or vice versa? Does arts integration inevitably and absolutely create and encourage an anti-racist environment? Such inquiries not only deserve more attention from education professionals but also require more studies with robust empirical research mechanism. The author hopes this article will ignite more interests and resources to sustain the endeavor of investigating arts integration as an approach to apply anti-racist pedagogy.

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A Case Study of Visibility, Diversity, and Inclusion: *Live From New York!*

An Analysis of the Chinese Hosts on Saturday Night Live

By Molly B. Healy

Abstract

With a runtime of 47 years, Saturday Night Live has long served as a societal mirror that captures and creates popular culture. In recent years the show has been criticized for its lack of diverse hosts, cast and staff. Out of 930 episodes only seven episodes have been hosted by an Asian host, four of whom identify as Chinese. This research examined those four episodes through quantitative analysis, finding that the qualities of each of the hosts' characters range from just below neutral to moderately positive. The use of stereotypes and satirical racial humor varied. Jackie Chan and Lucy Liu's episodes had the highest concentration of both overt and covert stereotypes, while Awkwafina had a similar number with a lower concentration. The infrequency of Chinese representation on the show is a social issue. Such a small sample size does not allow for conclusions to be drawn. Rather, this research paints a picture of how the four Chinese hosts are portrayed on SNL as influenced by their own unique identities and the year of their appearance. In addition, the insights this case study offers has implications for shows performed in colleges and K-12 schools. Directors and sponsors of school based shows can learn from this case study how to avoid perpetuating stereotypes and how to advance diversity, equity and inclusion at their institutions.

Introduction

In the fall of 2019 Bowen Yang joined the Saturday Night Live (SNL) cast and became the first Asian cast member 44 years after the show's inception (Griffith, 2019). The addition of Yang illuminated a greater issue at 30 Rock, SNL's clear lack of diversity among cast members and hosts. SNL serves as a mirror for popular culture, its content both influences and is influenced by what is trending in the United States (Kreller, 2014). This societal interaction shapes the public perception in a variety of ways. By creating dozens of characters viewed by mainstream audiences every week it plays a role in strengthening and weakening stereotypes depending on what actors play which characters. This role, along with its consistent format and leadership, makes the late-night comedy a prime archive to analyze.

Two years after Yang's historic addition, Marvel's first Asian superhero Simu Liu (SL) addressed the lively Studio 8H crowd (Liu, 2021). After telling the crowd how he landed the role in the first place, he paused to acknowledge his role in SNL's history.

"I'm also the first Chinese host on SNL..." SL said, taking a breath as the crowd erupted in cheers, "To be the fourth Chinese host on the show."

The moment revealed both the lack of representation and time that had elapsed since the other three Chinese hosts took the stage. The first Chinese host graced the stage 21 years earlier, none other than actor Jackie Chan (JC). Chan addressed the rowdy crowd as the first martial artist to host the show with no mention of his ethnicity. Seven months later, actress Lucy Liu (LL) stepped onto the same stage and delivered a monologue that sharply contrasted Chan's (Wang, 2018). It featured a satirical video montage of her time as the first Asian woman to host the show. Dressed in traditional Chinese clothing, LL ironed cast member's clothes, served a dog for dinner and painted producer Lorne Michaels's nails.

Almost two decades would pass before another Chinese host appeared on the show. Awkwafina's 2018 episode opened with her recounting waiting outside 30 Rock during Lucy Liu's episode.

"So thank you Lucy for opening the door," she said, "I wasn't able to make it into the building back then but 18 years later I am hosting the show."

The four Chinese hosts of Saturday Night Live represent a research sample that crosses decades and genders. JC's appearance in 2000 as a middle aged Chinese martial artist whose first language is not English contrasts with SL's appearance as a young Chinese actor in 2021. Comparatively, the episodes starring LL and A use their Chinese ethnicities in very different connotations. By analyzing the characters they are cast as and the societal stereotypes that exist in American media, these four episodes give insight into how Chinese people are represented in popular American television.

Asian Representation in American Television

The absence of Chinese hosts on SNL is a symptom of a greater problem. Looking at the literature surrounding Asian representation in American television, the issue dates to television's creation. L.S. Kim analyzed Asian

American representation on TV in the decades since the 1960's by documenting the major (or lack thereof) representation of Asian people and culture in American television (Kim, 2004). Before the 60's, housekeeper and "help" roles were typically filled by Black Americans. The Civil Rights Movement and the NAACP changed that narrative in the media (Kim, 2004). The movement opened a void for these domestic roles and throughout the 60's and 70's Asian Americans were primarily featured as servants in white households. Most notably *The Courtship of Eddie's Father* starred Oscar Award-winning actress Miyoshi Umeki as the motherly figure in a bachelor father-son household.

With the backdrop of the Vietnam War, the following decades lacked Asian representation on the silver screen. The wildly popular anti-war comedy *M*A*S*H** spanned the entire decade. Taking place in Korea, it was one of the only shows that featured Asian characters on a regular basis. Despite its location, the show centered around the American and white soldiers, featuring countless nameless Korean characters. One credited actress was Rosalind Chao, who played Soon-Lee Klinger in the last two episodes of the show. She appears as an incarcerated Korean refugee who is put under the watch of Sgt. Maxwell Klinger, who ends the show by staying in Korea to find Soon-Lee's parents. Chao found later success in various television shows, including *Star Trek: Next Generation*.

Moving into the 90's, Margaret Cho's *All-American Girl* (1994) was the first American sitcom to feature an Asian American family. Despite the show's poor reviews, it paved the way for creating complex Asian characters. It was a far jump from the previous decades where the assigned tropes were foreigner, domestic servant and model minorities.

Nielsen ratings provided reports on viewership, specifically on who watches television shows and when. At the time of L.S. Kim's (2004) publication on Asian American representation in television, special reports were released on the viewership of African Americans and Hispanic Americans, but none on the viewership of Asian Pacific Americans. Nielsen put out its first report on AAPI (Asian Americans and Pacific Islanders) viewership in 2020 (Nielsen 2020).

Kwak, (2004) unpacks the nature of Asian Americans in television by examining the role of the media in culture and its relationship with Asian Americans. Kwak notes that Asian Americans have not had the same reckoning with humor that Latino and Black Americans have. She points to the "model minority" myth as the reason for this. Harvard Law School defines the model minority myth as such:

"Since its introduction in popular media more than a half century ago, the term "model minority" has often been used to refer to a minority group perceived as particularly successful, especially in a manner that contrasts with other minority groups. The term could, by its definition and logic, be applied to any number of groups

defined by any number of criteria, but it is perhaps most commonly used to frame discussions of race. In particular, the model minority designation is often applied to Asian Americans, who, as a group, are often praised for apparent success across academic, economic, and cultural domains—successes typically offered in contrast to the perceived achievements of other racial groups (2019)."

Kwak said that this myth feeds into the fact that much of the public does not acknowledge the existence of anti-Asian discrimination. This complacency allows tired stereotypes to continue to exist, almost under the radar. Stereotypes include the "passive, scholarly foreigners who cannot assimilate" or "characters restricted to clichéd occupations and marginalized with comical accents and mannerisms" (Kwak, 2004). The role of Asian Americans in television media can be sorted into side characters or foreigners. In news media they fall into a similar role, either perpetual foreigners or model minorities.

Wu (1997) also examined the personifications of Asian characters in American media. Through content analysis, he used a five point scale to measure positive and negative traits. He measured this against European American characters and found a gap in the perceptions. Asian American characters skewed slightly towards the negative traits such as stupid, poor and weak. European characters, on the other hand, skewed towards the positive traits such as smart, rich and strong. The only negative traits attributed to European Americans were aggression and unhappiness, while Asian Americans were attributed entirely negative traits.

Jenn Fang's piece for *Teen Vogue* (2018) looked at the enduring practice of "yellowface" in American media. Yellowface is the practice of non-Asian, primarily white people dressing and acting as Asian characters. It can be traced back to the mid-18th century where white actors performed *The Orphan of China* in yellowface and popularized its use in American theater. The practice was regarded as a bonafide makeup technique as recently as 1995. The negative implications of yellowface are highlighted by the severe underrepresentation of Asian Americans in American television and cinema. University of Southern California researchers found that only 4.4% of speaking characters are Asian, despite the fact that they are the fastest growing population in the U.S. (Fang, 2018). The practice is still used, as seen in 2017 when Scarlett Johansson played *Ghost in the Shell's* Japanese protagonist and Matt Damon's portrayal of a Chinese warrior in *Great Wall*, (2016).

