

The Culturally Responsive Teaching Survey with UK higher education environment



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It is well established that motivation significantly influences how learners acquire and apply new skills. Motivational processes, including those grounded in Self-Determination Theory, can enhance the cultural identity of low-performing students. This is particularly relevant given that learning is not culturally neutral. This literature review summarises key findings on motivation in relation to culturally appropriate practices and provides suggestions for future research. Key findings indicate that most intervention studies emphasise the importance of addressing cultural bias and tailoring interventions to meet individual student needs. Furthermore, culturally responsive teacher training, conducted both individually and in groups, is identified as essential. The studies reviewed were primarily conducted in school settings in the US and Europe and were predominantly qualitative. Consequently, current research may lack rigour and generalisability due to its focus on Western samples. Future studies could address this limitation by incorporating data from non-Western cultures and other settings, such as universities, to enhance the broader applicability of findings. Additionally, increasing the use of quantitative measures could improve the rigour of research.

Employing mixed-methods approaches would also be beneficial, enabling the triangulation of data to evaluate both intervention outcomes (using quantitative methods to explore what happens) and processes (using qualitative methods to examine how and why outcomes are achieved).

Keywords: cultural identity; motivation; self-determination theory; students; teacher training

Biography:

Dr Elizabeth Kaplunov is a chartered psychologist who evaluates projects about health technology for disabled and vulnerable people with a focus on gaining insight into processes, usage, feasibility, and outcome analysis. She has also previously worked in the charity sector (drugs and alcohol service, deaf health charity, and a charity for disabled people).

She earned her PhD from the University of Bath in 2019, where she specialised in deaf health, communication, and motivation.