

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



Dr. Lisa Tremain, English
Dr. Libbi Miller, Education
Humboldt State University



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

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**



HUMBOLDT STATE UNIVERSITY



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

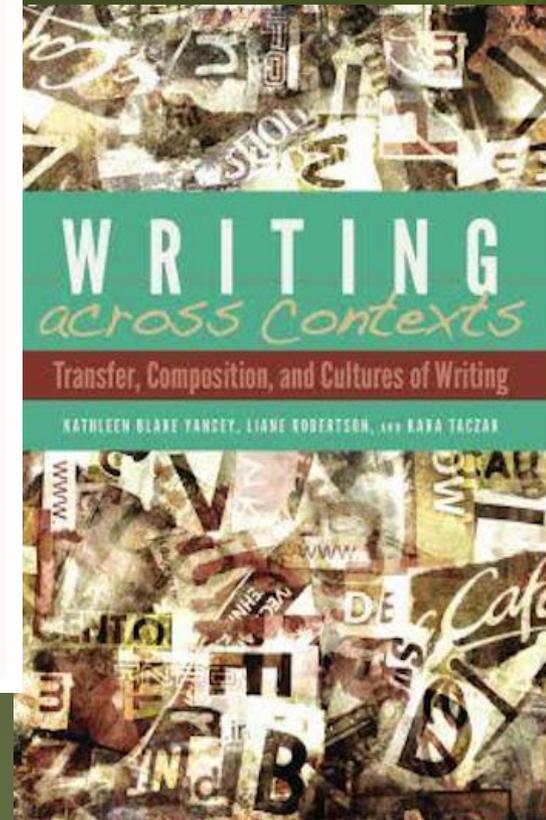
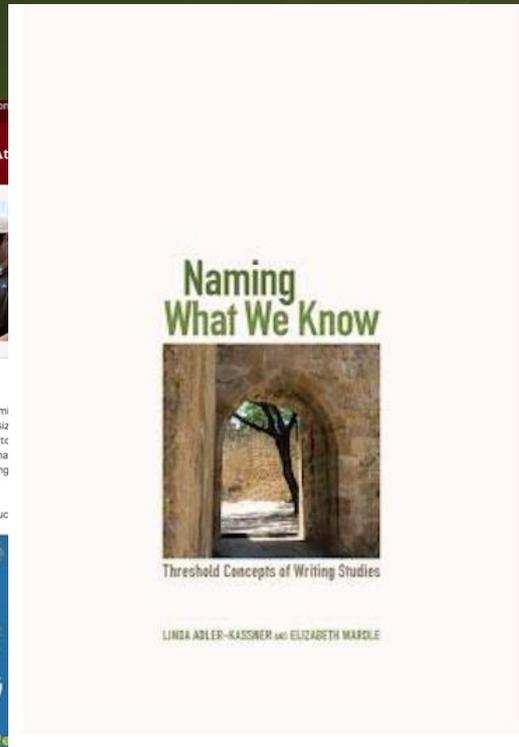
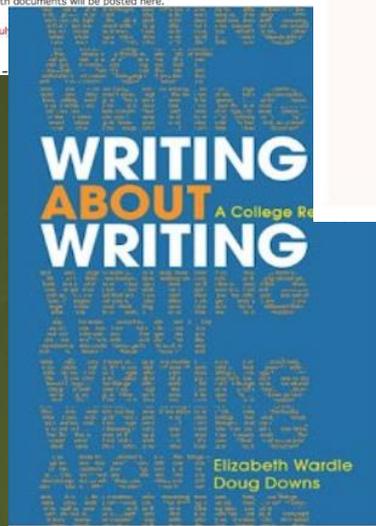
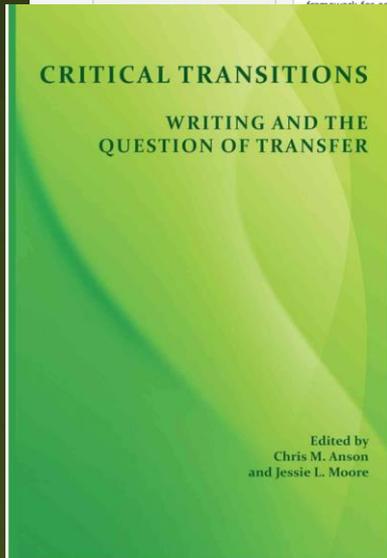


Elon Statement on Writing Transfer

Developed by 45 writing researchers participating in the 2011-2013 Elon University Research Seminar Critical Transitions: Writing and the Question of Transfer, this statement summarizes and synthesizes seminar's meta-level discussions about writing and transfer, not as an end-point, but in an effort to promote continued inquiry and theory-building. As part of the seminar, ERS facilitated internal research about writing transfer and fostered discussions about recognizing, identifying and developing working principles about writing transfer.

In the next version of this working draft, an executive summary will be produced for higher education. Updates to both documents will be posted here.