Saturday Night Live and Representation

Awkwafina was the first Asian American woman to host *Saturday Night Live* in over 18 years during her 2018 episode. She was also the second Asian American woman to host, following Lucy Liu in 2000. *Saturday Night Live* has long struggled with diversity and inclusion, both within its cast and its selection of hosts.

"According to a 2016 study by Indiewire, 90 percent of the show's hosts between 1975 and May 2016 were white. Only 6.8 percent of the 826 total hosts counted were black, while 1.2 percent were considered Hispanic and 1.1 percent 'other.' In recent years, the show has made an effort to diversify its cast, which is now 63 percent white. Since 1975, SNL has aired over 800 episodes across 44 seasons" (Kilkenny 2018)."

This exclusion is not new for SNL. Gates et al. (2013) examined Eddie Murphy's tenure on the show and how African American humor is represented. Gates offered a perspective on how minority cast members are marginalized and put into certain boxes as comedians. According to Gates, Murphy was able to navigate around this by toeing the line of white, "mainstream" humor and black humor and social commentary. His experience on the show was successful for a number of reasons. Murphy is undeniably talented and exudes star quality, but he also made it clear to the producers that he saw how Garrett Morris, the first African American cast member and Murphy's predecessor, was treated and that he would not accept the same treatment. He was able to work with writers to put his own voice into sketches, so his characters were not all cookie cutter stereotypes.

Bowen Yang's addition to the cast was similarly significant. He is the son of Chinese immigrants and the first Asian American to join the cast (Coleman, 2019). The news was unfortunately overshadowed by revelations of past racist jokes made by Shane Gillis, another new cast member. These revelations revealed the dissonance between where SNL is going in terms of diversity and what it still needs to address to get there. The outcry after Gillis's comments entered the mainstream highlighted the shift in public opinion concerning Asian American representation. Framke's 2020 interview with Yang gives insight into his views on being the first Asian cast member, as well as the first openly-gay member. He said that he had exhausted many of his Asian celebrity impersonations when auditioning. Yang expressed his disdain for the idea that he is the "token" Asian cast member. Previous to Yang, production designers and white men were cast to play Asian public figures and characters like Kim Jong-Un and Star Trek's Sulu.

Yang's inclusion on Saturday Night Live's cast begs the question of how the portrayal of Asian people has shifted since Jackie Chan's appearance back in 2000. To examine this, the researcher analyzed the episodes of the only four Chinese people to host the show: Jackie Chan, Lucy Liu, Awkwafina and Simu Liu. These four hosts represent Chinese women, men, immigrants, and Americans, giving a scope for the intersection of these identities. Though some hosts are given creative liberty, the roles assigned to them are crafted by SNL's writers. This paper will look at how their ethnicity is connected to those roles.

Stereotypes and Archetypes

According to Rohrbacher, (2015), ten archetypes can be found in comedy. They range from The Anchor, a character who is rooted in reality as a means for the audience to relate with, to The Buffoon, a character who exists to be laughed at. The archetypes provide a framework to understand different characters' purposes, rather than define the character. Many characters fall under multiple archetypes, while others fall under none.

Media Action for Asian Americans (MANAA) put out a memo in 2017 describing common stereotypes of Asian people in American media and how to combat them, (Media Action Network for Asian Americans, 2017). Among them include the foreigner who cannot assimilate into modern society, predatory immigrants who steal jobs, unattractive male leads and cliched occupations like Korean grocers or laundry workers. MANAA created the list in response to the unbalanced portrayal of Asians in mainstream media. Some stereotypes are more covert than others, but have been associated with Asian Americans due to their frequency in television and film.

MANAA is a volunteer-based media watchdog that has combated negative portrayals of Asian people in media since 1992. Their work spans decades, including successfully pressuring the major networks to air shows with Asian leads (first name in the credits) in their primetime slots, organizing protests over the white-washed *The Last Airbender* movie, and getting CBS radio to mandate sensitivity training for employees and on-air talent after a racist segment was allowed to air in 2006 (History of MANAA, 2006).

Terms

Throughout this paper, the terms Chinese, Asian and Asian Americans are used interchangeably. To keep consistency, anytime a host's ethnicity is referenced it is referring to their Chinese ethnicity. The content analysis conducted only focuses on Chinese representation, though nuances from Asian American culture are included as Chinese people make up about 24% of Asian Americans (Pew, 2022). The terms Asian and Asian American are umbrella terms that encapsulate all descendants of Asia, including Chinese people. The literature the researcher gathered mainly focused on Asian American representation rather than specifically Chinese representation, hence both terms are used throughout the paper.

Research Questions

RQ 1: How does Saturday Night Live cast its Chinese hosts and are they portrayed as covert or overt stereotypes?

RQ 2: When a Chinese host's ethnicity is used for comedic purposes, how is it portrayed?

The Anchor The anchor is intelligent and grounded. This character is often the pillar of their group and uses sarcasm as a comedic weapon.	The Dreamer The dreamer is an eternal optimist with a healthy dose of self-deprecating humor. While all characters have desires, this character is defined by desire.	The Neurotic The neurotic is defined by insecurity, filtered through intelligence. This character has a big brain that can process all possible outcomes at once, which can be quite overwhelming!	The Rebel The rebel has a God complex. Their disdain for life's rules drives them to danger and deceit. They think they can do anything they want and get away with it.	The Innocent Sweet and lovable, the innocent is made of love. Pure as the driven snow, they have no inherent negative qualities. They can be naive, but you can trust them with your life.
The Eccentric The eccentric is unique, which by definition means rare. Far from spacey, this character is hyper-connected to the world, invested, and curious.	The Buffoon Dimwitted is my favorite word to summarize this character. They're not dumb—no character is. To call any character that is judgmental and generally inaccurate. Buffoons are socially inept with often iffy intentions.	The Cynic The Cynic is a world-weary defeatist. While often negative, they are simultaneously wonderful friends, strong allies, and invested in life. The mistake actors make with this character is playing like they don't care about anything. Untrue.	The Narcissist They love themselves and things in exactly that order. Entitled is a very particular quality, which this character exhibits to an inordinate degree.	The Player This character lives in pursuit of just one thing: sex with no strings attached. They're fun, bold, and sexually charged, but generally lack substance, even more so than the narcissist.

Figure 1. (Rohrbacher 2015)

Method

To answer these questions the researcher examined the episodes of Jackie Chan, Lucy Liu, Awkwafina and Simu Liu. The category was narrowed to hosts of Chinese ethnicity, as "Asian American" excluded Canadian Simu Liu and expanded the category to hosts of all Asian countries, many of which hold different stereotypes. Chinese people make up about 24% of the US Asian population (Pew, 2021). The four episodes were watched in chronological order, beginning with Jackie Chan's 2000 episode.

To accurately depict each host's appearance on the show, the researcher chose to conduct a content analysis of the episodes. Content analysis is a research method used to understand all aspects of a certain show by establishing the presence of certain phrases, costume choices and characteristics (Berelson, 1952). For this particular content analysis, the researcher began by watching the episode all the way through and taking notes on any themes. Then each was rewatched, with the researcher noting the occupation, ambition and characteristics of the roles. The character's role in the skit and any distinctive personality traits were coded. Examples of these are loud, silly, reserved, studious

or serious. To determine the comedic role each character played, the researcher used Rohrbacher's ten comedy archetypes (Rohrbacher, 2015, see **Figure 1**). The researcher also noted if the character's ethnicity was a central part of the character.

On third watch, the researcher examined the comedic purpose of the character: are jokes made at their expense? If their ethnicity is important to the sketch, is the connotation negative, positive or neutral?

