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ABSTRACT

Culturally responsive pedagogy is an approach that gives recognition to the students' backgrounds, lived experiences and languages, amongst others, when teaching students in diverse learning spaces. The aim of this paper is to provide a critically reflective account of my implementation of culturally responsive pedagogy in my university classes since teaching in higher education contexts in 1997. In reflecting on the implementation of culturally responsive pedagogy in my classes I intend to provide insights into the skills, knowledge, values and attitudes that guided my praxis and the strategies that I implemented to engage students productively for the co-construction of knowledge, the development of critical consciousness and collaborative meaning-making. In providing insights into my experiences, based on my engagement with culturally responsive pedagogy, I will critically reflect on what I learnt during the process, how my learning informed my praxis, and the value of culturally responsive pedagogy for the promotion of equity, access and inclusion. Through engaging with examples from praxis to substantiate my views, I will provide a qualitative, thematic account of my experiences with specific reference to the value of culturally responsive pedagogy in stimulating reflective practice, promoting my understanding of the self, building bridges across linguistic and ethnic groups in my class, and stimulating multiple ways of knowing and being.