

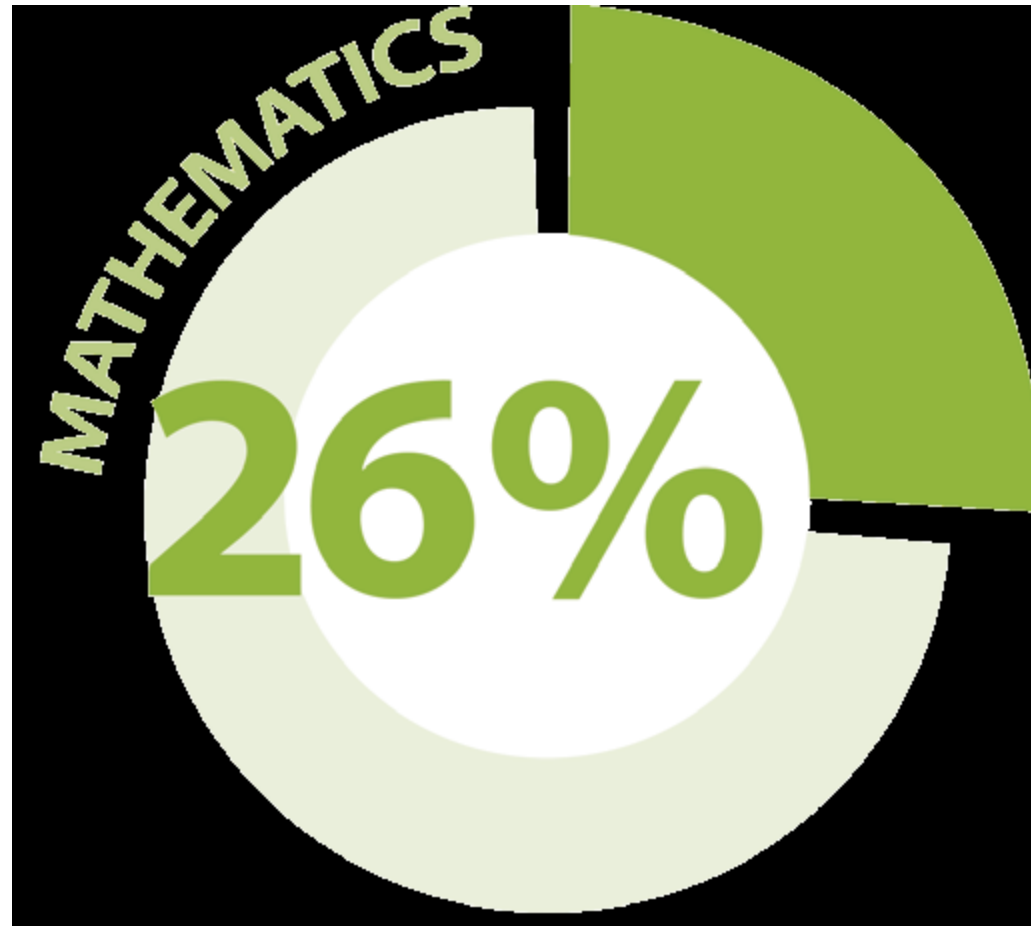
Culture, Pedagogy, and School Learning

Dr. Etta Hollins
Professor
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%

