



Culture in School Learning: Revealing the Deep Meaning

By Etta R. Hollins

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Challenging educators to better understand themselves and their students, this text presents a powerful process for developing a teaching perspective that embraces the centrality of culture in school learning. The six-part process covers examining culture, personalizing culture, inquiring about students' cultures and communities, applying knowledge about culture to teaching, formulating theory or a conceptual framework linking culture and school learning, and transforming professional practice to better meet the needs of students from different cultural and experiential backgrounds. All aspects of the process are interrelated and interdependent. Two basic procedures employed in this process are presented: constructing an operational definition of culture that reveals its deep meaning in cognition and learning, and applying the reflective-interpretive-inquiry (RIQ) approach to making linkages between students' cultural and experiential backgrounds and classroom instruction. Pedagogical features in each chapter include Focus Questions; Chapter Summaries; Suggested Learning Experiences, Critical Reading lists. A Companion Website, new for the Third Edition (www.routledge.com/cw/Hollins), provides additional student resources.

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Editorial Review

Review

"This text challenges educators to better understand themselves and their students through examination of the various facets of culture and their influence on and within educational settings, and provides a conceptual and practical framework for moving forward in developing culturally responsive environments and practices."

Peggy Hickman, Arcadia University, USA

About the Author

Etta R. Hollins holds the Ewing Marion Kauffman Endowed Chair in Urban Teacher Education, University of Missouri, Kansas City, USA.

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