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Opening Our Information Literacy Classrooms to Culturally Responsive Pedagogy

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Opening Our Information Literacy Classrooms to Culturally Responsive Pedagogy

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Culture influences all dimensions of human behavior, including teaching and learning. Culture may be defined as an aggregation of beliefs, attitudes, habits, values, and practices that forms a view of reality or as ‘the modal personality of a unique group of people that provides rules and guidelines for appraising and interpreting interactions with events, people, or ideas encountered in daily life.’

*Definition of Culture* (Gay, 1995, p. 159)
Culturally responsive teaching is defined as using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively. It is based on the assumption that when academic knowledge and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly.

*Definition of Culturally Responsive Teaching* (Gay, 2002, p. 106)
“Resist Resistance”

Dr. Geneva Gay,
Variations on the Cultural Continuum
http://youtu.be/WIJJQtoZJFDY
The answer is not denial or evasion [of ethnic communication styles] but **direct confrontation** and **thorough, critical knowledge** of the interactive relationships between culture, ethnicity, communication, and learning, and between individuals and groups.

(Gay, 2002, p. 111)
The implementation of strategies such as cooperative learning and culturally relevant instruction within the context of existing assumptions and structures will not result in [culturally responsive] pedagogy. Instead current assumptions about teaching, students, learning and the nature of U.S. society must be interrogated and reconstructed. [Culturally responsive] pedagogy also requires the dismantling of existing school structures that foster inequality. It cannot occur within a social and political context embedded with racism, sexism, and inequality.

Introducing the Discourse Styles

We’re not conducting a census here, people.
Form small groups and move around to Althea, Dave, Megan, and Shardé’s “stations.”

We’ll let you know when it’s time to rotate.
Applying the Discourse Styles

Take a moment to think about and apply one or more of these styles to a lesson that you teach or have taught.

Jot down some ideas on your handout or in your notes.
Collaborative & Negotiated Problem Solving (or Think/Pair/Share)

Find a partner and share your thoughts. Work together to consider how these styles would fit into your lesson, and how it might contribute to student learning.

Make note of questions or where you get stuck.

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Questions?