After watching each episode three times, the researcher identified categories from noted trends in characters. Looking at the personalities of each character, the researcher noted where they fell on Wu's positive-negative 5 point scale for each trait, with 1 being the most negative and 5 being the most positive (Wu, 1997). For example, if the character is depicted as being athletic and strong, they receive a 5 on the scale from weak-strong. After examining the personality traits, the character's average score revealed how positively or negatively they were portrayed.

The next step the researcher took was examining the occupations and ambitions of the characters and comparing them to historical stereotypes. Examples of these are the passive domestic worker and the foreigner who cannot assimilate or speak English. MANAA defines common stereotypes and the researcher used the list to identify them within the episodes. The number of explicit stereotypes were totaled between all episodes.

Finally, the researcher looked at the host's role in each sketch. If their ethnicity is used for humor in the sketch, the researcher noted whether it was positive, negative or neutral. If the host was explicitly the butt of the joke then the researcher flagged it for emphasis. The number of times hosts appeared with another Asian person was also noted. Synthesizing all of this information into a table provides a broader look at representation within the episodes. Looking at the number of positive attributes, number of times characters were explicit stereotypes and comedic role in each sketch allowed the researcher to conclude how Chinese hosts are cast on Saturday Night Live.

This study cannot be extricated from the implicit biases that the researcher holds. To strengthen the findings, the researcher (Z) trained another researcher to conduct the same study. The second researcher (X) read the same MANAA and Vogue articles on common Asian stereotypes, then filled out blank versions of the tables Z used to follow the same steps. Throughout the findings, the first table is done by Z and the second is done by X.

It must be acknowledged that judging character traits will inherently be biased. Between the two studies, it became clear that there is a gray area when it comes to determining a character's comedic role or defining personality traits. What one researcher saw as a display of aggression, another saw as a display of power. Their judgements were informed by their own life experiences. When watching Jackie Chan's parody of Calgon, researcher X, who is a part of Generation X, immediately identified the reference while researcher Z, who is a part of Generation Z, did not.

Findings

Upon initial viewing, the progression in representation is clear. Jackie Chan (JC) starred in four sketches in his 2000 episode. Lucy Liu (LL) was featured in five. Awkwafina (A) and Simu Liu (SL) each appeared in seven. JC did not play the lead role in any of his sketches. It's important to note that English is not Chan's first language so there was a language barrier, leading to a greater use of physical comedy in his sketches.

Using Wu's method, the researchers measured the traits of each character on a five-point scale to see how positively each was portrayed. **Figures 2 and 3** display these findings. Lucy Liu was the only host to fall below the neutral 3 on both studies, with a 2.92 and 2.86 as her average score. LL fell in the stupid/smart category, with a 1.2 and 1.6 reflecting the other ditzy characters she portrayed. In the irrational/rational category researcher Z scored JC a 1.25 while X scored him a 2.75. JC often played characters that exploded into

	repulsive/ attractive	weak/ strong	powerless/ potent	stupid/ smart	unhappy/ happy	poor/ rich	dependent/ independent	disobedient/ obedient	aggressive/ meek	Irrational/ rational	Average
JC	3	4.5	4	3	3.5	2	3	3.25	3	1.25	3.05
LL	3.8	3.2	2.8	1.2	2.8	3.6	3.2	2.8	3.4	2.4	2.92
A	4.286	4	3.571	3.429	3	2.857	4.143	2.571	3.285	3.286	3.443
SL	3.857	3.143	3.143	3.571	3.143	3.714	3.571	3.143	3.571	2.714	3.357
Average	3.736	3.711	3.379	2.8	3.111	3.042	3.479	2.941	3.314	2.413	3.193

Figure 2, by researcher Z

	repulsive/a ttractive	weak/ strong	powerless/p otent	stupid/ smart	unhappy/ happy	poor/ rich	dependent/ independent	disobedient/ obedient	aggressive/ meek	irrational/ rational	Average
JC	2.25	3	3.5	3	4.25	2.75	3	3.25	3	2.75	3.075
LL	3.4	2.4	2.4	1.6	3.4	3	2.6	3.8	3.2	2.8	2.86
A	3.429	3.571	3.857	3.143	3.143	3.143	3.571	2.571	2.571	2.714	3.171
SL	3.857	3.571	3.429	3.571	3.286	3.714	3.286	3	3.286	2.857	3.386
Average	3.234	3.136	3.296	2.829	3.52	3.152	3.114	3.155	3.014	2.78	3.123

Figure 3, by researcher X

Average	3.193
Women (LL/A)	3.181
Men (JC/SL)	3.203

Figure 4

Average	3.123
Women (LL/A)	3.016
Men (JC/SL)	3.23

Figure 5

	Innocent	Buffoon	Rebel	Anchor	Narcissist
Jackie Chan	1	1	1	0	0
Lucy Liu	0	2	1	0	2
Awkwafina	2	0	2	2	0
Simu Liu	1	0	0	2	0

Figure 6, Z

	Innocent	Dreamer	Rebel	Anchor	Eccentric
Jackie Chan	2	1	1	0	0
Lucy Liu	2	1	0	0	1
Awkwafina	1	0	2	3	1
Simu Liu	1	0	0	3	1

Figure 7, X

aggressive or strange outbursts at times, but typically remained mellow which explains the discrepancy. JC also scored low in the poor/rich category, as most of his characters were in low-paying occupations such as dry cleaning and a worker digging a hole to the center of the Earth. JC and LL's characters can generally be sorted into two categories. They are either quiet and timid, following the shadow of the other characters or they are aggressive and over the top. A's and SL's characters were more complex, making it harder to distinguish clear traits.

The average score (Figures 4 [Z] and 5 [X]) of the characters skewed positively, just above neutral. The men scored a little higher than the women in both studies, leading by an average of 0.118. The lowest average scores by category in ascending order were irrational/rational, stupid/smart, and disobedient/obedient. The highest scores varied among researchers. Researcher Z found that the highest in descending order were repulsive/attractive, weak/strong, and dependent/inde-

pendent. Researcher X found that the highest in descending order were unhappy/happy, powerless/potent, and repulsive/attractive.

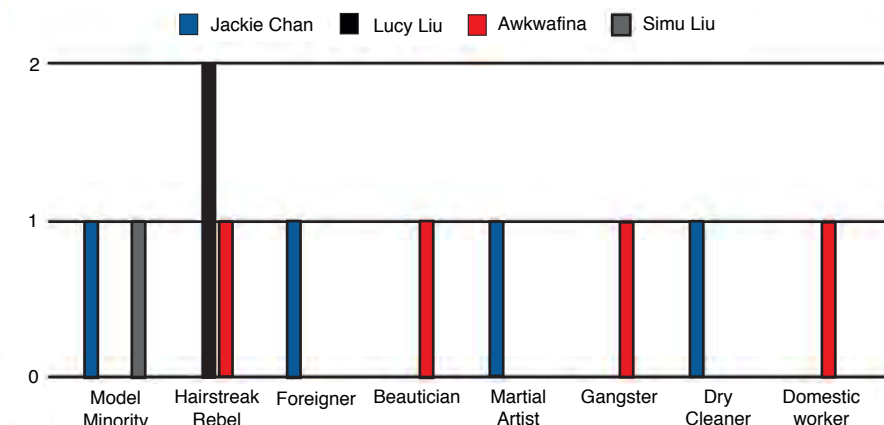
Figures 6 and 7 measured the top five comedic archetypes (described in Figure 1) that the researchers identified in characters. For researcher Z, the buffoon and the narcissist only appeared in the earlier episodes where LL plays a ditzy lumberjack and JC plays an equally ditzy yoga instructor. The anchor only appeared in later episodes, such as SL's role as a frustrated game show contestant. Both researchers only identified the anchor in A and SL's episodes. In general, the archetypes were pretty diverse with the rebel, anchor and innocent appearing most often.

Lucy Liu and Awkwafina were the only hosts to impersonate celebrities. They played Catharine Zeta Jones and Sandra Oh, respectively. LL impersonated a white woman, while A impersonated a Korean woman.

