

Exploring Technology Through the Integration of Culturally Relevant Pedagogy and Issues of Social Justice

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Themes

- Theme 1: Teaching and learning with students' needs at the center
- Theme 2: Students' connection to course content and issues of social justice

Note: Direct quotes from the researcher's journal and student work illustrating these themes can be found in Clausen (2017).

Key Word Definitions from the Literature

Cultural Competence--"the ability to help students appreciate and celebrate their cultures of origin while gaining knowledge of and fluency in at least one other culture" (Ladson-Billings, 2014, p. 75).

Culturally Relevant Pedagogy--"Culturally relevant pedagogy rests on three criteria or propositions: (a) Students must experience academic success; (b) students must develop and/or maintain cultural competence; and (c) students must develop a critical consciousness through which they challenge the status quo of the current social order" (Ladson-Billings, 1995, p. 160)

Culturally Responsive Teaching--"using cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students" (Gay, 2010, p. 31).

"Other critical elements of culturally responsive teaching are unpacking unequal distributions of power and privilege, and teaching students of color cultural competence about themselves and each other" (Gay & Kirkland, 2003, p. 181).

Social Justice Education--"We believe that social justice education is both a process and a goal. The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. . . . The process for attaining the goal of social justice we believe should also be democratic and participatory, inclusive and affirming of human agency and human capacities for working collaboratively to create change" (Bell, 1997, pp. 3-4).

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