Awareness
in
Research
HELLO!

I am Dr. Rebecca Turk
EHHD Multicultural Education
You can find me at rebecca.turk@montana.edu
Research is formalized curiosity. It is poking and prying with a purpose.

-Zora Neale Hurston
1. Cultural Lens
Sociocultural Factors
What is your culture?

- What behaviors were praised/condemned during enculturation?
- What are some of your cultural and societal norms?
- What was your experience with ethnic diversity?
- What was your experience with linguistic and cultural diversity?
- How have your views been influenced? What are your biases?
Cultural Lens

Your personal experiences shape your cultural lens.

We assume everyone interprets the world the way we do.

We assume that our way of doing things is the right way.
Awareness

Ourselves
Being aware of our own culture, traditions, views, influences.

Others
Being aware that other people have different cultures, traditions, views, influences.
How can we broaden our lenses?

- Seek perspective
- Bring diverse voices to the table
- Conscious effort to understand others’ cultural lenses
- Educate on cultural norms, societal expectations, values of other groups
A diverse mix of voices leads to better discussions, decisions, and outcomes.

-Sundar Pichai
2. Recognizing Biases in Research
We all have biases, but we need to be aware of their influence.
Common Biases in Research

**Assumption**
- Same as me
- I know what they want/mean
- My way is the better way
- Biased research goals/results

**Stereotyping**
- All are same
- Overgeneralizations
- ‘positive’ still harmful
- Used to justify reactions toward people from other groups

**Tokenism**
- Symbolic effort
- Racial props
- Voice with no authority
- Seek POC or group to endorse a project to be accepted by others
2. Overcoming Biases in Research

Mitigation and Prevention
BENEFIT, FATIGUE, OVERUSE
TOOLBOX

**Benefit**
What benefit will your research and population participation have on population? Consider how this will benefit them. Do they see this as beneficial?

**Voices and Authority**
Seek individuals from various and target group to have a voice AND authority in the project.

**Communication**
Miscommunication occurs around expectations, cultural norms, and surface/deep cultural differences.

**Cultural Preparedness**
Educate and seek information about target group culture. Utilize campus resources and researchers.

**Relationships**
Build relationships and utilize relationships. Some researchers may already have a good standing relationship.

**Lens**
Surveys, activities, tasks, interviews must have language that considers target lenses.
Societal and Cultural Norms are Fluid

Continuous effort
Include members in authority of your project

World events
Be aware of current issues within target community

Language
Societal roles (elder, gender, finance)
What can we do now?

- Effort to gain other perspective (Social Media, Movies, TV)
- Join local cultural communities (Bienvenidos, WLI, cultural events)
- Meet with other MSU researchers working with groups
- Review/learn the history and core events of the group
Many Indigenous peoples, including the Apsáalooke (Crow): *Ap sol oh geh* [https://youtu.be/QTnX_u3w8yU](https://youtu.be/QTnX_u3w8yU)


Očhéthi Šakówiŋ (Lakota) *Oh chay tee - Shah koh wing* [https://youtu.be/k4eGkCnDBHE](https://youtu.be/k4eGkCnDBHE)

Piikani (Blackfeet): *Pee kah nee.* [https://youtu.be/CBl7GzEnnKc](https://youtu.be/CBl7GzEnnKc)

Seliš (Salish) *Sed leesh.* [https://youtu.be/kdBxXIW4xzw](https://youtu.be/kdBxXIW4xzw)

Sosori’ Newe (Shoshone). *Shuh show nee - Noo woo or Neh Weh* [https://youtu.be/meoNR_Kr-TU](https://youtu.be/meoNR_Kr-TU)

Tsétsêhéstâhese (Northern Cheyenne) *Tsit sistas.* [https://youtu.be/Bxt3WGti9Xc](https://youtu.be/Bxt3WGti9Xc)

have traditional claims to the lands upon which Montana State University (MSU) physically sits. Indigenous histories and perspectives are considered through my work with Montana students and teachers.
THANKS!

Any questions?
You can find me at rebecca.turk@montana.edu & www.educulturalconnect.com