Moving onto stereotypes, Figure 8 displays the overt stereotypes identified by the researcher using MANAA's list of common tropes. The researchers identified the same stereotypes so only one chart was required. All four of Jackie Chan's roles fell into a common stereotype, while only one of Simu Liu's seven characters were identified as stereotypes. SL played roles that were starkly different from his predecessors. He played a professor, a "finance bro" and a highly decorated army official. Lucy Liu's monologue was excluded from this section for its potential to skew the data. The intention of the skit was for LL to

Overt Stereotypes

Figure 8



	Overt	Covert
Jackie Chan	2	2
Lucy Liu	1	3
Awkwafina	2	1
Simu Liu	2	0

Figure 9, Z

	Overt	Covert
Jackie Chan	3	1
Lucy Liu	1	1
Awkwafina	1	1
Simu Liu	2	0

Figure 10, X

impersonate as many Chinese stereotypes as possible, with upwards of eleven identifiable instances.

The researchers then noted how many sketches, including the monologue, the host's ethnicity was brought in. An example of the overt references were when Jackie Chan played a man digging a hole from China and did not speak English. Lucy Liu's aforementioned monologue is another example. An example of a covert reference is the Chinese decorations in JC's dry cleaning sketch and gong noise (**Figures 9 and 10**). Jackie Chan was the only host to not mention his ethnicity in his opening monologue. Every other host's introduction centered around their ethnicity. Instead, he talked about his martial arts background and being the first martial artist to host SNL.

Simu Liu was the only host to appear in a sketch with another person of Asian descent. He and cast member Bowen Yang appeared in three together. Jackie Chan, on the other hand, was the only cast member to appear alongside a non-Asian person playing an Asian person. Horatio Sanz appeared as martial artist, Sammo Hung, during JC's monologue.

Appearances also played a role in stereotypes, particularly with the women. In Hollywood there is a common trope of "rebellious Asian women with colorful hair" that stems from the idea that Asian women must Westernize themselves to be seen as independent thinkers (Chen, 2017). Two of Lucy Liu's characters fell under this trope and embodied its rebellious nature. One of Awkwafina's characters fell under the trope, though not as overtly.

Discussion

As seen from the data, Saturday Night Live casts their Chinese hosts in moderately positive roles. They aren't vilified or idolized, with many characters falling close to neutral. Roles have become more positive and more frequent over time. Despite the increased positivity, the hosts cannot escape stereotyping. Explicit stereotypes have declined over the years, but they still exist. Awkwafina fell into the same number of stereotypes as Jackie Chan did in 2000, though hers were less frequent.

This progression could be due to several factors. For one, Bowen Yang was a writer when Awkwafina hosted and a cast member when Simu Liu hosted, meaning there was at least one Chinese person in the room when these sketches were created. Additionally, Asian representation has become a bigger conversation in Hollywood along with the

societal reckoning with diversity, equity, and inclusion. It's important to note that these hosts do not represent Chinese people in general. Their individual identities also influence the characters they are written as portraying.

Hosts' ethnicities have always been central to their appearance on the show but it's shifted with each host. Beginning with Jackie Chan, he was the only host to not mention his ethnicity during his monologue. Being Chinese was central to all of his characters though often through covert stereotypes such as the IT guy and nicknames such as "my Chinese checker". Even though his martial arts background took center stage, it still holds connotations associated with Chinese people.

Lucy Liu opened the show with an overtly stereotypical skit. She played on all the different tropes associated with Chinese people and announced her historic feat as the first Asian woman to host to thunderous applause. The audience's reaction reflected the excitement. Despite the tongue in cheek opening, LL was cast in various tropes throughout the episode and boxed into two types of characters- the docile, obedient one and the over the top, dyed hair one.

Awkwafina's connection to her ethnicity came up during her opening monologue where she praised Lucy Liu for opening the door for her. The roles she played were different and every character she played was not overtly linked to her ethnicity. Some of her roles aligned with common tropes but for the most part her Chinese ethnicity was not central to the comedy. In MANAA's memo to Hollywood where they addressed Asian stereotypes, they said the way to combat tropes is by casting Asian people in a variety of roles. Awkwafina's episode is an example of that goal. It must be acknowledged that outside of SNL Awkwafina has come under fire for using a "blaccent" and appropriating black culture. This external publicity may have influenced which roles were written for her.

There was a high level of polarity in Simu Liu's episode. For the most part his ethnicity was not used as a defining feature in his characters. There were no covert references and the only times it was mentioned was when it was central to the sketch. His aforementioned monologue highlighted his historic role as the first Asian Marvel superhero. Later in the show he and Bowen Yang starred in a sketch where they celebrated the first time an Asian host and Asian cast member appeared in a sketch together. It devolved into a competition over who had more "First Asian" awards, poking fun at the vast number of "firsts" each actor had.

The use of ethnicity as a comedic device for Chinese hosts on SNL was different in each episode. When Jackie Chan graced that stage 22 years ago, his ethnicity was central to the majority of characters he played. JC relied more on physical comedy and appearances, which could be due to the language barrier. Lucy Liu relied on stereotypes for her monologue, but scrapped them for the most part in the sketches she starred in. Covert instances of stereotypes were apparent in LL's, A's and SL's episodes, but the declining instances of them could mark a shift in their use. Every host aside from Jackie Chan acknowledged and celebrated their ethnicity in their opening monologue.

Future research could extend the category to all people of Asian descent, which would include hosts Sandra Oh, Aziz Ansari and Kumail Nanjiani. This research was limited to shows broadcast from 2000. Researchers would find early impersonations of Asian people on Saturday Night Live, particularly before Jackie Chan's 2000 appearance.

The aforementioned implicit biases of researchers emphasize the importance of conducting this study with a larger, more diverse set of researchers. Furthermore, it seems reasonable to recommend that producers, and directors of college and secondary school shows examine this research to help them avoid stereotypical casting of students that reinforce bias within the institution.

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Diversity, Inequity, and Exclusion: How SATs and Other Standardized Tests Reduce Diversity in Higher Education

By Craig Markson, Ed.D., Kenneth Forman, Ph.D.,
Dafny Irizarry, and Lawrence Levy

Abstract

The purpose of this study was to examine the relationships between race, high school graduation, Scholastic Aptitude Test (SAT) scores, and four-year college-going rates. The setting included 89 school districts that were located in two adjacent suburban counties in New York State: Nassau and Suffolk. A Pearson Product-Moment correlation analysis, with a two-tailed test of significance with an alpha set at .05, was used to analyze the relationships among the variables. The results indicated that Black or African American and Hispanic or Latino student populations had statistically significant and negative correlations with four-year college-going rates, SAT scores, and high school Advanced Regents graduation rates. Conversely, Asian and White student populations had statistically significant and positive correlations with these variables. Based on these findings, the researchers made specific recommendations for school districts, state education departments, and institutions of higher education to reduce the racial inequities in college-going rates.

Purpose

The purpose of this study was to examine the relationships between race, high school graduation, Scholastic Aptitude Test (SAT) scores, and four-year college-going rates. The Education Trust-New York, an organization committed to racial equity and social justice, released a report which contained data indicating that many K-12 Black or African American as well as Latino or Hispanic students, attended schools where there were no teachers with the same racial or ethnic backgrounds. The report indicated that White students also encountered a lack of diversity among teachers, with almost half having attended schools with not a single Black or African American as well as Latino or Hispanic teacher (Education Trust-New York, 2017). These findings were further supported by Mangino and Levy (2019), who found the lack of diversity among teachers to be even more compelling in the Long Island region of New York State, which included schools from Nassau and Suffolk counties.

In an effort to explain a major contributing factor to this trend, Markson, Forman, and Earley (2020) argued that the teaching profession required a college degree for

employment and examined variables which might disproportionately prevent Black or African American and Latino or Hispanic students from attending a four-year college or university. Citing an earlier study by Markson, Forman, and Lindblom (2018) which found that poverty was the greatest obstacle to four-year college-going rates, Markson, Forman, and Earley (2020) examined the relationships between race, poverty, English language learners, and college-going rates. They found the following inequities: Students living in poverty and English language learners were divided along racial lines in manners that were reducing Black or African American as well as Latino or Hispanic student groups from attending college. This suppressed the minority teacher pool.

