Framing the Writing Classroom through Asset-Based, Equitable Instruction: Culturally Sustaining Pedagogies through Knowledge Transfer Frameworks

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Session Overview

Today, we will...

- **Define terms:**
  - Culturally Sustaining Pedagogies (CSP)
  - Knowledge Transfer and Writing Transfer

- **Frame theories:**
  - CSP (Alim & Paris, 2016)
  - Writing transfer theory (Beaufort, 2007)

- **Make connections:**
  - Describe CSP/ writing transfer framework synergy

- **Discuss applications** to classroom, program, and self

- **Reflect together**

- **What are your goals** for the session? (chat pod)
Poll #1: Culturally Sustaining Pedagogies

What do you know about culturally sustaining pedagogies?

• I use culturally sustaining pedagogies in my curriculum design.
• I have discussed culturally sustaining pedagogies with my composition colleagues.
• I discuss culturally sustaining pedagogies with my FYC students.
• I have heard of or use culturally responsive pedagogy, but not culturally sustaining pedagogies.
• I have heard of culturally sustaining pedagogies, but I’m not exactly sure what they are.
• I have never heard of culturally sustaining pedagogies.
Poll #2: Writing Transfer

What do you know about frameworks or theories of transfer?

• I use frameworks or theories of writing transfer in my curriculum design.
• I have discussed frameworks or theories of writing transfer with my composition colleagues.
• I discuss frameworks or theories of writing transfer with my FYC students.
• I have heard of writing transfer theory, but I’m not exactly sure what it is.
• I have never heard of writing transfer theory.
Culturally Sustaining Pedagogies

Definition:

• Culturally sustaining pedagogy (CSP) is teaching that helps culturally and linguistically diverse students develop and maintain cultural competence, academic success and critical consciousness (Puzio et. al., 2017, p. 223)

• “Seeks to perpetuate and foster - to sustain - linguistic, literature, and cultural pluralism as part of schooling for positive social transformation” (Alim & Paris, 2016, p. 1)
Culturally Sustaining Pedagogies versus Culturally Relevant Pedagogy

- CSP is a loving critique of asset-oriented pedagogies
- Asset-oriented pedagogies provide groundwork for CSP
- Culturally Relevant Pedagogy (CRP) recognizes culture as a strength upon which to construct educational experiences
- CRP falls short of social critique
Knowledge Transfer

**Knowledge transfer** describes:
- How and whether knowledge moves across contexts for and with learners
- How knowledge is transformed and under what circumstances
- Knowledge propagation (Wardle, 2007; Perkins and Salomon, 2012; Moore, 2012)
Knowledge Transfer

**Writing transfer:**

- Can be experienced through setting, task, and/or individual actions
- Is always situated and contextual
- Is neither vertical, nor linear
- Is wrapped up in learner’s beliefs, dispositions, identities
Knowledge Transfer

**Teaching for writing knowledge transfer:**
- Is supported through explicit teaching that supports learners’ grappling with concepts of Writing Studies
- Is facilitated through metacognition and reflection
- Is facilitated by drawing upon learners’ existing knowledges and applying those knowledges to target concepts.
Research and Theories that Support Writing Transfer
We all transfer knowledge.

When you joined this webinar...

- You had prior knowledge about writing knowledge development.

Your prior knowledge is constructed by and inseparable from your:

- Beliefs
- Values
- Identities
- Communities of practice
- Cultural knowledges
CSP is founded on belief that education promotes assimilation and white privilege.

- In response, the goals of CSP are:
  - Decenter dominant discourse
  - Honor, promote and sustain diverse community values and beliefs
  - Engage and support cultural pluralism

- The work of CSP includes:
  - Identifying positionality of instructor
  - Reframing goals of equity and access
Beaufort’s Conceptual Model

Writing knowledge develops non-linearly in and across different overlapping knowledge domains
Applications

What might CSP look like in classroom, program, or individual practice as an approach to facilitating writing knowledge transfer?
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What might CSP look like in classroom, program, or individual practice as an approach to facilitating writing knowledge transfer?

- Create texts that affirm students’ knowledges
- Explicitly build on what students already know
- Develop a true representation of texts, authors, and viewpoints
- Develop classroom norms and expectations in collaboration with students
Applications

What might CSP look like in classroom, program, or individual practice as an approach to facilitating writing knowledge transfer?

- Engage students in tasks that ask them to maintain critical consciousness
- Read texts that examine and discuss privilege, power, and cultural transformation
- Maintain our own critical perspectives
- Share with your colleagues and broader communities
Reflection

• What is one takeaway from our discussion today?

• What is something that you already do or could adjust to explicitly draw upon CSP as support for knowledge transfer?

• What are your questions?
References and Further Reading


