



# Developing Relevant, Responsive and Purposeful Pedagogical Practices

---

Dr. Derrick Fox  
Associate Dean of Graduate Studies  
Professor of Choral Music  
Michigan State University

1



# Contextualizing Our Purpose Today



Building Relationships



Supporting Student Success



Supporting Student Learning

2



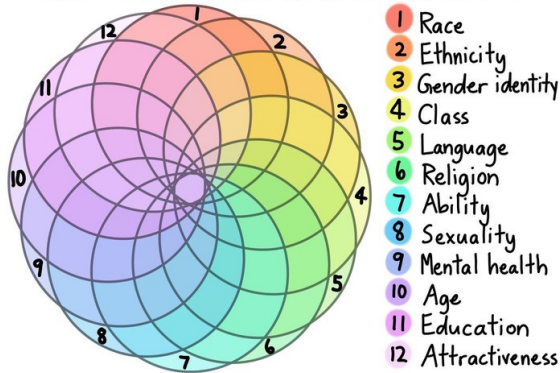
## Effective classroom management...

- Fosters an environment that supports academic, social, and emotional learning
- Facilitates a structured and organized environment where students can focus on learning
- Builds trust and healthy relationships between instructor and students, and peer-to-peer among students
- Maintains attention and fosters motivation and engagement
- Minimizes disruption and interference with learning.

**THIS IS NOT A ONE SIZE FITS ALL PRACTICE**

3

## INTERSECTIONALITY



Intersectionality is a lens through which you can see where power comes and collides, where it locks and intersects. It is the acknowledgement that everyone has their own unique experiences of discrimination and privilege.

- Kimberlé Crenshaw -

@sybilraduoksmith

Covering - occurs when a person deemphasizes or hides aspects of their identities to fit in the dominate culture or to access power.

### 4 Types of Covering

- Appearance
- Affiliation
- Advocacy
- Association

4

## The Four Types of Social Covering

Type of Covering	Definition	Example
<b>Appearance-Based Covering</b>	Altering physical appearance, mannerisms, or self-presentation to conform to dominant norms.	A woman dressing more conservatively to appear less assertive; a Black man avoiding certain hairstyles to appear more “professional.”
<b>Affiliation-Based Covering</b>	Avoiding behaviors or topics associated with identity groups to blend in.	A Muslim employee not discussing Ramadan or prayer practices at work.
<b>Advocacy-Based Covering</b>	Withholding support or not advocating for one’s own group to avoid being seen as “biased” or “too involved.”	A LGBTQ+ employee choosing not to join or promote Pride events at their company.
<b>Association-Based Covering</b>	Distancing oneself from others in the same identity group to avoid being stereotyped.	A Latino employee avoiding close friendships with other Latinos at work to avoid being seen as cliquish.

5

## Signs a Student Might Be Covering in the Classroom

<b>Withholding Cultural References or Language</b>	<ul style="list-style-type: none"> <li>• A student avoids using words, phrases, or stories from their cultural background.</li> <li>• They may “Anglicize” their name or correct others less frequently when it’s mispronounced.</li> </ul>
<b>Code-Switching or Speech Modification</b>	<ul style="list-style-type: none"> <li>• The student changes their tone, dialect, or vocabulary depending on who’s in the room—especially in the presence of authority figures or peers from dominant groups.</li> </ul>
<b>Avoidance of Identity-Related Topics</b>	<ul style="list-style-type: none"> <li>• A student stays silent or disengages during discussions that touch on race, gender, disability, religion, or other personal identity areas, even when they may have lived experience.</li> </ul>
<b>Minimizing Physical or Emotional Needs</b>	<ul style="list-style-type: none"> <li>• A student does not ask for accommodations (e.g., extra time, seating needs, sensory breaks) even when visibly struggling, perhaps due to fear of stigma.</li> </ul>
<b>Self-Silencing or Excessive Agreeableness</b>	<ul style="list-style-type: none"> <li>• They rarely express disagreement, dissenting opinions, or personal viewpoints in class discussions—possibly to avoid being labeled “disruptive” or “too opinionated.”</li> </ul>

9

## Signs a Student Might Be Covering in the Classroom

### Withdrawing from Peers with Shared Identities

- The student distances themselves from cultural or identity-based affinity groups or peers who share their background to “blend in” more with majority groups.