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



Hispanic 23%
Black 16%

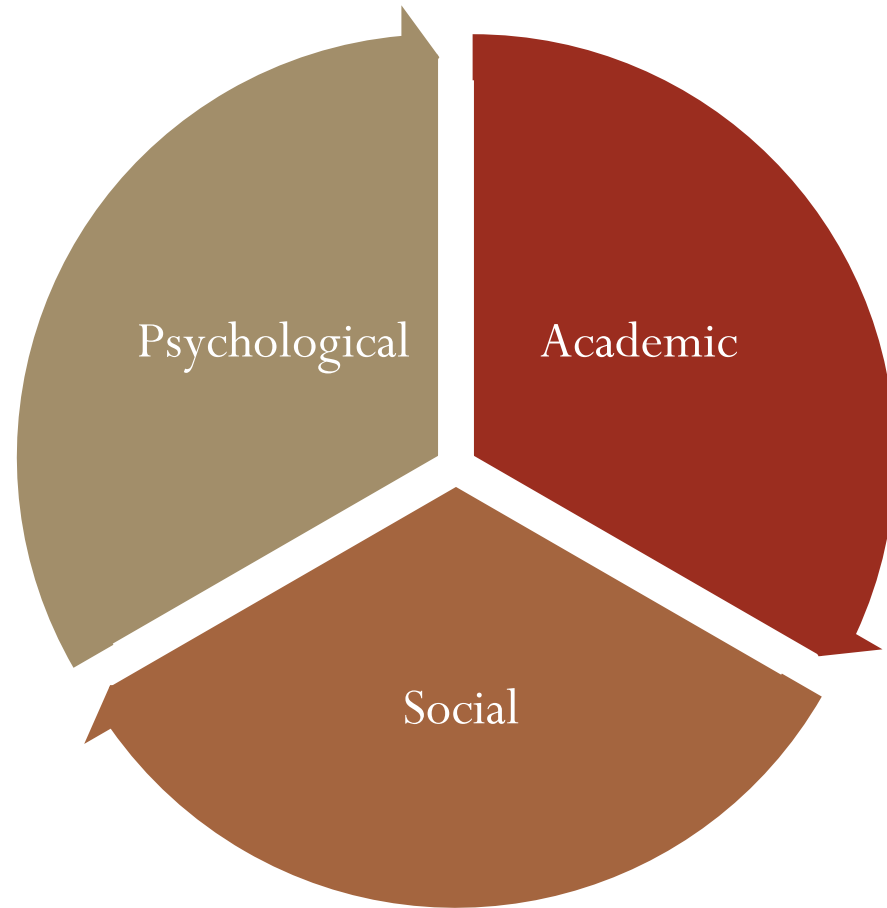
Achievement Level Policy Definitions

Basic	This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
Proficient	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.
Advanced	This level signifies superior performance.

The Meaning of Culture

- “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

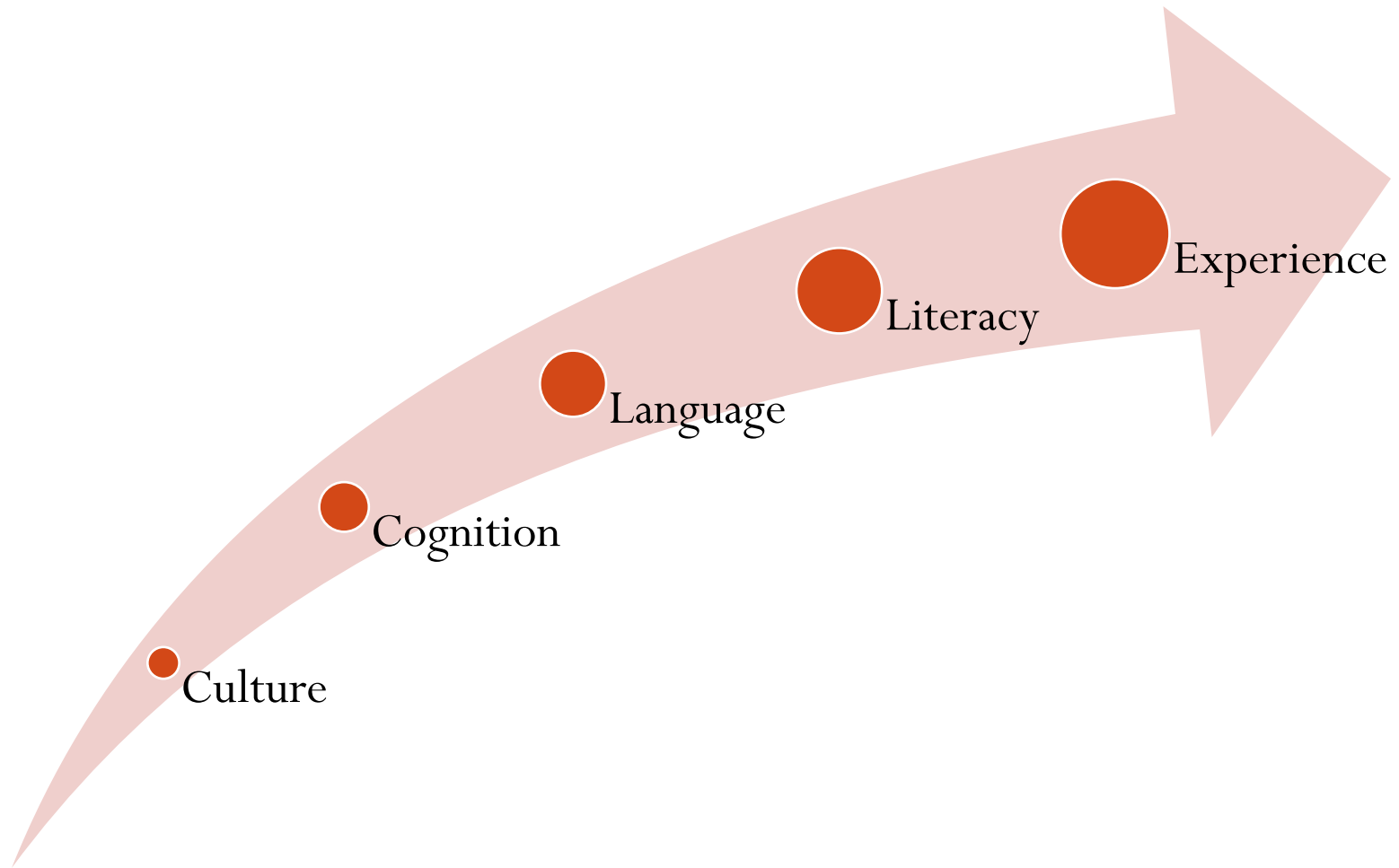
- “I believe that as such simplified social life, the school life should grow gradually out of the home life; that it should take up and continue the activities with which the child is already familiar in the home.
- I believe that it should exhibit these activities to the child, and reproduce them in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



