NERUPI CSCS Collaborative Project: Research Findings

22 November 2022

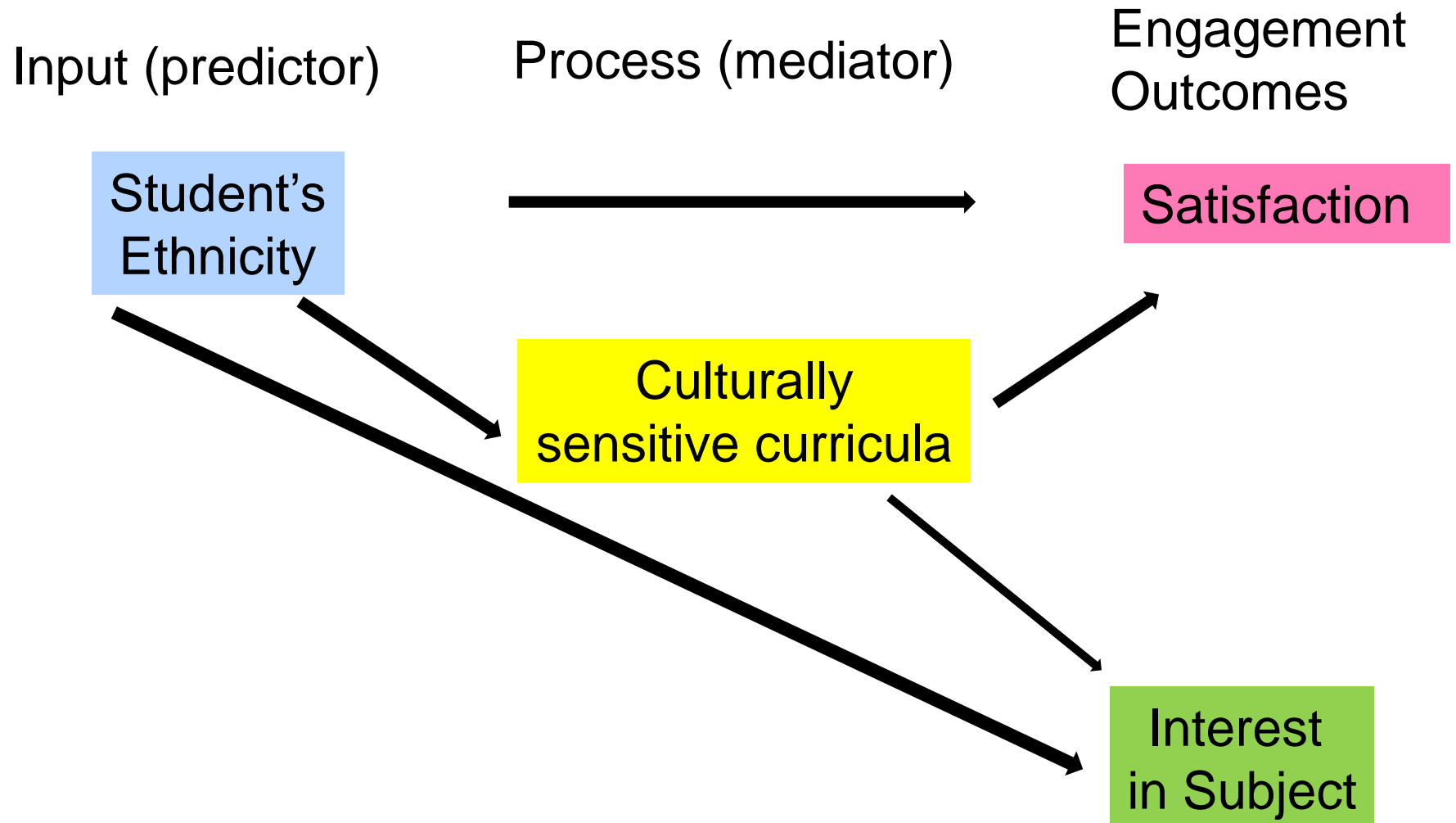*NERUPI Online event: Developing a Culturally Sensitive Curriculum*

