Culturally Relevant Pedagogy in Digital Praxis: Democratic, Socially Just, and Inclusive Teaching

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The Achievement Gap

Socio-Political Issues

Teaching and Learning Issues

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BAME/BIPOC Issues in Learning Experiences

- Stereotyping and internalizing of negative messages by others
- Teachers who act as gatekeepers versus supporters of their educational journeys
- Mixed support from their families and communities
- Inequitable distribution of power in terms of cultural considerations that stem from race and ethnicity
Culturally- Relevant Pedagogy

Predicated on an educator’s commitment to critical self-reflection and recognition of teaching as a political act of transferring social values.

Founded upon the desire to address what Ladson-Billings (1995b) calls “deficit paradigms” of teaching in which students are perceived as inadequate and in need of corrective instruction.

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The Literature

Culturally responsive pedagogy (Cazden & Leggett, 1976; Gay 2000)

Culturally relevant schooling (Castagno & Brayboy, 2008)

Culturally sustaining pedagogy (Paris, 2012)

Culturally revitalizing pedagogy (McCarty & Lee, 2014)

Culturally Relevant Pedagogy 2.0 a.k.a. the Remix (2014)
Culturally Relevant Pedagogy

Critical Race Theory

Design of Learning Experiences
“Digital pedagogy, grounded in social justice and anchored by commitment to a democratized educational system, is nascent.”
Collaboration

This transatlantic collaboration between two educators with experiential knowledge of how traditional and digital pedagogy misalign with the needs of a diverse body of learners is an effort to attend to the achievement gap in digital praxis.
Instructors’ reflections on humanizing pedagogy
Knowledge democracy
Representation Matters
Critical Selection of Educational Technology
Tapping into the Learner’s Culture (Social Presence)
Empathy for and Care (Universal Design for Learning)
The five Rs: respect, relevance, reciprocity, responsibility, and relationships

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Critical Digital Pedagogy in Higher Education

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