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

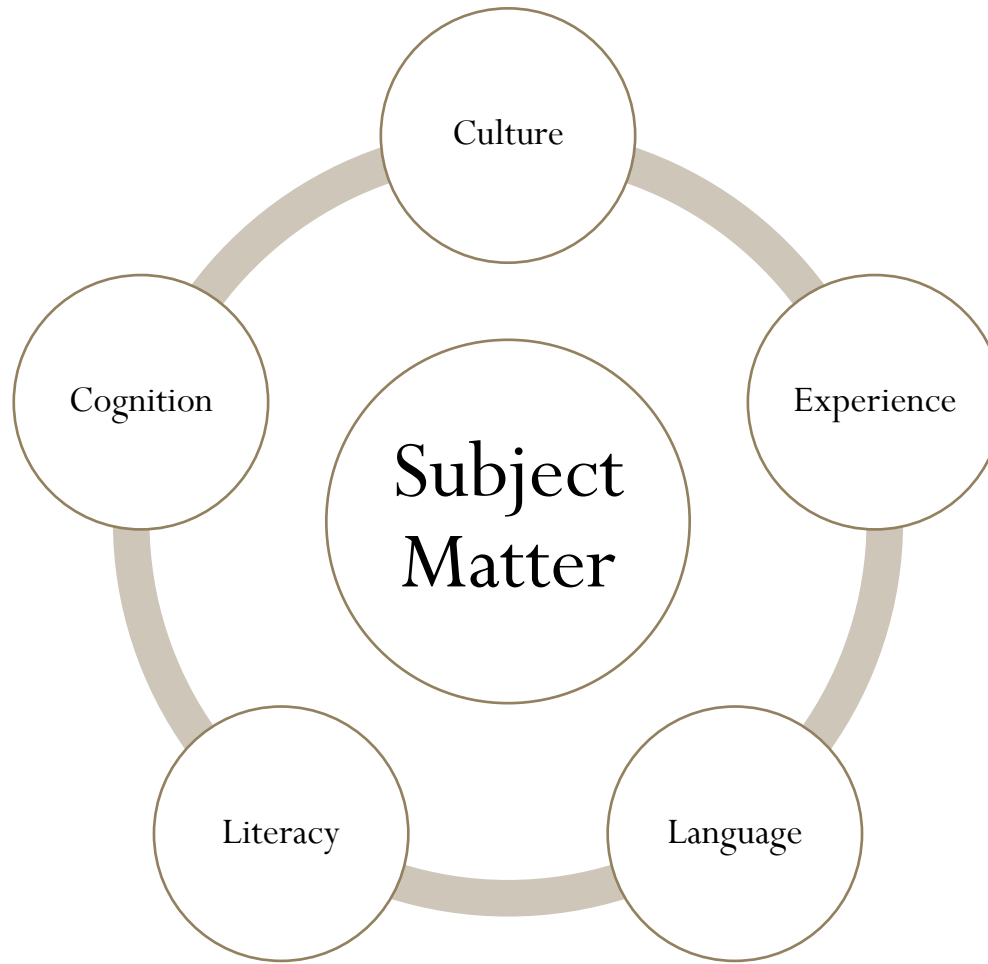
Essential Tools

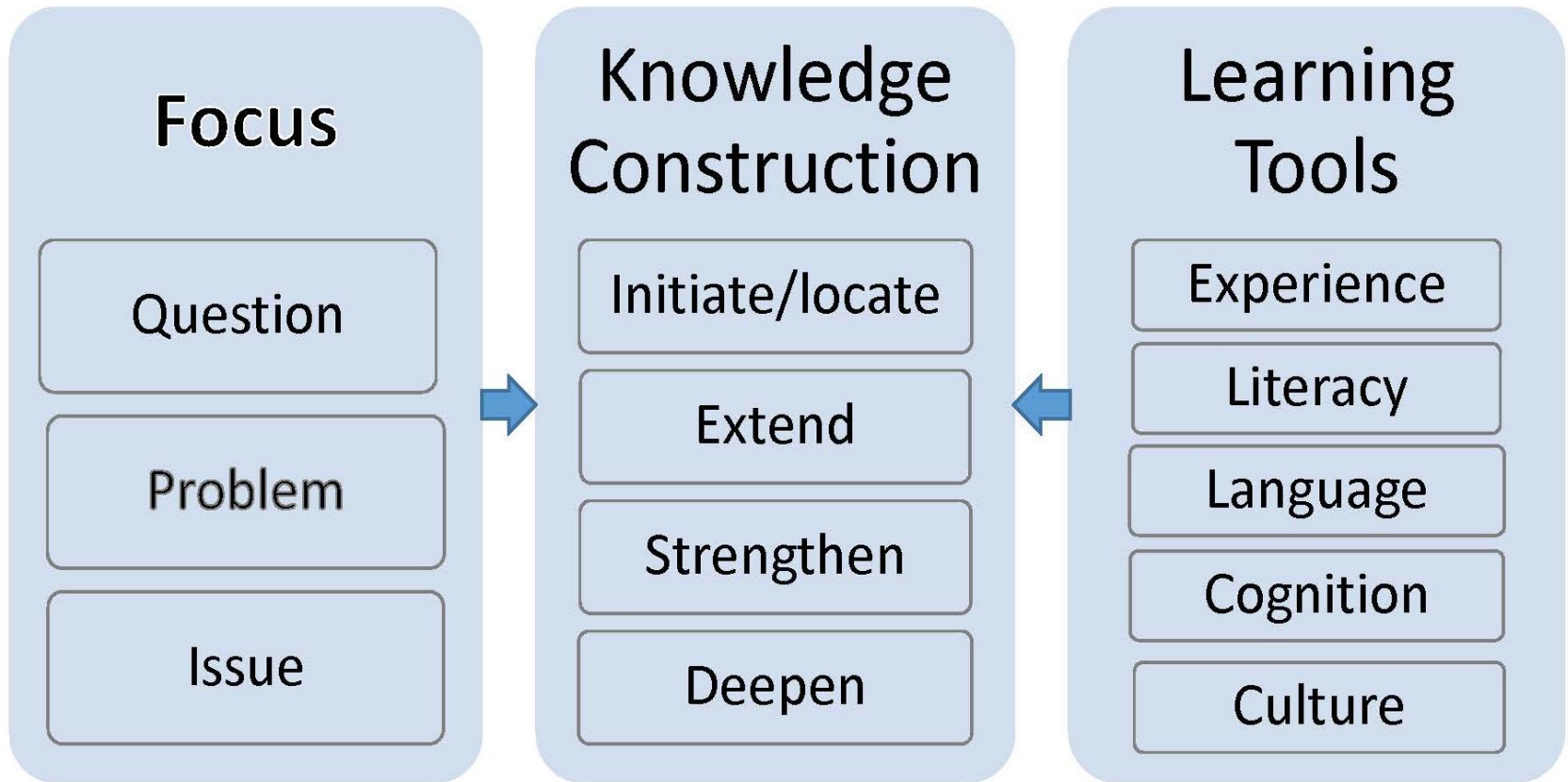
- Cognition (sense making)
 - Meaning embedded in and derived from everyday experiences and personal connections
 - Meaning constructed from experiential learning
 - Meaning constructed through collaborative dialogue