Working Draft (July 2013)



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:

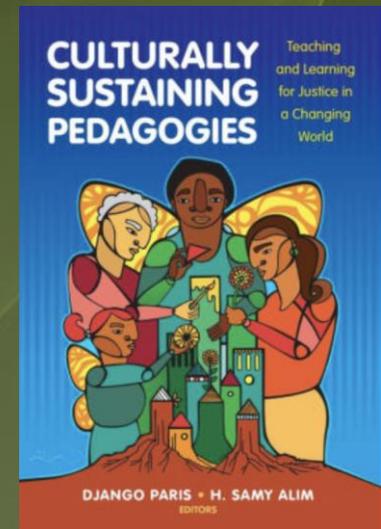
- Beliefs
- Values
- Identities
- Communities of practice
- Cultural knowledges



Foundations of Culturally Sustaining Pedagogies

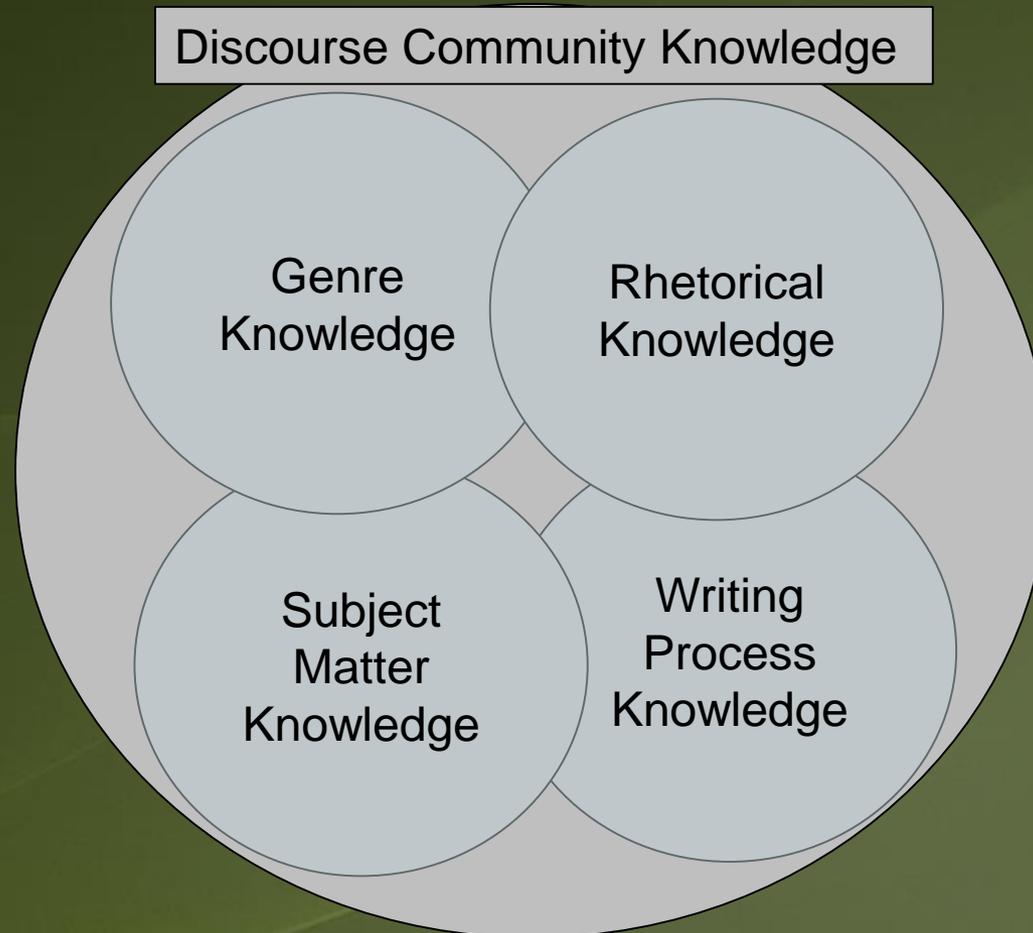
CSP is founded on belief that education promotes assimilation and white privilege.

- 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



HUMBOLDT STATE UNIVERSITY



Applications

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



Applications

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

- Adler-Kassner, Linda and Elizabeth Wardle. 2015. *Naming What We Know: Threshold Concepts of Writing Studies*. Logan, UT: Utah State University Press.
- Alim, H. S., & Paris, D. (2017). What is culturally sustaining pedagogies and why does it matter? In D. Paris and H. S. Alim (Eds.), *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world* (1-21). New York, NY: Teachers College Press.
- Beaufort, Anne. 2007. *College Writing and Beyond: A New Framework for University Writing Instruction*. Logan, UT: Utah State University Press.
- Paris, D. (2012). Culturally sustaining pedagogies: A needed change in stance, terminology, and practice. *Educational researcher*, 41(3), 93-97.
- Perkins, D. N., & Salomon, G. (2012). Knowledge to go: A motivational and dispositional view of transfer. *Educational Psychologist*, 47(3), 248-258.
- Puzio, K., Newcomer, S., Pratt, K., McNeely, K., Jacobs, M., & Hooker, S. (2017). Creative failures in culturally sustaining pedagogy. *Language Arts*, 94(4), 223-233.
- Wardle, E. (2012, September). Creative repurposing for expansive learning: considering 'problem-exploring' and 'answer-getting' dispositions in individuals and fields. In *Composition Forum*, 25 (4).
- Wardle, Elizabeth and Doug Downs, eds. 2017. *Writing about Writing: A College Reader*, Third Edition. Boston: Bedford/St. Martin's.
- Wenger, Etienne. 1998. *Communities of Practice: Learning, Meaning, and Identity*. Cambridge: Cambridge University Press.