Kathleen M. Quinlan, Dave S.P. Thomas, Annette Hayton, Muhammad Arslan Haider and the NERUPI CSCS Group

Aims: NERUPI Network CSCS Project Goals

- Refine the original CSCS

- Scale it up across
    - Seven NERUPI universities

- Replicate findings

- Explore relationship with satisfaction

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Conceptual framework

Input (predictor)

Process (mediator)

Engagement
Outcomes

Student's
Ethnicity

Culturally
sensitive curricula

Satisfaction

Interest
in Subject

Research Questions

1. Are there differences between BAME and White students on their perception of the cultural sensitivity of the curricula (CSCS), interest in the subject, and satisfaction?

2. Does ethnicity predict CSCS and the outcome variables and does CSCS predict the outcome variables?

3. Where there are differences between BAME and white students on the outcome variables (interest, satisfaction), are these explained by (mediated by) the CSCS?

4. What examples and experiences do students offer spontaneously as examples of culturally sensitive educational practices?

Methods – Survey Sample

Surveyed *N*=286 second year undergraduates
○ 80% Female
○ 64% White
○ 57% 18-22 yo; 83%<33 years old)
○ from 7 universities
○ across 8 programme areas in the social sciences and applied health sciences

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Methods - Survey

Part 1 – Culturally Sensitive Curricula Scales

- *Diversity Represented* (7 items; α=.92)

- *Negative Portrayals* (3 items; α=.92)

- NEW: *Positive Depictions* (4 items; α=.86)

- *Challenging Power* (5 items; α=.90)

- *Inclusive Classroom Interactions* (3 items; α=.87)

- NEW: *Culturally-engaging Assessments* (3 items; α=.89)

- NEW: Open-ended question on an experience of culturally sensitive curricula

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Methods: Outcome and Control Variables

- **Part II – Interest.** Students' interest in their course (10 items; α=.88)

- **Part III – Relationships with Teachers – as a Control**
  - *Academic interactions with teachers* (6 items; α=.90)
  - *New: Quality of relationships with teachers* (3 items; α=.91)

- **Part IV – New: Satisfaction.** 6 NSS items (α=.91)

- **Part V** - Demographics

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Methods - Analysis

- **Analyses:**
  - Exploratory Factor Analysis to validate survey
  - Descriptive statistics and t-tests
  - Regression analysis with mediation analysis

Validated revised CSCS Scales

Most CSCS scales correlated with each other

	1	2	3	4	5	6
1. Diversity Represented	—					
2. Negative Portrayals	-.04	—				
3. Positive Depictions	.53**	-.12	—			
4. Challenge Power	.58**	.02	.49**	—		
5. Inclusive Classroom Interactions	.52**	-.01	.45**	.62**	—	
6. Culturally Sensitive Assessments	.60**	-.01	.49**	.64**	.61**	—
7. CSCS Overall	.77**	-.37**	.76**	.77**	.72**	.79**

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Results RQ1:

BAME students rated 5 of 6 CSCS Scales and CSCS Overall lower than White students

Variable	BAME Mean (SD)	White Mean (SD)	Mean Dif	*t*	*d*
Diversity Represented	4.29 (1.13)	4.70 (1.00)	-.41	-3.01**	-.39
Negative Portrayals	3.35 (1.51)	2.39 (1.41)	.96	5.30***	.67
Positive Depictions	3.55 (1.15)	4.17 (1.11)	-.62	-4.33***	-.55
Challenge Power	4.26 (1.30)	4.55 (1.12)	-.30	-1.91	-.25
Inclusive Classroom Interactions	4.83 (1.26)	5.29 (.89)	-.46	-3.20**	-.44
Culturally Sensitive Assessments	4.11 (1.28)	4.56 (1.12)	-.45	-2.91**	-.38
CSCS Overall[+]	4.12 (.81)	4.63 (.76)	-.51	5.20***	-.65

