

Chapter 19

Culturally Responsive Pedagogy, Universal Design for Learning, Ubiquitous Learning, and Seamless Learning: How These Paradigms Inform the Intentional Design of Learner-Centered Online Learning Environments

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ABSTRACT

The purpose of this chapter is to develop a one-stop checklist that assists educators in providing online teaching grounded in the principles of culturally responsive pedagogy (CRP), Universal Design for Learning (UDL), ubiquitous learning (u-learning), and seamless learning. The authors explore how these paradigms inform the intentional design of learner-centered approaches in online learning environments and what an integrated approach could look like. This chapter will be relevant for faculty in higher education aiming to offer online curricula that emphasize active, collaborative, constructive, authentic, and goal-directed learning.

DOI: 10.4018/978-1-6684-4507-5.ch019

INTRODUCTION

Although the use of technology-enhanced learning is flourishing in higher education, there remains a lack of clear, practical guidance on how to offer online learning programs grounded in the principles of culturally responsive pedagogy (CRP), Universal Design for Learning (UDL), ubiquitous learning (u-learning), and seamless learning.

The objective is to offer design-based online learning that maximizes active, authentic, personalized, and autonomous learning opportunities. The first part of this chapter provides an introduction to the four paradigms and makes the connection to five dimensions of meaningful learning. In the second part of the chapter, the authors discuss an integrated approach. They present ideas for integrated learning scenarios, provide an account of their own ‘real’ teaching in online settings, and they introduce a one-stop checklist that combines the salient characteristics of the four paradigms and assists educators in making instructional design decisions.

BACKGROUND

Culturally Responsive Pedagogy

Introduction

Gay (2018) defines CRP as “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches *to and through* the strengths of these students” (p. 36). Multiple dimensions shape CRP, including student-teacher relationship, classroom climate, classroom management, curriculum content, learning context, instructional techniques, and performance assessment (Gay, 2018).

CRP is a paradigm that encompasses a multitude of concepts and “is called by many different names, including *culturally relevant, sensitive, centered, congruent, reflective, mediated, contextualized, synchronized, and responsive*” (Gay, 2018, p. 36). Among the numerous concepts that have shaped CRP are *accountability, adaptability, connection, cooperation, diversity, empathy, encouragement, inclusiveness, perceptiveness, recognition, resourcefulness, respectfulness, self-confidence, and self-motivation* (CASEL, 2013).

In this chapter, the authors will focus on the four pillars as defined in the Motivational Framework for CRT by Wlodkowski and Ginsberg (1995) due to its emphasis on motivational conditions. Establishing students’ intrinsic motivation and promoting their sensitivity to cultural diversity seems especially crucial in programs that are delivered fully online with little (or no) synchronous time.

Establishing Inclusion

Wlodkowski and Ginsberg’s (1995) framework is built on four pillars. The first pillar, *establishing inclusion*, prompts educators to create a learning atmosphere that fosters mutual respect and a feeling of connection. Collaborative learning experiences that provide opportunities for co-construction of meaning and knowledge, such as, think-pair-share, snow-balling, buzz groups, peer teaching events, writing groups, group debriefings, Socratic circles, virtual poster sessions, and team concept maps are

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