In addition to poverty, standardized tests in high school could be depressing Black or African American and Latino or Hispanic students from graduating and thus having opportunities to apply to a four-year college. In a multi-state study, Marchant and Paulson (2005) found that states which required standardized tests for high school graduation had higher dropout rates among students, particularly minority students. Carnevale et al. (2019) found that if SAT scores were the sole admission criteria for college admission, Black or African American as well as Latino or Hispanic college students would be reduced by 43 percent.

As a result of these ongoing issues, the purpose of this study was to examine the relationships between race, high school graduation rates, SAT scores, and four-year college-going rates.

Theoretical Framework

Race, High School Graduation, SAT scores, and Four-Year College-going Rates

The literature regarding race, high school graduation, achievement testing (SATs) and four-year college-going rate, identified significant issues regarding minority preparation for and success in attending four-year colleges. Zwick and Sklar (2005) found the effectiveness of the two most commonly studied academic measures, high school

grades and admissions test scores, predicted college success. The researchers' review of the findings on the validity of admissions tests among ethnic minority students confirmed that native language played a significant role for admission of English as a New Language for youngsters.

Marchant and Paulson (2005) noted that after controlling demographic characteristics (e.g., race, family education and income, GPA and class rank), a regression analyses revealed that states requiring graduation exams had lower graduation rates and lower SAT scores. Individually, students from states requiring a graduation exam performed more poorly on the SAT than did students from states not requiring an exam. The average combined verbal and math score on the SAT in states with exit exams was 34 points lower than the average scores in states without exit exams.

Walpole et al. (2005) reported Black or African American and Hispanic or Latino high school students struggled with the anxiety of taking the SAT along with their White and Asian American peers. However, Black or African American and Hispanic or Latino students historically and currently scored lower on standardized tests, including the SATs, than their peers. Walpole et al. (2005) also pointed out lower test scores were a persistent barrier to pursuing postsecondary education for Black or African American and Hispanic or Latino students, particularly those from low-income, urban areas. Finally, the researchers concluded Black or African American and Hispanic or Latino students continued to lag considerably behind Whites and Asian Americans in college enrollment, academic achievement, and degree attainment.

Due to criticism of the SAT as an accurate predictor of success in college, and because test results have been seen as a major obstacle to increasing racial diversity in higher education, in 2006 the College Board reported that Black or African American students' scores on the combined verbal and math portions of the SAT averaged 863, whereas White students' averaged scores of 1063. That's a 17% difference (A Large Black-White Scoring Gap Persists on the SAT, n.d.).

Zwick (2007) examined the validity of SATs for minority populations. The researcher found that national SAT results for 2007 showed that average scores for White students exceeded those for Black or African American students by roughly one hundred points on both the math and critical reading. At the same time, the rate of participation in U.S. higher education was strikingly low for Black or African American, Hispanic or Latino, and Native American. While these groups collectively constituted 35 percent of the public-school K-12 population in 2000, they received only 17 percent of the bachelor's degrees granted five years later. Zwick suggested the SATs served as pivotal gatekeepers, as a means of restricting access to college admission for minority applicants.

Mattern et al. (2011) examined high school grade point average and SAT performance as measured by the difference between a student's standardized SAT composite score and standardized grade point average. The

relationship between the SAT and grade point average discrepancy measure and the error term of three admission models (grades only, SAT score only, and grades and SAT scores) was examined. Results indicated that females, minorities, low socioeconomic status, and non-native English speakers were more likely to have higher grade point averages relative to their SAT scores.

Layton (2014) reported that Secretary of Education, Arne Duncan, noted that the high school graduation rate nationwide was 80% with up to one-third of students from low-income families not graduating. Black or African American students had a 69 percent graduation rate and Hispanic or Latino students had a 73 percent rate, while 86 percent of White students and 88 percent of Asian students earned high school diplomas. English-language learners and special-education students had below-average rates of 59 and 61 percent, respectively. This population included a sharply disproportionate share of Black or African American, Hispanic or Latino, Native American as well as special-needs students and English-language learners (Layton, 2014).

Shewach et al. (2017) reported differential college performance of racial/ethnic minority students with standardized tests and high school grades. This indicated the use of these factors in overpredicting minority student performance. Additionally, Shewach et al. (2017) found these studies typically involved native English-speaking students whereas a smaller body of literature on language proficiency suggested academic performance of those with more limited English language proficiency may be underpredicted by standardized tests, such as the SAT. The researchers investigated the joint role of race/ethnicity and language proficiency in Hispanic or Latino, Asian, and White ethnic groups across educational admissions systems (SAT, grade point average) in predicting freshman grades. Their results indicated that language may differentially affect academic outcomes for different racial/ethnic subgroups. The differential prediction of college grades of linguistic minorities within racial/ethnic minority subgroups appeared to be driven by the verbally loaded subtests of standardized tests but was largely unrelated to quantitative tests.

Carnevale et al. (2019) raised questions about the fairness of the college admissions system and the role of tests within it. The researchers examined what the effects would be if the selection process relied on a single variable, standardized test scores. They found that it would make the top 200 colleges less racially diverse. The share of White students would increase to 75 percent from 66 percent. The combined share of Black or African American and Hispanic or Latino students would fall to 11 percent from 19 percent. The share of Asian American students would fall to 10 percent from 11 percent. The researchers found that 60 percent of incoming freshmen at selective colleges were from the top quartile of family SES, but that would increase to 63 percent if students were admitted based on standardized test scores alone. Additionally, having more affluent students, selective colleges would become notably less racially diverse. The White enrollment would grow by about

14 percent. Meanwhile, the combined Black or African American and Hispanic or Latino enrollments would be reduced by 43 percent, and Asian enrollment would decline by about 9 percent. Therefore, having more affluent students, selective colleges would become notably less racially diverse (Carnevale et al., 2019).

Data Sources

The data were obtained from the New York State Education Department's (NYSED) data site (2022) and were collected from the school year ending in 2017. Data from a total of 89 school districts from New York State's Nassau and Suffolk counties were included in this study. Several districts were excluded from this study because they had fewer than 50 SAT test takers or they had no publicly available reporting of their students' SAT results. For the 2016 to 2017 school year, NYSED recorded student populations by school districts under the following racial groupings: American Indian or Alaska Native; Black or African American; Hispanic or Latino; Asian or Native Hawaiian or Other Pacific Islander; White; or Multiracial. For this study, race was reported as a percentage per school district. The population of students classified as Multiracial were excluded from this study. Furthermore, there were only six school districts among the 89 that had any percent reporting of American Indian or Alaska Native and these reporting percentages were too low for an appropriate sample size. As a result, this population was not included in this study. Regarding racial groupings, the researchers used the terminology as reported, as of 2021, by the New York State Education Department.

High school graduation rates were measured by the percent of students receiving a New York State High School Regents Diploma or Regents Diploma with Advanced Designation. The source of the data for SAT scores was obtained from Newsday website (Newsday Schools, n.d.) for the Nassau and Suffolk counties school years ending in 2017. The school districts' combined SAT scores of reading, writing, and mathematics were used in this study and averaged by school district.

Method

The researchers purposefully chose a pre-pandemic reporting year out of concern that data reporting during the pandemic would skew the data on students taking the SATs, college-going rates, as well as colleges or universities requiring the SATs. Additionally, the 2017 SAT score reporting by school district was the most recent publicly available data in the Nassau and Suffolk counties of New York State. The school year ending in 2017 was the last year that the New York State Education Department data website included student reporting on four-year college plans by school district. Finally, the cohort of 2017 SAT test takers would be finishing college by approximately 2022. The researchers noted the lack of diversity in the professions requiring a four-year college degree, such as the teaching profession, and explored if there was a possible end in sight to this trend emerging out of the 2022 year.

It should be noted that the Regents Diploma with Advanced Designation required the successful passing of almost twice the amount of Regents examinations that the regular Regents Diploma required. The researchers were interested in how graduating with each of these diplomas correlated with the four-year college-going rates of the students by school district. A Pearson Product-Moment correlation analysis, with a two-tailed test of significance with alpha set at .05 was used to analyze the relationships between the variables of race, high school graduation rates from the Regents Diploma, Regents Diploma with Advanced Designation, SAT scores, and four-year college-going rates.