Results RQ1:

BAME rated Satisfaction lower than White students; no differences on other outcome and control variables

Variable	BAME Mean (SD)	White Mean (SD)	Mean Dif	t	d
Course Interest	3.85 (.56)	3.91 (.63)	-.06	-.766	-.10
Interactions with Teaching Staff	2.04 (.71)	2.05 (.64)	-.02	-.178	-.02
Quality of Relationships w/T.S.	3.26 (.78)	3.26 (.74)	-.12	-1.23	-.16
Course Satisfaction	3.36 (.93)	3.79 (.84)	-.43	-3.79***	-.49

RQ2: How much of this original conceptual framework was supported by the NERUPI pilot data?

Input (predictor)

Process (mediator)

Engagement Outcomes

Student's Ethnicity

Culturally sensitive curricula

Satisfaction

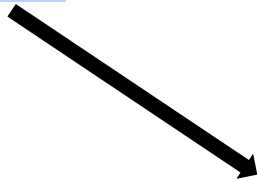Interest in Subject

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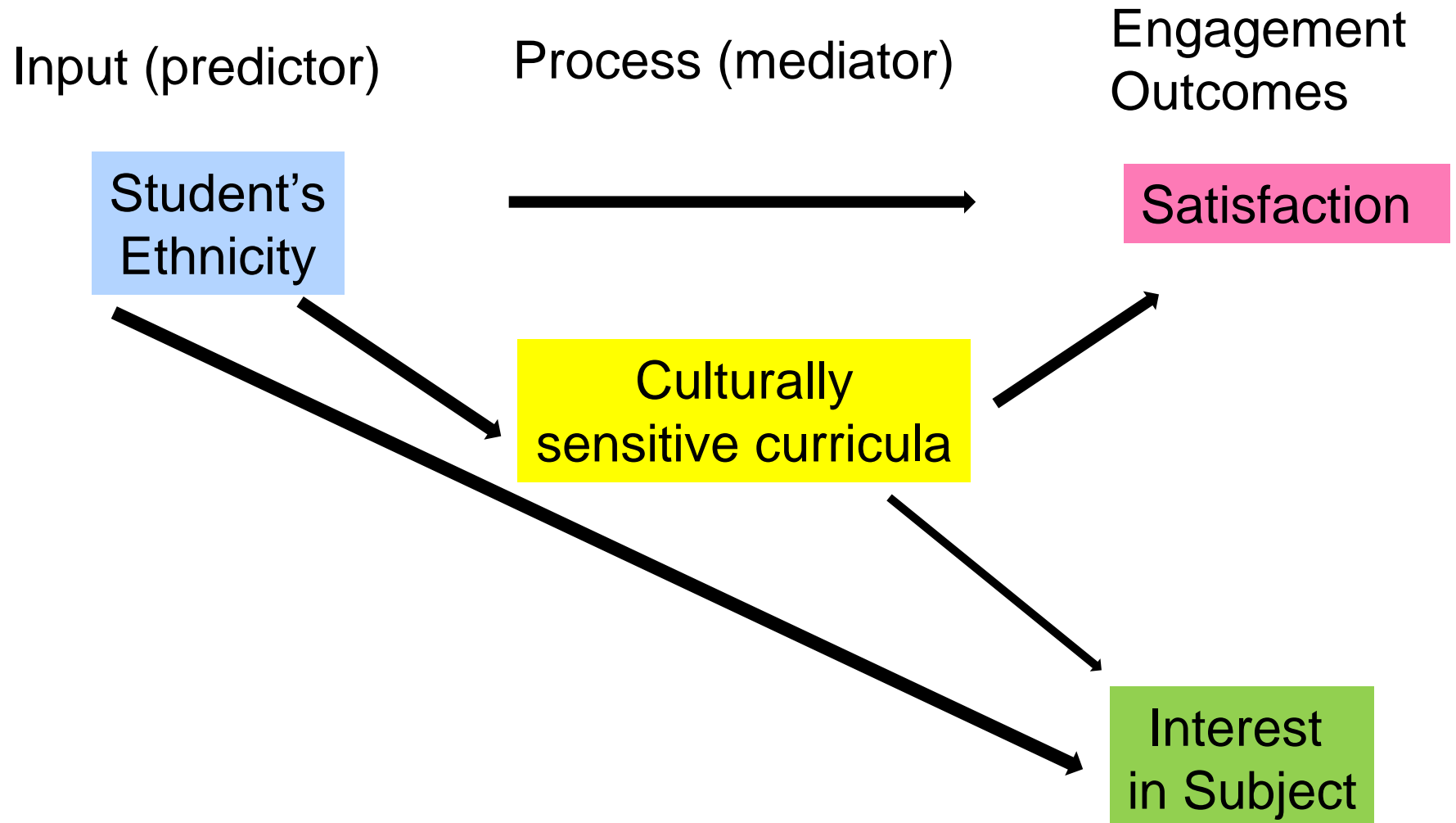
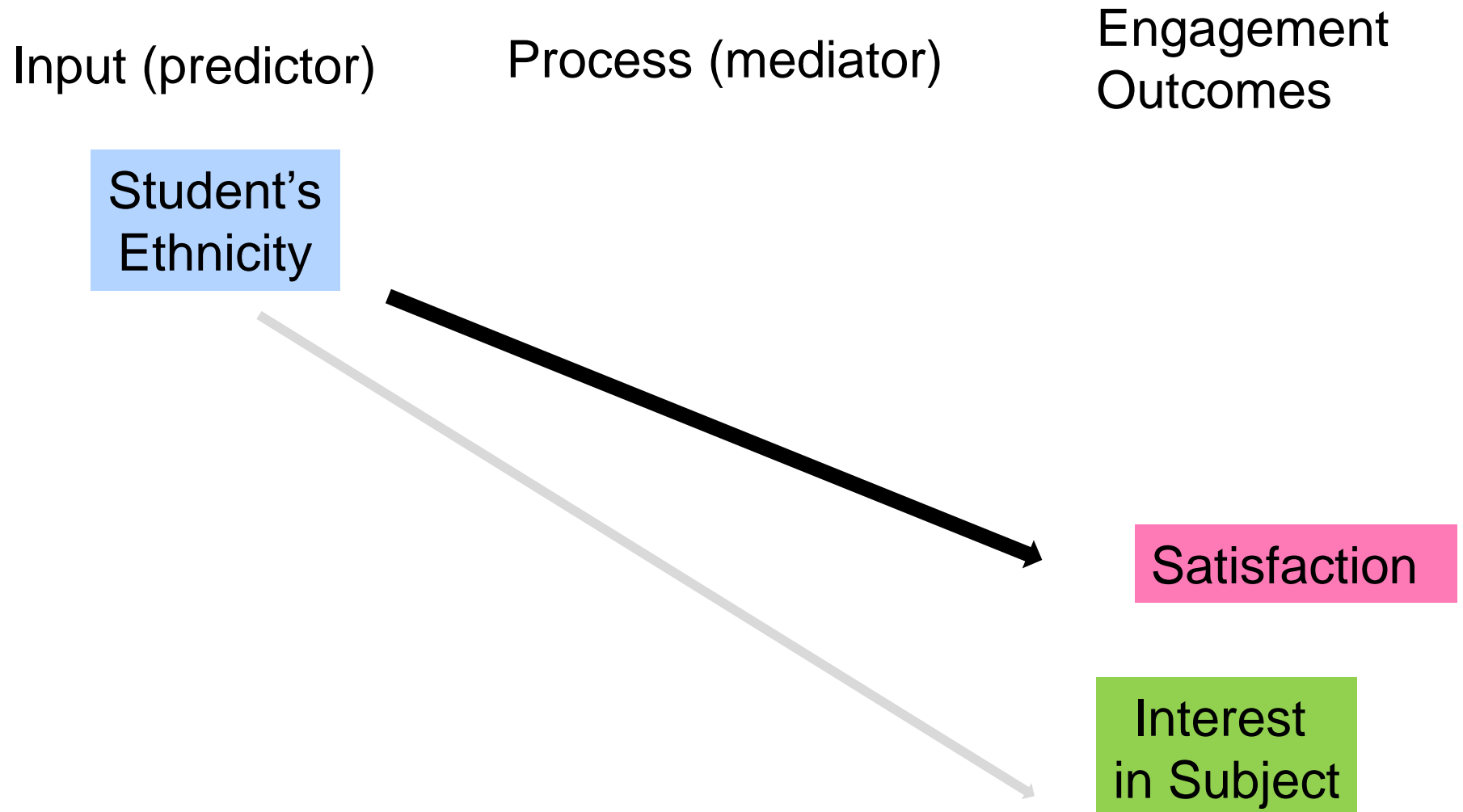# Ethnicity predicted perceptions of the curriculum