### Changes in Appearance

- A student shifts their appearance (e.g., removing cultural clothing, covering tattoos, styling hair differently) to conform with perceived expectations of professionalism or neutrality.

### Non-Participation in Culturally Relevant Topics or Events

- They avoid engaging in class activities that reflect their culture, interests, or heritage—even when those topics arise naturally or are celebrated by others.

### Expressing Discomfort with Visibility

- A student appears uneasy when attention is placed on them or when they are “voluntold” to speak on behalf of a group they’re part of.

### Body Language or Behavior

- Slouched posture, lack of eye contact, or an overly formal demeanor can sometimes reflect self-monitoring driven by fear of judgment or rejection.

10

## Similarity-Attraction Theory

- Suggests that people are more likely to be attracted to, form relationships with, and collaborate effectively with others who are similar to themselves in attitudes, values, backgrounds, or interests.

### Psychological Comfort:

Similarity reduces uncertainty and increases predictability in interactions.

### Social Identity Reinforcement:

Interacting with similar individuals reinforces our self-concept and group identity.

### Bias Potential:

While similarity can build rapport, it can also lead to *exclusion* of those who are different (homophily effect - “birds of a feather flock together”).

11

Types of Cultural Capital	Type	Definition	Examples
<p>The non-financial social assets that promote social mobility beyond economic means.</p> <hr style="border: 1px solid orange; width: 200px; margin-left: 0;"/>	Embodied	Knowledge, skills, and dispositions that are internalized over time through socialization.	Language proficiency, mannerisms, cultural awareness, tastes in art/music.
	Objectified	Physical objects or cultural goods that convey cultural value.	Books, instruments, works of art, technological devices.
	Institutionalized	Official recognition of cultural competence, usually through academic credentials.	Degrees, diplomas, certifications, awards.

12



- **Social Mobility:** Cultural capital can determine access to opportunities and success in social institutions.
- **Cultural Reproduction:** It perpetuates social inequalities by favoring those with cultural resources.
- **Cultural Identity:** Shapes one's sense of self and belonging within society.

Created by Dr. Derrick Fox

13

**Guiding Question:**  
**What do Relevant, Responsive and Purposeful Pedagogical Practices look like in my music learning space?**

15

## Culturally Relevant Pedagogy



- Pedagogy is culturally relevant when it affirms AND empowers! It should also be a consistent thread through an educators' work in the classroom. Entertaining pedagogy does not equal culturally relevant. - Dr. Gloria Ladson-Billings

*The Dreamkeepers (1994)*

### Components of Culturally Relevant Pedagogy

- a focus on student learning and academic success
- developing students' cultural competence to assist students in developing positive ethnic and social identities
- supporting students' critical consciousness or their ability to recognize and critique societal inequalities

16



## Culturally Responsive Pedagogy

- Using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. - Dr. Geneva Gay

*Culturally Responsive Teaching: Theory, Research, and Practice (2000)*

### Essential Elements

- Develop a knowledge base about cultural diversity,
- Include ethnic and cultural diversity content in the curriculum,
- Demonstrate caring and build learning communities
- Communicate with ethnically diverse students, and
- Respond to ethnic diversity in the delivery of instruction

19

## Teaching Bomba (Puerto Rico)



- <https://www.carnegiehall.org/Education/Programs/Musical-Explorers/Digital/Program-Four/Juan-and-Julia/Lesson-1>

22



# Developing Relevant, Responsive and Purposeful Pedagogical Practices

Dr. Derrick Fox  
Associate Dean of Graduate Studies  
Professor of Choral Music  
Michigan State University  
[www.drderickfox.com](http://www.drderickfox.com)