

Diversity, Pedagogy, and the Academy: What we can and cannot learn from the K-12 experience

P. David Pearson

UC Berkeley

Professor and Dean

Graduate School of Education

The elements of a diverse setting

- Who gets to be in the room?
 - Representation (both faculty and students)
- Who gets to talk?
 - Voice
- What do we talk about?
 - Curriculum
- Who gets to call the shots?
 - Power

Models of accommodation

- ***Culturally relevant pedagogy*** (Au and many others)
 - What we study (who and what is in the curriculum)
 - How we study it (modes of interaction, participation, and representation of knowledge)
- ***Funds of knowledge perspective***: find ways to privilege the cultural funds of knowledge each student brings to the classroom
- ***Scaffolding perspective***: differential assistance for those who don't have much experience in "doin" school

What we know from research in elementary schools?

- Culturally relevant pedagogy provides students opportunities for
 - Greater cognitive engagement->
 - Better achievement
 - Au, Delpit,
- Funds of knowledge
 - More perspective than data, but...
 - Acknowledges the truth about all learning: we learn what's new in relation to what we know
 - The bridge to the unknown

What we know...elementary

- Scaffolding perspective
- Theory of action in NCLB
 - Measure the performance of all groups in a disaggregated manner
 - Same standards for all
 - Provide everyone the same curricular opportunities
 - Provide interventions on basic skills when necessary
 - Teach explicitly what you want kids to learn

Applying these models to higher education

- Culturally relevant pedagogy
- Uri Treisman: Freshman Calculus here at Berkeley in the 1980s
 - Organize those who are not doing well in a very different manner
 - Big complicated problems
 - Collaborative work groups
 - Achieve at the same level as those cultural groups who usually do well when left to their own devices

Applications to higher ed

- Scaffolding: Outreach programs:
 - Help those students who exhibit potential become college ready
 - An alternative: Help all students become college ready: Cal Prep
- Learning in a diverse Community:
 - UofMichigan law school case:
 - Kenji Hakuta's research
 - cognitive advantage for both over- and under-represented groups

Some other potential applications...

- Legitimate peripheral participation: Jean Lave
- Learning versus acquisition and the role of participation in acquiring new discourses
 - UROP is a great example
 - SROP at other institutions
 - Acquiring discourse and new funds of knowledge of the sort privileged by the academy

Celebrating membership in multiple communities

- View each community and each discourse as an additive resource not a detriment
- Emphasize the tight relationship between form and function in language use (knowing how to use language to one's advantage)

View FoK as bridges not barriers

- Why bilingual and biliteracy education is so important
- Why it is so much harder in California right now to meet the needs of English Language Learners
- Additive not subtractive view of heritage languages

So how will we know when we have made progress? My indicators

- Who gets to be in the room?
 - Representation (both faculty and students)
- Who gets to talk?
 - Voice
- What and who do we talk about?
 - Curriculum
- Who gets to call the shots?
 - Power-who participates in decision-making
- It is as common to see diversity represented in a science lab as in a sociology or ethnic studies
- When we work as hard to make UC student ready as we work at making students UC ready