

Anderson, K. C., Stern, M. J., Powell, R. B., Dayer, A. A., & Archibald, T. G. (2022a). A culturally responsive evaluation framework and its application in Environmental Education. *Evaluation and Program Planning*, 92, 102073.
<https://doi.org/10.1016/j.evalprogplan.2022.102073>

Abstract:

“Despite the many challenges inherent in conducting high-quality evaluations in the field of environmental education (EE), there is a growing recognition of the importance of evaluation, not only to gauge program success, but also to use evaluation results to improve programming, support organizational learning, and ensure programs are meeting the needs of diverse audiences. The challenges to conducting high-quality evaluations are exacerbated by historical issues of inequity and systemic racism that are pervasive in the United States and globally. We reviewed the literature on culturally responsive approaches to evaluation to propose a culturally responsive evaluation framework and consider its application in EE. This framework helps EE organizations and evaluators consider how issues of race, power, privilege, and inequity influence the evaluation process and the validity of evaluation findings. Implementing this framework may be resource-intensive, but it has the potential to improve evaluation processes and produce actionable results to further address issues of diversity, equity, and inclusion in the field of EE. We call for organizations that support EE efforts to recognize the importance of this approach, and provide adequate resources to encourage its implementation.”

Student Partner Notes:

“This article reviews literature on culturally responsive approaches to evaluation and proposes a culturally responsive evaluation framework. This framework aims to help Environmental Education organizations and evaluators consider the influence of race, power, privilege, and inequity on the evaluation process and the validity of findings. Although implementing this framework may require substantial resources, the authors argue that it can enhance evaluation processes and generate actionable results for addressing social justice issues in EE. The article concludes with a call for organizations supporting EE efforts to recognize and prioritize the importance of this culturally responsive approach and allocate sufficient resources for its implementation. Blending character and environmental education through hands-on experiences is vital for shaping future environmentally responsible professionals. However, implementing this approach faces challenges such as limited resources and adapting programs to diverse student backgrounds. In essence, incorporating character education is crucial for fostering a sense of responsibility, but making it work effectively requires addressing practical challenges and continuously refining the approach for real-world impact.”

- *Natalie Gonzales, Environmental Science, Class of 2025*

Salvador, K., & Kelly-McHale, J. (2017). Music Teacher Educator Perspectives on Social Justice. *Journal of Research in Music Education*, 65(1), 6–24.
<https://www.jstor.org/stable/48588573>

Abstract:

“Given the shifting demographics in American education, the rising likelihood of students with special needs being taught in inclusive classrooms, and the increasing openness with which

students are challenging gender and sex norms, social justice has become a prevalent research topic in music education. This survey sought to investigate the perspectives of music teacher educators with regard to social justice, music education, and music teacher education. Many of the 361 respondents indicated engagement with social justice and shared methods for addressing social justice topics in music teacher education as well as describing limitations that prevented them from doing more. However, about 50% of respondents defined social justice in “difference-blind” terms. A further 10% to 15% of respondents rejected the need to address social justice topics in music teacher education, stated it was not their job, and/or described social justice as a waste of instructional time that should be spent on content. In contrast, 10% to 15% of respondents expressed a desire for assistance understanding more about social justice in school music settings and/or suggestions how to teach about social justice topics in undergraduate music teacher education. This article concludes with a discussion of these findings and suggestions for future research.”

Student Partner Notes:

“The purpose of this article is “...to investigate the perspectives of music teacher educators with regard to social justice and music education.” Questions regarding the implementation of social justice in the classroom, how teachers are prepared to implement social justice in the classroom, ways that social justice could become a part of the curriculum and others. The reason is to learn more about where we stand regarding the discussion of social justice being part of the music curriculum in the classroom and in which ways this can be implemented through K-12 and undergraduate teaching.”