Culture: An essential tool

Making Meaning	Interpreting the world
Representation	Symbolic representation of meaning (language)
Practices	Ways of interacting with the world
Values	Beliefs and priorities based on understanding of the world

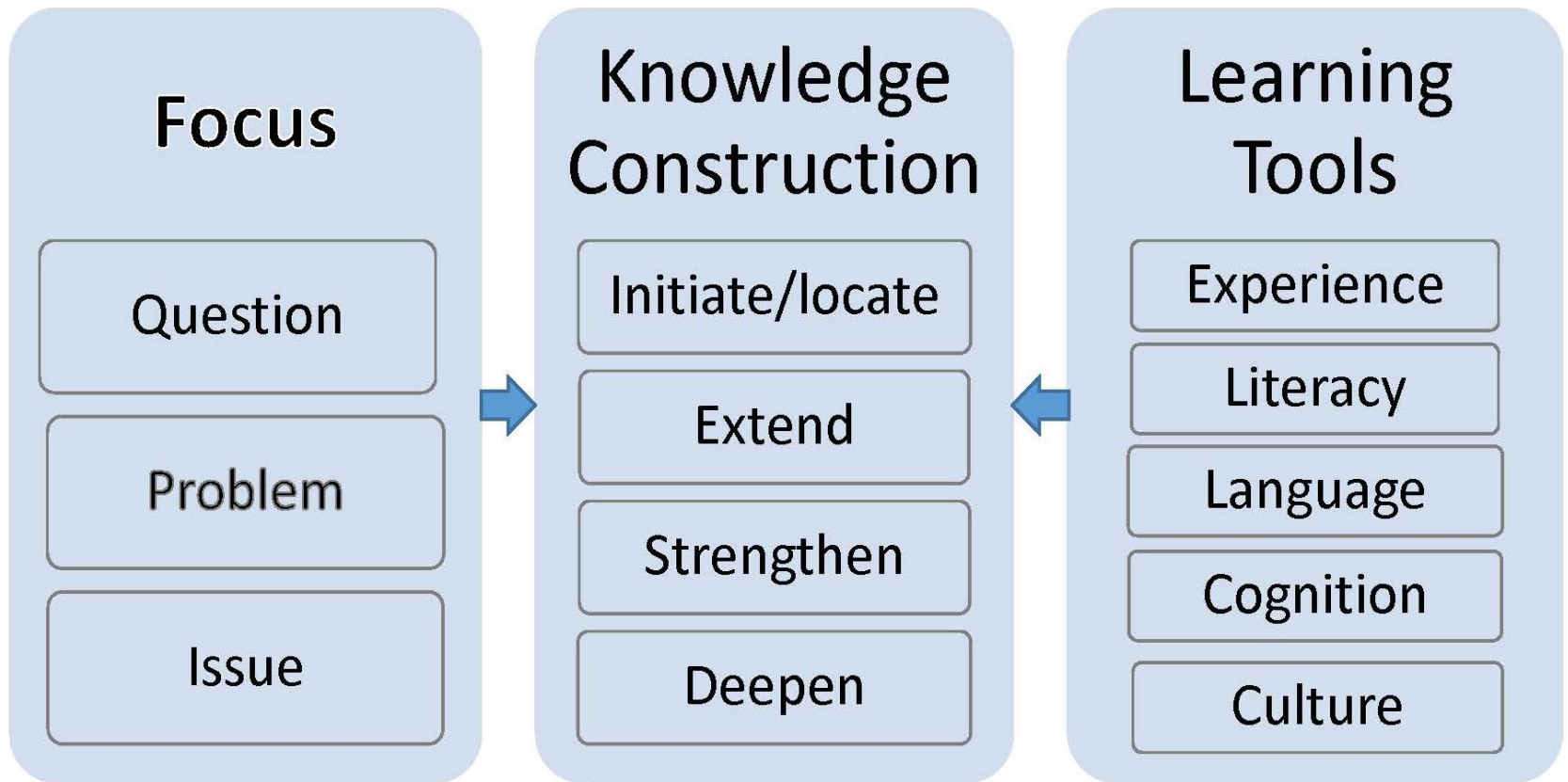
Making Subject Matter Knowledge Accessible