Results

Table 1 illustrated the relationships between race/ethnicity, SAT scores, graduation rates on the Regents Diploma with Advanced Designation, graduation rates on the Regents Diploma and four-year college plans.

Black or African American student populations had statistically significant and negative correlations with four-year college plans, SAT scores, and Advanced Regents graduation rates, accounting for 29.7, 49.14, and 41.34 percent of the variance respectively, $p < .05$. As Black or African American student populations increased by school district, four-year college-going rates, SAT scores, and high school graduation rates on the Advanced Regents decreased. However, Black or African American student populations had a statistically significant but positive correlation with the Regents Diploma, accounting for 32.83 percent of the variance, $p < .05$. As the Black or African American student populations increased, graduation rates with the Regents Diploma also increased by school district.

Similarly, Hispanic or Latino student populations had statistically significant and negative correlations with four-year college plans, SAT scores, and Advanced Regents graduation rates, accounting for 54.46, 62.57, and 70.39 percent of the variance respectively, $p < .05$. As Hispanic or Latino student populations increased by school district, four-year college-going rates, SAT scores, and high school graduation rates on the Advanced Regents decreased. However, Hispanic or Latino student populations had a statistically significant but positive correlation with the Regents Diploma, accounting for 54.76 percent of the variance, $p < .05$. As the Hispanic or Latino student populations increased, graduation rates with the Regents Diploma also increased by school district.

Conversely, the Asian student population had statistically significant and positive correlations with four-year college plans, SAT scores, and Advanced Regents graduation rates, accounting for 19.36, 23.33, and 19.89 percent of the variance respectively, $p < .05$. As Asian student populations increased by school district, four-year college plans, SAT scores, and high school graduation rates on the Advanced Regents also increased. However, Asian student populations had a statistically significant but negative correlation with the Regents

Table 1

Race/Ethnicity Correlations with Four-Year College Plans, SAT Scores, Advanced Regents and Regents Diploma Graduation Rates (N = 89)

		Four Year College	SAT Total Score	Advanced Regents Diploma	Regents	Black or African American	Hispanic or Latino	Asian
SAT Total Score	r	0.879**						
	r ²	77.26%						
	p	0.000						
	N	87						
Advanced Regents Diploma	r	0.872**	0.889**					
	r ²	76.04%	79.03%					
	p	0.000	0.000					
	N	87	89					
Regents	r	-0.844**	-0.816**	-0.929**				
	r ²	71.23%	66.59%	86.30%				
	p	0.000	0.000	0.000				
	N	87	89	89				
Black or African American	r	-0.545**	-0.701**	-0.643**	0.573**			
	r ²	29.70%	49.14%	41.34%	32.83%			
	p	0.000	0.000	0.000	0.000			
	N	87	89	89	89			
Hispanic or Latino	r	-0.738**	-0.791**	-0.839**	0.74**	0.581**		
	r ²	54.46%	62.57%	70.39%	54.76%	33.76%		
	p	0.000	0.000	0.000	0.000	0.000		
	N	87	89	89	89	89		
Asian	r	0.44**	0.483**	0.446**	-0.439**	-0.172	-0.32**	
	r ²	19.36%	23.33%	19.89%	19.27%	2.96%	10.24%	
	p	0.000	0.000	0.000	0.000	0.108	0.002	
	N	87	89	89	89	89	89	
White	r	0.596**	0.692**	0.715**	-0.616**	-0.804**	-0.85**	-0.075
	r ²	35.52%	47.89%	51.12%	37.95%	64.64%	72.25%	0.56%
	p	0.000	0.000	0.000	0.000	0.000	0.000	0.486
	N	87	89	89	89	89	89	89
** Correlation is significant at the 0.01 level (2-tailed).								

Diploma, accounting for 19.27 percent of the variance, $p < .05$. As the Asian student populations increased, graduation rates with the Regents Diploma decreased by school district.

Similarly, the White student population had statistically significant and positive correlations with four-year college plans, SAT scores, and Advanced Regents graduation rates, accounting for 35.52, 47.89, and 51.12 percent of the variance respectively, $p < .05$. As White student populations increased by school district, four-year college plans, SAT scores, and high school graduation rates on the Advanced Regents also increased. However, White student populations had a statistically significant but negative correlation with the Regents Diploma, accounting for 37.95 percent of the variance, $p < .05$. As the White student populations increased, graduation rates with the Regents Diploma decreased by school district.

SAT scores had statistically significant and positive correlations with four-year college plans, accounting for 77.26 percent of the variance, $p < .05$. As SAT scores went up by school district, the four-year college plans of its students also went up by 77.26 percent. Similarly, graduation rates from the Advanced Regents Diploma had statistically significant and positive correlations with four-year college plans, accounting for 76.04 percent of the variance, $p < .05$. However, graduation rates from the regular Regents Diploma had a negative correlation with four-year college plans, accounting for 71.23 percent of the variance. As graduation rates from the Regents Diploma increased, four-year college plans decreased by school district.

Conclusion

SAT scores had a strong and positive relationship with four-year college-going rates. Also, the Regents Diploma with Advanced Designation, the high school degree that required the maximum proficiency in standardized testing of Regents Examinations, had an almost identical strong positive relationship with four-year college plans among the graduates of school districts. However, graduation rates from the Regents Diploma, which only required approximately half of the amount of the Regents standardized testing, had an almost equally strong but negative relationship with four-year college plans among the graduates of school districts. Unfortunately, the Hispanic or Latino and Black or African American student population had a strong positive correlation with Regents Diploma which decreased their chances of going to a four-year college. Likewise, the Hispanic or Latino and Black or African American student populations had strong negative correlations with SAT scores, which also decreased the odds of these student populations of being accepted to a four-year college.

These trends were directly illustrated by the relationships between the Hispanic or Latino student populations of the school district and their students' four-year college-going rates. As this student population went up, four-year college-going rates went down by 54.46 percent. The

Regents Diploma with Advanced Designation graduation rates had a statistically significant and negative correlation with graduation from the regular Regents Diploma by school district, accounting for 86.3 percent of the variance, $p < .05$. This could be indicative of racial divisions among the student populations by school districts in this region.

Implications of the Research

The differences between the Advanced Regents Diploma and regular Regents are so compelling that they have near opposite impact on four-year college-going rates. If four-year colleges or universities are truly committed to promoting diversity, equity, and inclusion, they should reconsider the heavy emphasis they place upon Regents standardized testing and SAT scores for admission to colleges and universities. Given the results and findings throughout this study, the researchers make the following recommendations for school districts, state education departments and institutions of higher education.

First, school districts, as well as colleges, must increase efforts to diversify their teaching and administrative staffs. A compelling body of research has concluded that minority students suffer from a lack of exposure to educators who "look like them" and that Black and Latino students in particular succeed at higher rates when their classes are led by teachers of the same race or ethnicity. Yet, according to recent research by Hofstra University and other organizations, about 60 percent of the more than 600 public school buildings on Long Island -- a region where 50 percent of the students are non-white -- do not have a single black teacher. Nearly 50 percent of the buildings do not have one Latino at the head of a classroom. Therefore, the researchers recommend that school districts across Long Island amplify their recruiting mechanisms to hire more Black and Latino teachers (Mangino & Levy, 2019). It is also recommended that school districts adopt "Grow Your Own" programs to draw candidates from the school community which results in recruitment of teachers who are more likely to match the racial, ethnic, and economic characteristics of the students and will be more likely to stay in the district for a longer period of time.

The high school transcript should continue to be the primary focus of college application review, with or without standardized test scores. A sizeable number of colleges adopted this policy during the pandemic and many have not yet committed to making it permanent. We urge all colleges to eliminate or at least de-emphasize SAT and other standardized tests as an admissions criterion.

The researchers further recommend that school districts adopt advanced coursework to offer valuable opportunities to gain skills to thrive in post-secondary education. Findings in this study suggest that students who graduate with Advanced Regents are better prepared. Thus, creating a school culture of high expectations and achievement is essential to ensure access by minority students to rigorous curricula, programs and initiatives including

Advanced Placement and Honor classes, International Baccalaureate Diploma Programs, and NYS Seal of Biliteracy. Advanced and rigorous coursework must include the participation of English language learners as well as educators competent in culturally responsive teaching practices. Lack of proficiency in English should not be an impediment to developing content knowledge in different subjects.