- Sean Brito, *Music*

Solovyeva, E., Sabirova, D., & Morozova, T. (2015). Forming students’ linguistic and cultural competence in academic translation and interpretation studies. *Procedia - Social and Behavioral Sciences*, 199, 415–422. <https://doi.org/10.1016/j.sbspro.2015.07.527>

Abstract:

“The paper deals with the issue of forming students’ linguistic and cultural competence via the integration of courses in Linguistics and Culture Studies into the Bachelor's Programme in Translation and Interpretation Studies for undergraduate students. To grant a well-grounded inference the authors have built a model that discovers the peculiarities of integrative linguistic and cultural approach to teaching the soon-to-be translators and interpreters, the ones who do not only speak several languages fluently but demonstrate complete awareness of their cultural background. A number of fundamental research reports referred to in the article have proved that the core concept of Linguistics and Culture Studies integration lies in the axiological and semantic properties of the language and culture coded in Art as a cultural activity. The authors outline the structural components of the integrative competence-building model and provide teachers with technologies that determine the proper students’ learning outcomes in academic Translation and Interpretation Studies. The model is being successfully realized within a cluster of courses in Country and Culture Studies as well as in English Oral and Written Speech Practice classes at the Faculty of Translation and Interpretation Studies and World Cultural Heritage (Kazan Federal University, Russian Federation). Thus the report reveals the results of the research that is unique for its theoretical approach and supported by twenty years of practice and

observations of the authors in the academic environment. The students' performance analysis and the findings yield the conclusion that the integrative and interactive model appears crucial for building the students' professional skills and awareness of social and cultural significance of their vocation."

Student Partner Notes:

"This article discusses that in today's multicultural world, the importance of learning a foreign language as a means of communication is increasing. Forming linguistic and cultural competence as translators/interpreters has become particularly relevant, as it is not enough to be fluent in a foreign language; it is important to comprehend the mentality and culture of the people speaking the language to overcome cultural barriers. Interpreters must act as ambassadors of culture and provide understanding between parties in an intercultural dialogue. However, the main difficulty lies in the mentality of the author of the original text and the translator/interpreter, which may not fully coincide since they are based on each person's knowledge and viewpoints. The level of general cultural awareness of undergraduate student-interpreters is low, with many lacking background knowledge, the ability to decode concrete manifestations of cultural meanings and symbols, basic cultural concepts, and practical skills for personal and intercultural communication. Many also have poor command of non-verbal forms of communication and have not developed visual-shaped, associative, or systemic cultural thinking."

- *Alejandra Garcia, Spanish Translation and Interpretation, Class of 2025*

Weiland, T., & Williams, I. (2023). Culturally relevant data in teaching statistics and data science courses. *Journal of Statistics and Data Science Education*, 1–16.
<https://doi.org/10.1080/26939169.2023.2249969>

Abstract:

"In this article, we consider how to make data more meaningful to students through the choice of data and the activities we use them in drawing upon students lived experiences more in the teaching of statistics and data science courses. In translating scholarship around culturally relevant pedagogy from the fields of education and mathematics education we develop the idea of culturally relevant data. We see this development as a key ingredient to implementing culturally relevant pedagogy in teaching data-intensive courses leveraging the centrality of context through data in both statistics and data science to engage students particularly from historically marginalized groups in STEM. We provide suggestions as to ways of finding or creating culturally relevant data and using them in implementing culturally relevant pedagogy to support the learning and flourishing of students in statistics and data science courses. We also present findings from pilot work we have done in implementing these data in statistics courses. Finally, we discuss lingering questions and possible next steps for research in this area. Supplementary materials for this article are available online."

Student Partner Notes:

"The purpose of this article is to provide insights on how to make data more culturally relevant for students enrolled in statistics courses. The authors explore what cultural relevance is and what defines a culturally relevant dataset. The main argument is that implementing real-world data is not enough to claim that cultural relevance is utilized in the classroom, as the data must

be relevant to the students' specific experiences and demographics. The author explores a pilot study in which a business statistics class was asked to fill out surveys after exploring what is considered culturally relevant data. The survey responses suggested that students gained deeper insight into the demographics of their communities and challenged their previous perceptions of its diversity.”

- *Elianna Olivo, Statistics, Class of 2025*