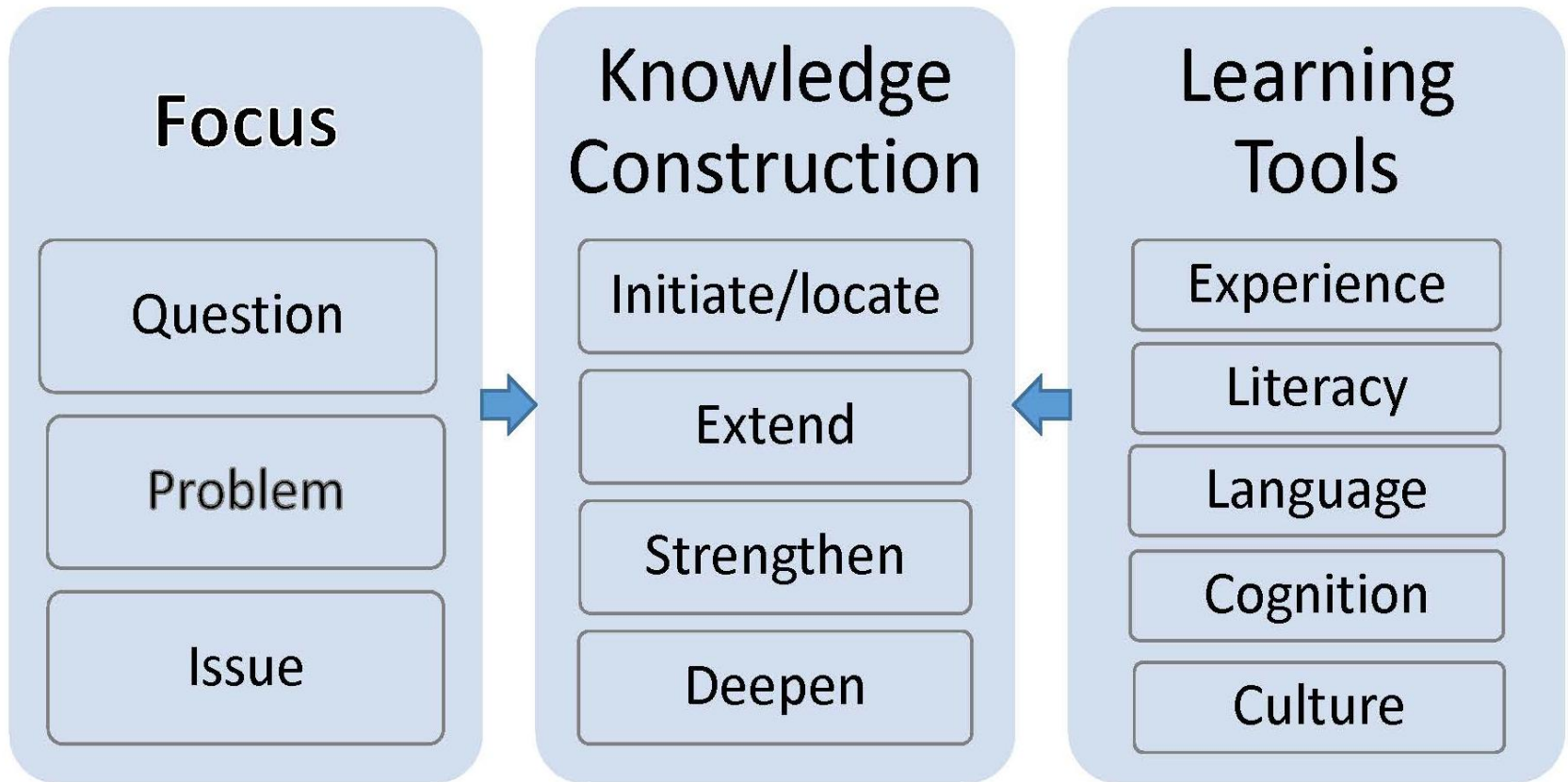
Initiate/Locate Learning in Life Experience