Prior research by Markson, Forman, and Lindblom (2018) showed that poverty was the greatest obstacle to college-going rates in the same region where the current study took place. Furthermore, the Markson, Forman, and Earley (2020) findings showed that students living in poverty and English language learners were divided along racial lines in the same region of the current study. The racial inequities relating to SAT scores, Advanced Regents Diploma graduation rates, and college-going rates in the current study are most likely linked to poverty. A macro strategy of support and funding needs to be directed towards school districts with large minority student populations living in poverty so that these students may have greater opportunities and preparedness for college.

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From the Field: Practical Applications of Research

The Impact of Intentional Social and Emotional Learning Instruction While Engaged in a Semester-Long Project Based Activity for Pre-Service Teachers

By Patricia N. Eckardt, Ph.D., and Madeline Craig, Ed.D.

Abstract

This hypothesis-generating research study detailed the impact that intentionally integrating social and emotional learning (SEL) into a semester-long group project had on the overall success of the project and practice of SEL competencies. Researchers noticed a shift in students' mental well-being after returning to campus for face-to-face instruction following the COVID-19 shutdown. Many students appeared to be anxious, overwhelmed, and concerned about interactions with others. For these reasons, using the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, they intentionally implemented SEL into a project-based learning (PBL) activity. Data were collected in two required undergraduate teacher preparatory classes with two instructors and 32-student participants. Data included researcher field notes, five SEL awareness check-in surveys, and a final reflective paper. The PBL activity was revised for that semester to include an intentional use of SEL awareness and activities. Findings pertaining to reflective practice, self-management, and relationship skills emerged and yielded important implications for classroom instruction for pre-service teachers.

Introduction

Following approximately 18 months of working and studying remotely due to the COVID pandemic, many instructors noticed a heightened sense of anxiety in students upon their return to campus, and college students reported experiences of moderate to severe stress and anxiety during the lockdown (Husky, Kovess-Masfety, & Swendsen, 2020). We, the researchers and instructors of this study, heard repeated comments from students that they were overwhelmed by the amount of course work, were nervous to speak in front of peers, and they expressed concern and anxiety about overall interactions with others. The amount of peer-to-peer discourse often present in our classes prior to the pandemic seemed to drastically decrease as did students'

overall enthusiasm and engagement. Ryan and Deci (2000) posited that making connections with others is often a powerful motivator for student learning (as cited in Hira & Anderson, 2021). It became apparent that many of our students were lacking connections with both peers and instructors.

The aforementioned sentiments are what we noticed as prevalent patterns upon our return to face-to-face instruction and what prompted us to intentionally incorporate social and emotional learning (SEL) into our classes. We were compelled to act and felt it would be a disservice to our students if we chose otherwise. For these reasons, this study sought to examine the impact of purposefully integrating SEL into project-based learning (PBL) in a teacher preparatory course. The way in which we, the instructors, infused explicit SEL instruction was by building SEL awareness and knowledge through the revision of the semester long Design-A-School (DAS) project, a PBL activity.

Review of Related Literature

Fall 2021 was the first semester students returned to campus for in-person instruction after the shift to a fully remote platform due to the COVID-19 pandemic. Aslanian and Roth (2021) reported that counseling facilities at colleges were overwhelmed at this time, and research conducted about the delivery mode of course instruction in higher education indicated students required strategies to help support and address the mental health needs of students (Bashir et al., 2021). Additionally, Lipson et al. (2022) studied more than 350,000 students during 2020-2021. They looked at a total of 373 college campuses and determined that more than 60% of students were experiencing issues related to mental health. In response to the evident mental health trajectory of our own college students, coupled with current research, we selected the Collaborative for Academic, Social, and Emotional

Learning (CASEL) framework to structure our study and chose to integrate SEL into the PBL activity due to the collaborative nature of the project.

The definition of SEL as posed by CASEL was used to ground our focus and intentionality throughout this study. "SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions" (CASEL's SEL Framework, 2020, para 1). Self-awareness, self-management, social awareness, responsible decision making, and relationship skills constitute the five competencies within the CASEL framework. A multi-year case study of CASEL's framework at six elementary schools and out-of-school-time programs demonstrated that SEL can be effectively implemented with both school commitment and the use of certain strategies. "No matter the specific goal of SEL at each site, it was essential that each took concrete steps to achieve its vision: building SEL into the schedule, formally documenting in writing the approach to SEL, dedicating time for staff professional development and learning, and adopting short SEL rituals that could be used throughout the students' day" (Tosh, Schwartz, & Augustine, 2022, p. 21).

We have been using PBL successfully in our teacher preparatory courses since 2017. Project-based learning is an instructional strategy, "in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge" (PBL Works, 2019, para. 3). Further, Vasiliene-Vasiliauskiene et al. (2020) posited that PBL has the ability to connect students through "learning communities" (p. 142). The Design-A-School activity seemed to be the perfect entry point for SEL instruction, as such communities work to improve time management, share increased responsibility, and most importantly can lessen emotions related to seclusion and isolation (Vasiliene-Vasiliauskiene et al., 2020).

Design-A-School (DAS) Project Background

The DAS activity utilizes the pedagogical approach of project-based learning. The project asks students to answer the essential question: How can we improve schools to better meet the needs of a diverse population of 21st century learners? While answering this question, students design a website intended to share their hypothetical school with peers and professors. The school design includes units of study covered in class addressing technology, finance and governance, the purpose of education, current reform, philosophy, history, and meeting the needs of diverse learners. Additional requirements of this project include an interview-a-teacher paper, completion of a mid-project evaluation, a final reflective paper, and a group presentation.

Methodology

Hypothesis generating research was the design for this mixed methods study which examined the impact of intentionally incorporating SEL into project-based learning in two sections of a teacher education course. The goal was for pre-service teachers to experience PBL as an instructional strategy in hopes they see, and experience, its value when incorporating the strategy into their own future classrooms. At the same time, this study sought to increase the teacher candidates' understanding of the use of SEL as part of content delivery and classroom strategies. Students were informed of the study and given the option to participate following IRB approval. The overall goal of this research was to better inform instructors about the use of SEL while engaged in a PBL activity.

Research Question

The following question served as the catalyst for research: How might the intentional use of the CASEL framework while participating in a PBL activity impact teacher candidates' knowledge, personal understanding, and usage of SEL?

Data Collection and Intentional Intervention

Collected throughout the duration of the spring 2022 semester, data included researcher field notes, five SEL awareness check-in surveys, and a final reflective paper. Participants included two instructors and 32-teacher candidates who were enrolled in two sections of the Foundations of Education course. This is a mandatory course for pre-service teachers pursuing degrees in either adolescent or childhood education. Participation was voluntary.

Each week, for five weeks of the semester, students watched a short video in class followed by an in-class discussion about each of the five CASEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These videos were created by ThinkTVPBS (2019) and are available on YouTube and the CASEL website (Social and Emotional Video Library, n.d.). Our in-class discussion varied each week depending on the competency, but students were initially asked to reflect upon and discuss the questions: what did you see?, what do you think about that?, and what does it make you wonder? (Project Zero Thinking Routine, n.d.).

To further support learning and understanding, instructors asked follow-up questions based on students' responses and wrapped up the discussions by asking students how they are using and implementing the competency in their project-based DAS activity. The same week after our in-class discussion, students were requested to complete a Google Form which asked three closed-ended questions with one open-ended option. The survey questions prompted students to rate the extent to which they

understand what the SEL competency means, how effectively they use it, and how they will need or are using it this semester in their DAS group work. The results of these five surveys were reviewed using the auto-generated Google Form graphics and charts. Ultimately, additional statistical analyses were not conducted due to feedback from students that the surveys were distributed too soon after fully understanding the definition of each of the five SEL competencies.

