Establishing a Culturally Responsive Classroom: Teaching Practices for Mānoa Faculty
Panelists

Patricia Halagao, Curriculum Studies, College of Education
Randall Minas, Jr., IT Management, Shidler College of Business
Jon Osorio, Hawaiʻinuiākea School of Hawaiian Knowledge
Maya Portner, Art, College of Arts and Humanities
Philip von Doetinchem, Physics, College of Natural Sciences
Introductions – Let’s Talk Story

Definition of Talk Story?
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Definition- A Hawaiian community speech event (Au, 1993, p. 32)
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Turn to someone next to you and find out what you have in common besides that you both teach at Mānoa and are signed up for this workshop
Talk Story - In the classroom
Hawai‘i students love to talk story.
It happens outside the classroom daily.
Does this format work in the classroom?
Talk Story - In the classroom

• Open discussion;

• Don’t have to wait to be called on; Students determine when they want to speak

• Overlapping speech;

• Several respond to the each question

(Au, 1993, p. 85)
Peer Groups - Joint Performance (Au, 1993, p. 113)

• Incorporate personal experiences

• Two or more speakers work cooperatively towards a response

• Group performance vs. individual

• Similar to Hawaiian culture – contribute to the well-being of one’s family or friends rather than one’s self
Faculty Panel: What about at Mānoa?

1. What are some differences you’ve noticed with UHM students? How have you adjusted for that?
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1. What are some differences you’ve noticed with UHM students? How have you adjusted for that?

2. What have you found that works? What doesn’t?
References