- Helping Struggling Readers
 - Focus on life challenges
 - [..\Video\Helping Struggling Readers Reading for Their Life.mp4](#)



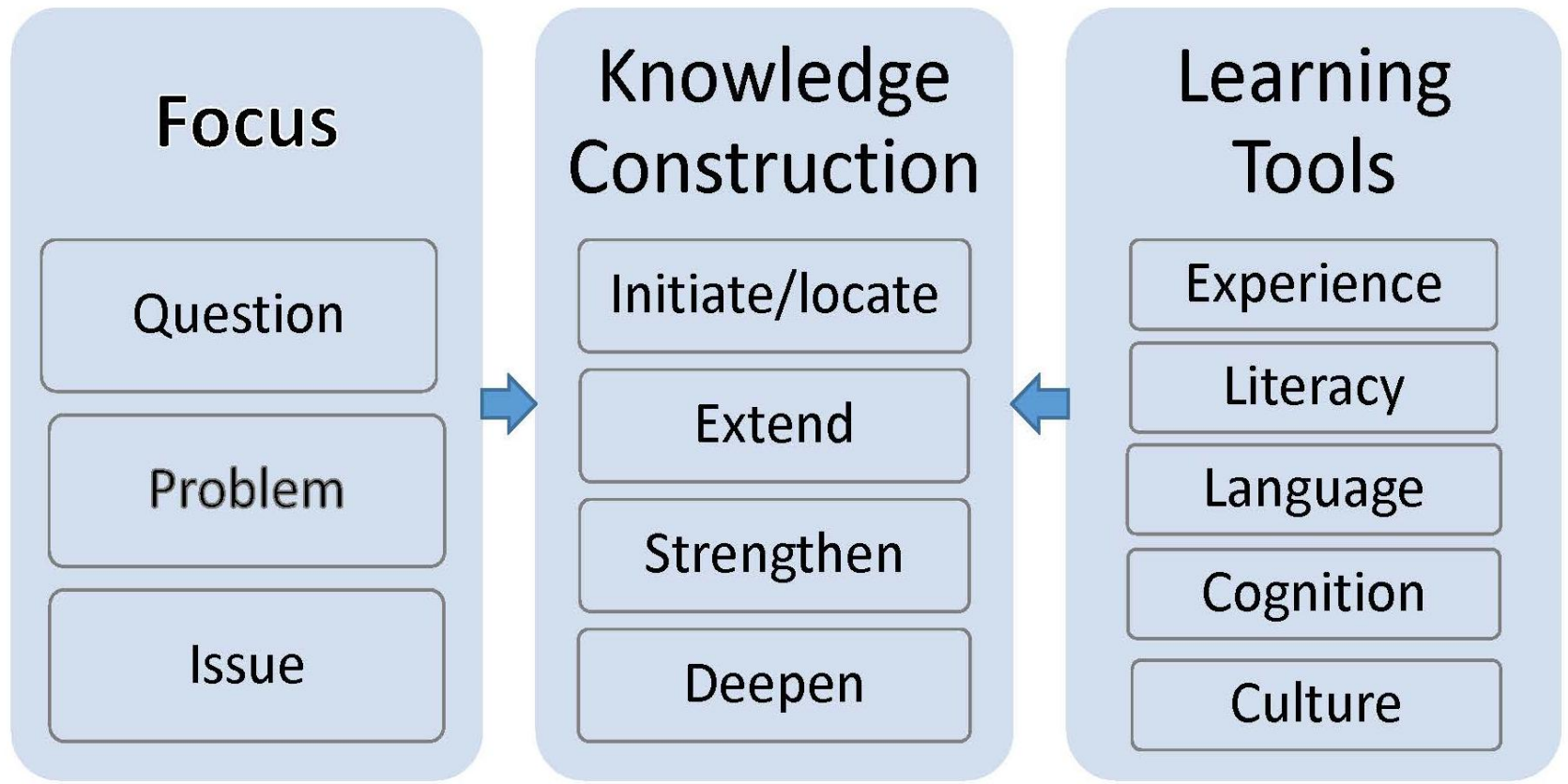
Project-Based Learning

- Learning connected to real world experiences:
 - [..\Video\Applying Math Skills to a Real-World Problem.mp4](#)