Researcher field notes were taken after each video discussion and throughout the semester as students worked on their DAS projects in class. These field notes captured the researcher's experience with project-based learning and their observations of students' use of social emotional learning. The final reflective paper completed at the end of the semester asked students to consider the CASEL framework and the five core competencies of SEL. Students were asked to decide which one of the five competencies they relied on most to successfully complete this project and to explain which one of the competencies they felt they had improved the most while working with group members. These two qualitative sources of data were analyzed for emerging themes to be used to generate hypotheses of this research study.

Results

Initially, researchers analyzed both quantitative survey results and qualitative data from the final reflective papers and researcher's field notes. However, it became evident that the qualitative data provided a more thorough synopsis of the impact explicit SEL instruction had on teacher candidates while participating in the DAS project. Student final reflective papers demonstrated areas of strengths and weakness pertaining to how students applied the SEL competencies. Although data generated from the check-in survey results were extensive, the researchers decided to focus more heavily on the end-of-semester final reflective papers because they realized surveys were given during the same week that the SEL competency was initially addressed. The five check-in surveys, in turn, did not necessarily provide students with enough time to practice and implement that specific competency. While quantitative data provided important information, researchers felt the end of semester student narratives, coupled with the professors' field notes, provided a more comprehensive overview of implementation and practice of the five competencies during the 14-week semester.

Researchers' Field Notes

We, the instructors, gathered field notes during the semester pertaining to students' use of SEL during class discussions and as observed in written assignments. Moreover, field notes from both professors also indicated a trend leaning toward self-management, responsible decision making, and the competency of relationship skills. During the beginning of the semester, one professor recorded, "... hardly any of them (students) participated in class. The ma-

jority were quiet and seemed reserved ...". However, in April, the same instructor commented, "It seems the class has become more comfortable working with each other - and groups seem to be working nicely ... I wonder if discussions about building relationships and responsibility have really been making an impact."

Both researchers, independently, took note of the fact that the in-class discussions after viewing the videos related to each competency were fruitful and demonstrated an initial understanding of SEL and how these pre-service teachers might foster social emotional skills in their future students. One researcher noted in her field notes, "I had a discussion with three students after the class in which we discussed the last competency, responsible decision making, and the students felt that, although they completed the check-in surveys after each video and class discussion, they did not make the connection between the competency and how they could or would use it in their PBL activity." The second researcher noted a similar resistance by her students to accurately completing the Google Form after each video and discussion. The two researchers felt that the final reflective papers, which provided additional time for the groups to work together and reflect on the five competencies, would be a more accurate assessment of their understanding and use of SEL in PBL.

Final Reflective Paper

This paper asked students to reflect upon the SEL competency they relied upon the most while engaged in the DAS project and discuss the one in which they felt they most improved. Thirty-four percent of teacher candidates commented extensively about the importance of self-management when working on this project, and 28% addressed responsible decision making. Nineteen percent of students discussed personal experiences pertaining to the competency, relationship skills. Narratives from the culminating reflective student papers revealed two emerging themes.

Student responses in their papers revealed a focus on reflection, a necessary component for inspiring reflective practice and practitioners. One student commented that they believed self-management helped them to "... manage my stress and motivate myself to complete this project not for myself but also for my entire group." Another student commented that they often "get irritated with group members ... However, instead of letting my emotions get the best of me, I ... acknowledged my stress, and used my planning and organizational skills to help our group complete the project and reach our goals."

Addressing improvement in the competency relationship skills, a participant commented, "As a group, I'm not going to lie; we did not have the best communication with one another at the beginning of the semester, but we slowly started building it throughout the course." Echoing the importance of relationship skills and effective communication, an individual responded, "One competency I have always

struggled with is relationship skills." The teacher candidate continued, "Even though we had occasional creative differences in how we wanted to approach the project, my team was not only kind and considerate but helpful and aware. ... Communication is key and this project was full of it." Data analysis revealed themes pertaining to relationship skills, self-management, and an improvement in overall student perceptions, reflection, and growth.

When students were asked about the competency in which they believed they improved the most while engaged in this activity, relationship skills were addressed by 40% of the responses and 25% indicated self-management. Although the competency of responsible decision making was discussed by 28% of participants regarding the competency on which they relied the most during the project, only 5% of students noted improvement in this area. Since the purpose of this study was to teach students how they might use SEL competencies while engaged in problem solving, teaching, and everyday tasks, researchers decided to focus on areas in which pre-service teachers noted significant improvement. By the end of the semester, student narratives indicated that participants demonstrated the most improvement in the areas of relationship skills and self-management.

Discussion and Implications

Improvement in the areas of self-management and relationship skills are evidenced in teacher candidate reflective papers and researcher field notes. The following two hypotheses were generated:

1. Intentional instruction about relationship skills facilitated student reflective practice that heightened awareness and application of respectful communication skills necessary for offering and receiving constructive feedback while engaged in a PBL activity.
2. Intentional instruction about the use of self-management facilitated reflective practice that helped students self-regulate emotions by recognizing and releasing elements of control necessary for responsible and equal distribution of groupwork while engaged in a PBL activity. (Craig, Eckardt, & Kraemer, 2023, p. 198)

As instructors and reflective practitioners, we hope the hypotheses shed light on the value of incorporating intentional SEL instruction into classes for pre-service teachers in order to promote well-being inside and outside of the classroom. The integration of SEL instruction while engaged in a PBL activity provided students with opportunities to both learn about the importance of SEL related to everyday activities and opportunities for putting these into practice. When working in any group activity, it is important to incorporate aspects of SEL in the project's implementation. Time should be built into the project's design to model and discuss respectful communication

skills necessary for receiving constructive feedback and engaging in productive academic discourse. Building student's self-management, including delegation skills, can assist them in self-motivation and release of control when it comes to working collaboratively.

Ultimately, we found that the intentional use of the CASEL framework supported our students' social and emotional needs throughout the project which led to fewer group disagreements, better communication, and a more equitable distribution of the work. Going forward, SEL will now be intentionally incorporated into our coursework with a specific focus on helping pre-service teachers define and utilize SEL competencies in all aspects of their lives. We will continue to provide prospective teachers with SEL skills to promote social and emotional success, and we hope our students will see value in integrating such competencies into their own future classrooms. Instead of solely teaching students about SEL competencies, we now strive to have them practiced in class to further promote learning and understanding.

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Book Review:

From Conflict to Collaboration: A School Leader's Guide to Unleashing Conflict's Problem Solving Power

By Robert Fiersen and Seth Yates

Reviewed by Richard Bernato, Ed.D.

"One finger cannot lift a pebble." Hopi proverb.

Patrick Lencioni's book, "The Five Dysfunctions of a Team" offers a five-level pyramid. The levels ascend in importance from the base, Absence of Trust. In other words, a group without trust among participants cannot function at all.

The second most important dysfunction is Fear of Conflict. To many this is difficult to accept. A standard belief I'd wager, is that we all "get along all the time." Naïve perhaps, but a value easy to hold dear. Yet, when you think about it you can recognize how conflict may even be part of our DNA, but that leveraged and transformed properly, it can be considered a valuable component of growth and change.

Peter Senge approaches this notion when he advocates "dialogue's" place in his five disciplines of a learning organization. His advocacy for hearing the message behind the music of person(s)' words imply active listening that also smacks of Steven Covey's habit of "seeking first to understand ..."

Authors Seth Yates and Robert Feirsen both widen and deepen the conflict concept insofar as it is embedded in organizational, cultural in our case, educational practices. At the risk of oversimplifying, the book is replete with ideas that enable the reflective



leader to recognize conflict's roles in our expectations. In doing so it demonstrates many strategies to both diagnose for and transform conflicts from lead into gold.

As the authors point out, the perspective they emphasize is validly grounded in an open systems premise that recognizes the complexity of schools' presence as an organization that cuts across many groups, issues, problems.

The book's six chapters include but are not limited to concepts like, Building Understanding, Sources of Conflict, and Building Understanding. These are made concrete with deft use of case studies for analysis. That they cover just about any kind of conflict opportunity - occasion for collaboration makes this book all the more valuable for would-be and practicing school leaders.

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Reviewed by Richard Bernato, Ed.D., Associate Professor, St. John's University; Administrative and Instructional Leadership (Ret.), President/High Involvement Consultants, Chief Creative Officer/Leadership Redefined, Inc.



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