Input (predictor)

Process (mediator)

Student's Ethnicity

Culturally sensitive curricula

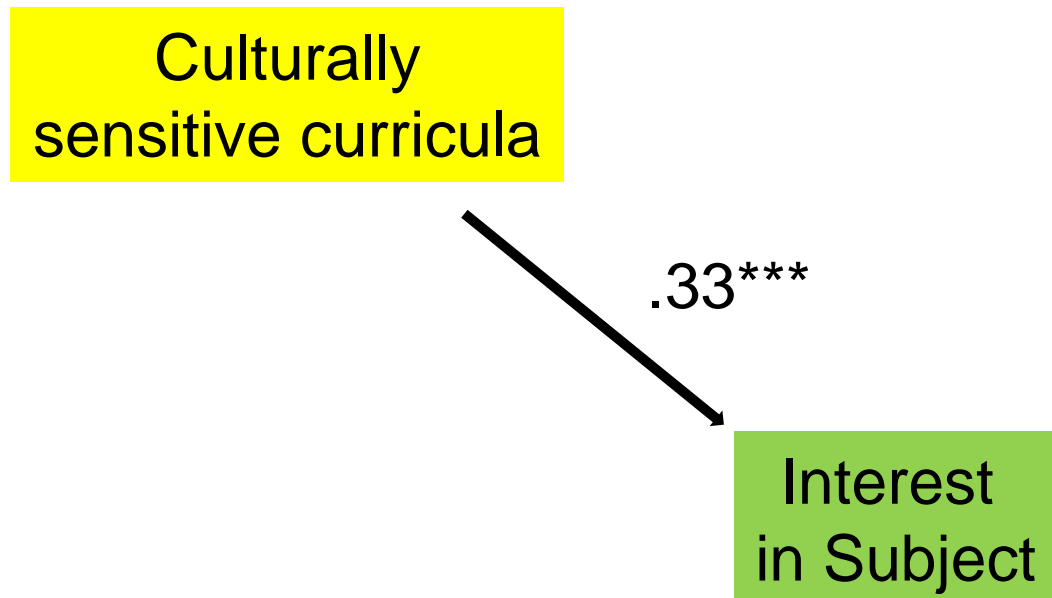# Ethnicity predicted Satisfaction but not interest or the control variables

Input (predictor)

Process (mediator)

Engagement Outcomes

Student's Ethnicity

Satisfaction

Interest in Subject

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RQ3: CSCS mediates SATISFACTION GAP