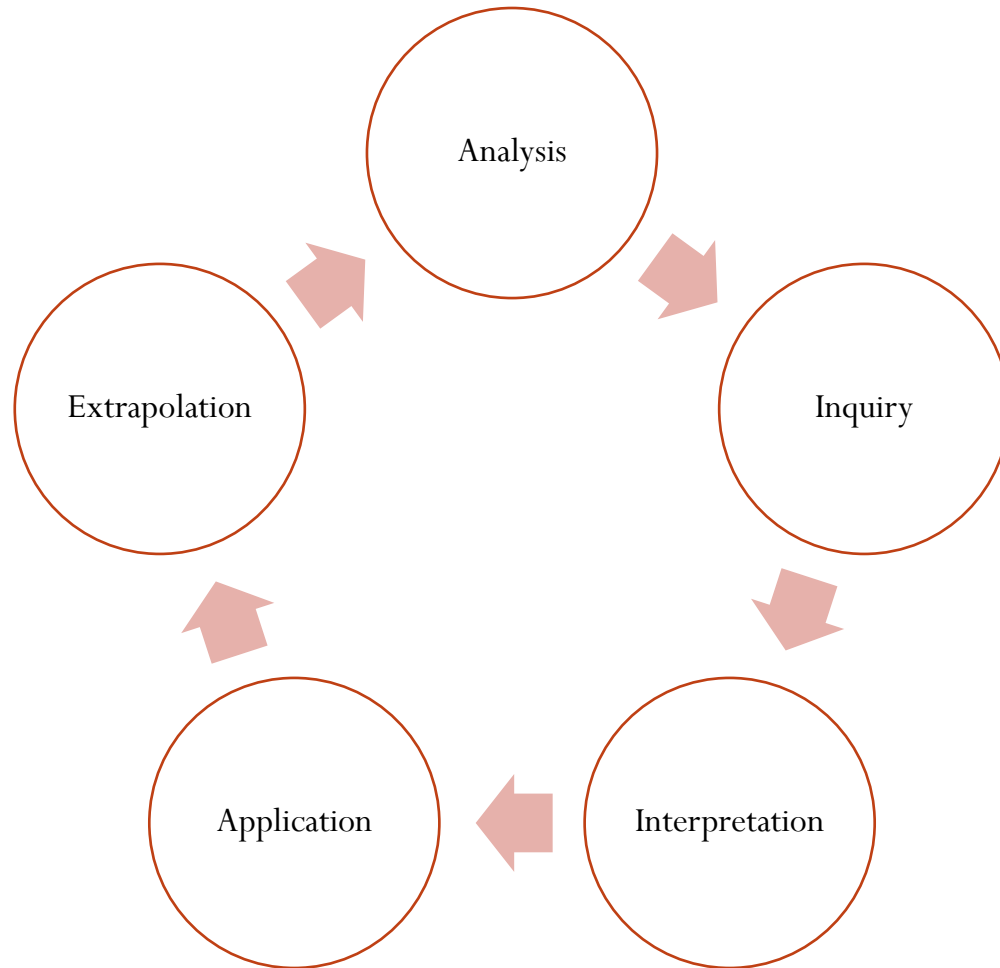


Chemistry: Real World Problem Solving

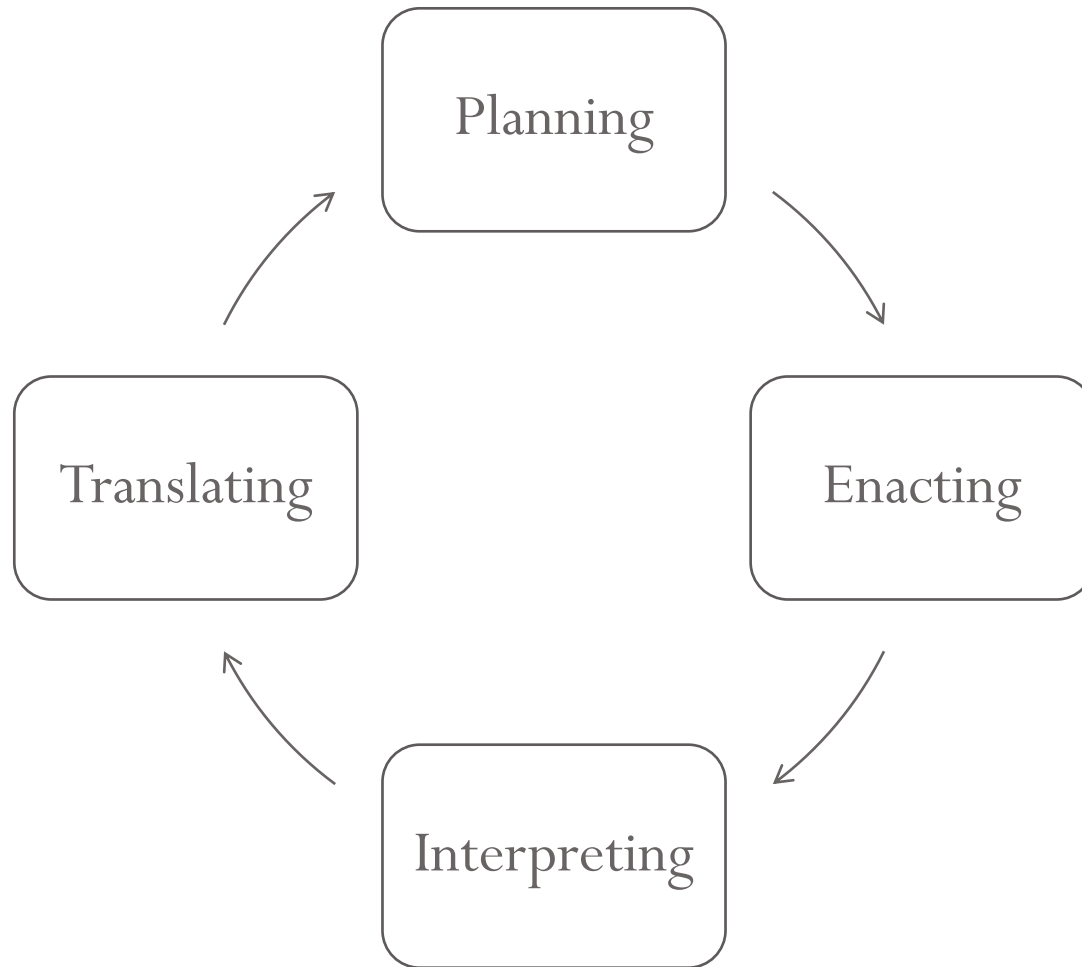
- Knowledge linked to real world and ethnic/cultural identity:
Percy Julian
 - [..\Video\pj07_vid_steroids_350.mp4](#)



