Culture, Pedagogy, and School Learning

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University of Missouri, Kansas City
Culture, Pedagogy, and Academic Learning

- Introduction
- The meaning of culture
- Connecting home and school for meaningful learning
- Essential tools for learning
- Making subject matter accessible (examples)
- Discipline specific knowledge
NAEP: Percent of 12 graders performing at or above proficient in 2013

Hispanic 12%
Black 7%

26%
NAEP: Percent of 12 graders performing at or above proficient in 2013

Hispanic 23%
Black 16%
<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>Basic</td>
<td>This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.</td>
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<tr>
<td>Proficient</td>
<td>This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter.</td>
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<tr>
<td>Advanced</td>
<td>This level signifies superior performance.</td>
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</table>
"Culture is man’s medium; there is not one aspect of human life that is not touched and altered by culture. This means personality, how people express themselves (including shows of emotion), the way they think, how they move, how problems are solved, how their cities are planned and laid out, how transportation systems function and are organized, as well as how economic and government systems are put together and function. However, like the purloined letter, it is frequently the most obvious and taken-for-granted and therefore the least studied aspects of culture that influence behavior in the deepest and most subtle ways.” Edward T. Hall, 1977
Outcomes of School Practices (Developmental)
Connecting Home and School

• “I believe that as such simplified social life, the school life should grow gradually out of the home life; that it should take up and continue the activities with which the child is already familiar in the home.

• I believe that it should exhibit these activities to the child, and reproduce them in such ways that the child will gradually learn the meaning of them, and be capable of playing his own part in relation to them.

• I believe that this is a psychological necessity, because it is the only way of securing continuity in the child's growth, the only way of giving a back-ground of past experience to the new ideas given in school”.  John Dewey, My Pedagogical Creed, 1897
Meaningful Learning

• “Thus I have attempted to indicate how the school may be connected with life so that the experience gained by the child in a familiar, commonplace way is carried over and made use of there, and what the child learns in the school is carried back and applied in everyday life, making the school an organic whole, instead of a composite of isolated parts”. John Dewey, School and Society, 1900
Five Essential Tools for Learning

- Culture
- Cognition
- Language
- Literacy
- Experience
Essential Tools

- Experience
  - Building on informal knowledge from everyday experiences to learn new concepts
  - Repurposing everyday experiences for developing shared understanding of new concepts, correcting misinformation, and for monitoring understanding
  - Collaborative learning (inquiry, project-based learning)
Essential Tools

• Literacy
  • Basic reading skills
  • Intermediate literacy
  • Disciplinary literacy
Essential Tools

• Language
  • Using everyday language to understand concepts before learning the language of the discipline
  • Using everyday language as the text for understanding figurative language in complex literary text
  • Using discipline specific language and discourse practices to construct deep knowledge
Essential Tools

• Cognition (sense making)
  • Meaning embedded in and derived from everyday experiences and personal connections
  • Meaning constructed from experiential learning
  • Meaning constructed through collaborative dialogue
# Culture: An essential tool

<table>
<thead>
<tr>
<th>Making Meaning</th>
<th>Interpreting the world</th>
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<tbody>
<tr>
<td>Representation</td>
<td>Symbolic representation of meaning (language)</td>
</tr>
<tr>
<td>Practices</td>
<td>Ways of interacting with the world</td>
</tr>
<tr>
<td>Values</td>
<td>Beliefs and priorities based on understanding of the world</td>
</tr>
</tbody>
</table>
Making Subject Matter Knowledge Accessible

Subject Matter

- Culture
- Cognition
- Experience
- Literacy
- Language
Initiate/Locate Learning in Life Experience

- Helping Struggling Readers
  - Focus on life challenges
  - ..\Video\Helping Struggling Readers_Reading for Their Life.mp4
Focus
- Question
- Problem
- Issue

Knowledge Construction
- Initiate/locate
- Extend
- Strengthen
- Deepen

Learning Tools
- Experience
- Literacy
- Language
- Cognition
- Culture
Project-Based Learning

- Learning connected to real world experiences:
  - ..\Video\Applying Math Skills to a Real-World Problem.mp4
Chemistry: Real World Problem Solving

- Knowledge linked to real world and ethnic/cultural identity: Percy Julian
  - '..\Video\pj07_vid_steroids_350.mp4
Focus

Question

Problem

Issue

Knowledge Construction

Initiate/locate

Extend

Strengthen

Deepen

Learning Tools

Experience

Literacy

Language

Cognition

Culture
The Learning Process

Analysis

Extrapolation

Inquiry

Application

Interpretation
The Teaching Process

Planning

Translating

Enacting

Interpreting
Constructing Discipline Specific Knowledge

Disciplinary Literacy

- Language
- Organizing Ideas
- Inquiry Methods
- Knowledge Construction
# Disciplinary Practices

<table>
<thead>
<tr>
<th></th>
<th>Science</th>
<th>History</th>
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<tbody>
<tr>
<td>Purpose for Practices</td>
<td>Revealing nature, identifying patterns in nature, explaining nature</td>
<td>Developing historical interpretations, explaining the past</td>
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<tr>
<td>Social aspects of practice</td>
<td>Argumentation</td>
<td>Argumentation</td>
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<tr>
<td>Roles</td>
<td>Constructor of claims, critiquer</td>
<td>Constructor of claims, critiquer</td>
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<tr>
<td>Practices</td>
<td>Experimentation, quantification, representation, exposition</td>
<td>Document analysis, sourcing, contextualization, corroboration, narration</td>
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</table>
## Disciplinary Literacy

### Chemistry: Structured Summary

<table>
<thead>
<tr>
<th>Atomic Expression</th>
<th>Element or Substance</th>
<th>Properties</th>
<th>Process</th>
<th>Interaction</th>
<th>Uses</th>
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### Disciplinary Literacy: Applied Mathematics: Structured Summary

<table>
<thead>
<tr>
<th>Numbers</th>
<th>Properties (Laws)</th>
<th>Measurement</th>
<th>Relationships</th>
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</thead>
<tbody>
<tr>
<td>Real numbers, prime numbers, etc.</td>
<td>Associative, cumulative, and distributive</td>
<td>Quantification, description</td>
<td>Interactions, patterns</td>
</tr>
</tbody>
</table>
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