Input (predictor) Process (mediator) Outcome

Student's Ethnicity

.09*

Satisfaction

.51***

Culturally sensitive curricula

.18**

Total effect=.43***

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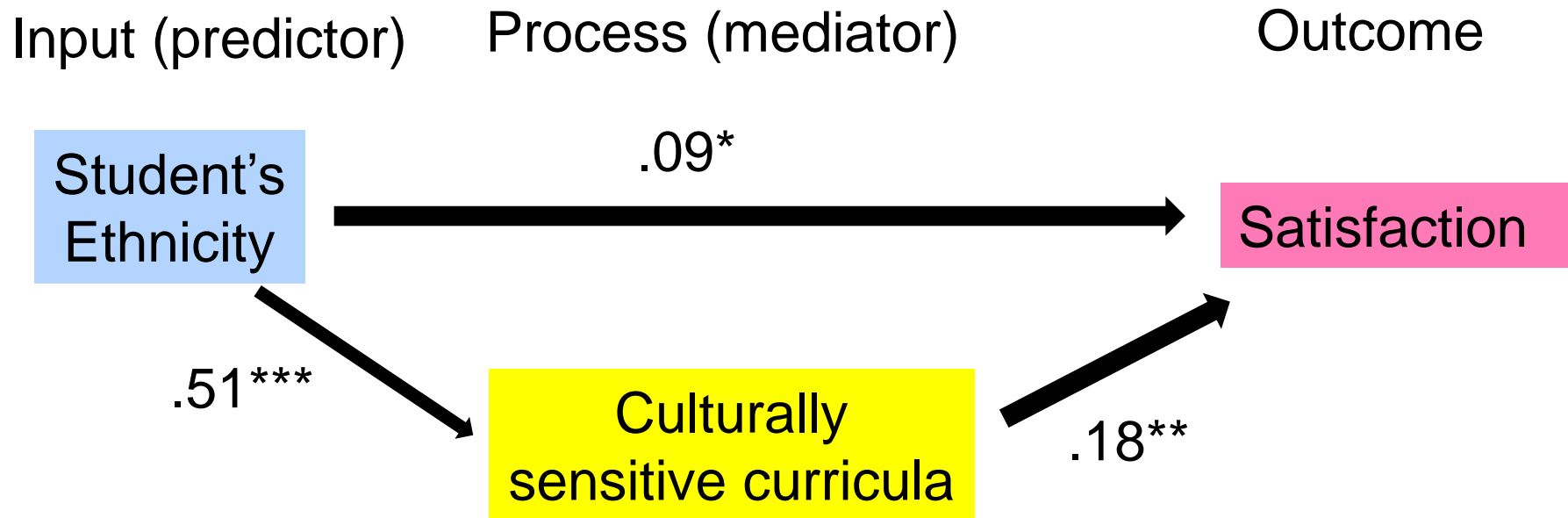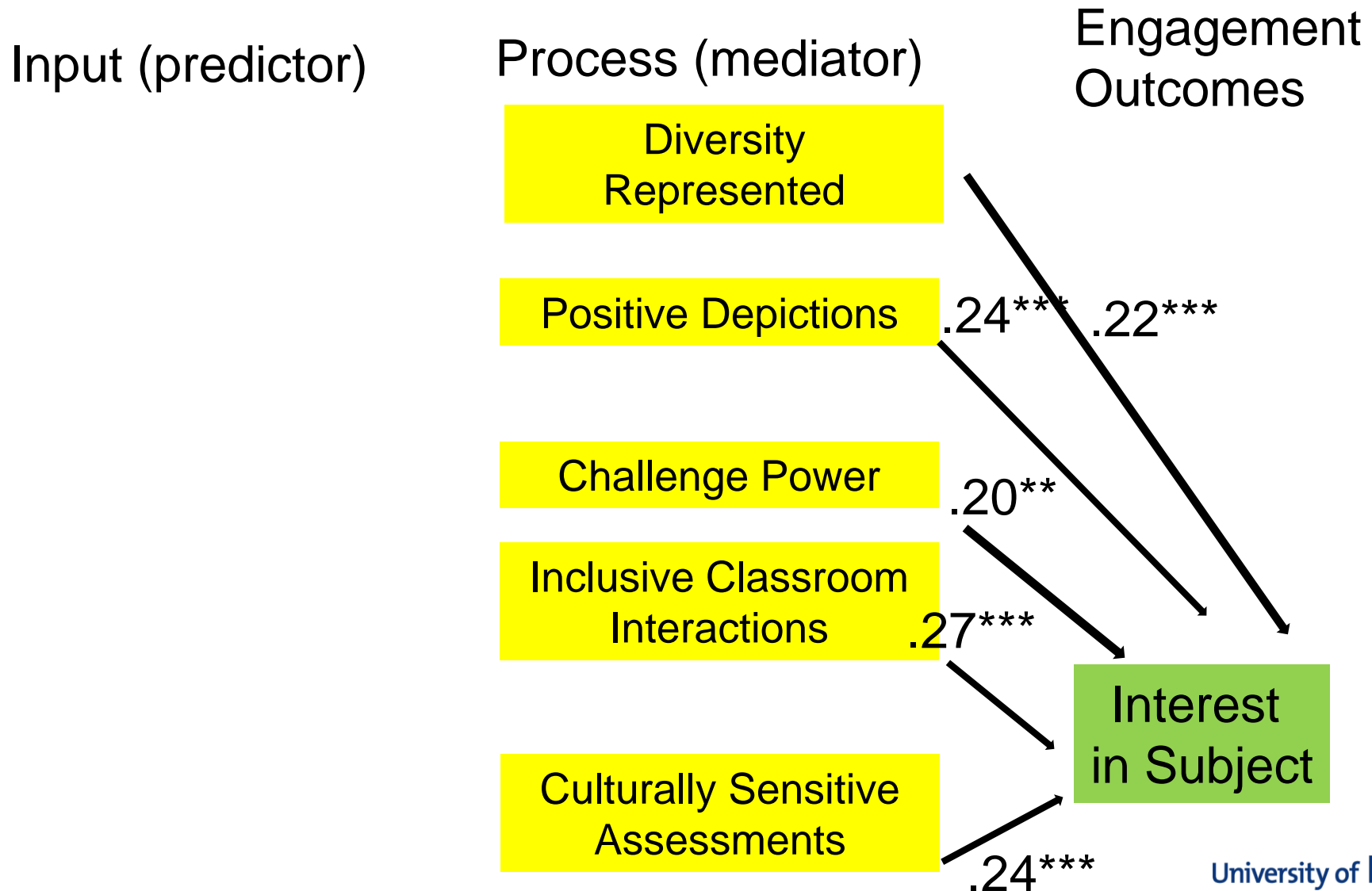
RQ2: CSCS predicts (promotes) interest when controlling for other variables

Input (predictor)

Process (mediator)

Engagement Outcomes

Culturally sensitive curricula

.33***

Interest in Subject

RQ4: An experience on your course that was most culturally sensitive

Code	Percent of answers (N=117)
Diversity Represented	29%
Negative Portrayals	3%
Positive Depictions	5%
Challenge Power	17%
Inclusive Classroom Interactions	22%
Culturally Sensitive Assessments	0%
Diversity NOT Represented	16%
Classroom Interactions NOT Inclusive	8%
Topic/Modules	4%
Backlash	4%
Other	3%

Summary

- BAME students experienced curricula as less culturally sensitive than White students

- Creating culturally sensitive curricula *may* reduce BAME/White satisfaction gaps

- Culturally sensitive curricula supports interest for BAME and White students

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Thank you

- NERUPI

- To participating students

- To collaborators: Jo Astley, Leda Blackwood, Fatmata Daramy, Morag Duffin, Gail Foley, Muhammad Arslan Haider, Deborah Husbands, Helen Kay, Mary Mosoeunyane, Ian Turner, Claire Walsh, and Dan West and local module convenors.

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