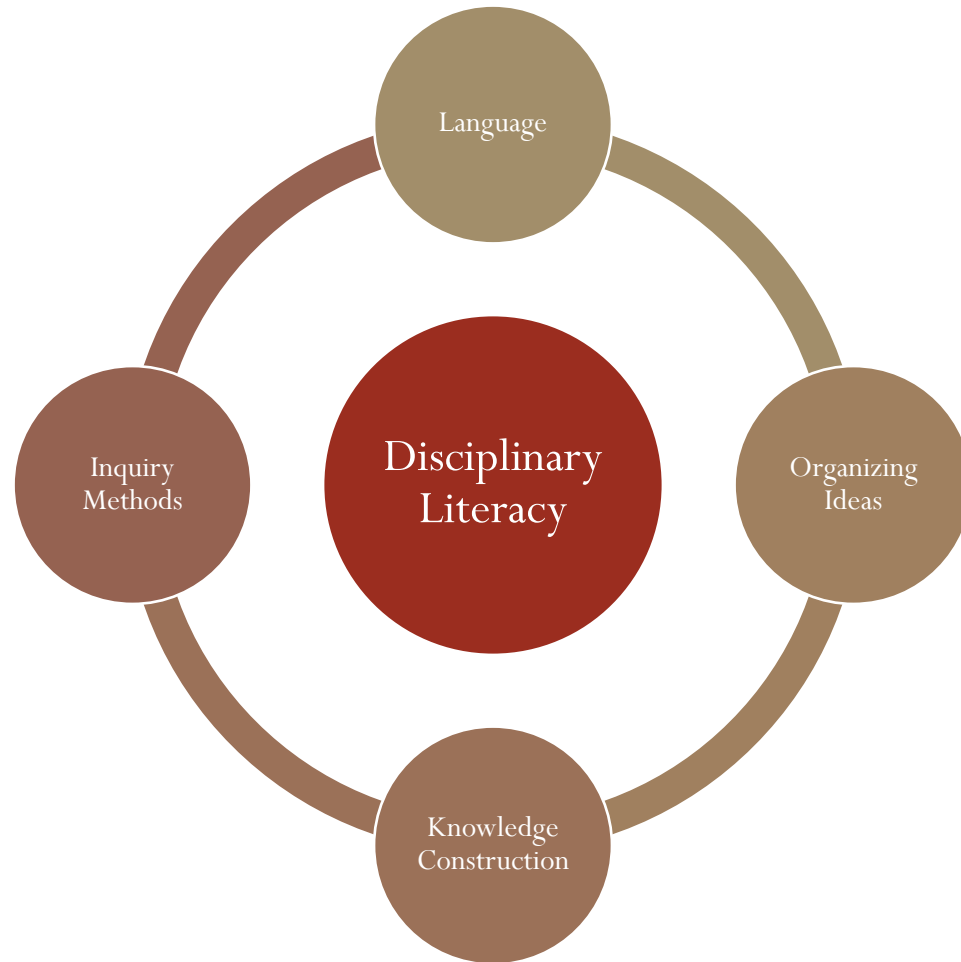
The Learning Process



The Teaching Process



Constructing Discipline Specific Knowledge



Disciplinary Practices

	Science	History
Purpose for Practices	Revealing nature, identifying patterns in nature, explaining nature	Developing historical interpretations, explaining the past
Social aspects of practice	Argumentation	Argumentation
Roles	Constructor of claims, critiquer	Constructor of claims, critiquer
Practices	Experimentation, quantification, representation, exposition	Document analysis, sourcing, contextualization, corroboration, narration

Disciplinary Literacy

Chemistry: Structured Summary

Atomic Expression	Element or Substance	Properties	Process	Interaction	Uses

Disciplinary Literacy: Applied Mathematics: Structured Summary

Numbers	Properties (Laws)	Measurement	Relationships
Real numbers, prime numbers, etc.	Associative, cumulative, and distributive	Quantification, description	Interactions, patterns

Culture, Pedagogy, and School Learning

- The meaning of culture
- Connecting home and school for meaningful learning
- Essential tools for learning
- Making subject matter accessible (examples)
- Discipline specific knowledge