

Chapter 6

Culturally Relevant Teaching in Humanities: E-Book Creation, Blogging, and Bookmaking

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ABSTRACT

This chapter examines how educators at Historically Black Colleges and Universities (HBCUs) and Hispanic-serving institutions (HSIs) are adopting culturally responsive pedagogy and digital media tools to enrich humanities education. Based on scholarly work and culturally pertinent pedagogy, these educators empower students to investigate their cultural identities, cultivate critical thinking, and advance digital literacy. Strategies include curating digital content with cultural relevance, collaborative publication initiatives, and the utilization of e-books and multimedia components. Blogs and bookmaking initiatives encourage students to engage in cultural dialogues actively. By incorporating digital media, HBCUs and HSIs prepare students for a multicultural, globalized world. This chapter highlights transformative practices that promote cultural comprehension and celebrate diversity.

INTRODUCTION

Historically Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions (HSIs) are uniquely positioned in the United States' intricate web of

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higher education institutions. For decades, these institutions have been beacons of educational empowerment, providing students from underrepresented backgrounds with opportunities to excel while celebrating their unique cultural identities. This chapter investigates the fundamentals of education at HBCUs and HSIs. It explores the transformative domain of culturally responsive pedagogy by examining scholars' foundational work. The fundamental premise of culturally responsive pedagogy is that students' cultural contexts and identities are assets that can enrich their learning experiences, not obstacles to overcome. It recognizes that embracing and validating these cultural identities can make educational settings more inclusive and equitable. It examines how educators at HBCUs and HSIs implement this instructional strategy.

Technology has seamlessly incorporated into our daily lives in this digital age. It has changed our methods of communication, information gathering, and learning. Today, educators can bridge the gap between traditional pedagogical approaches and the cultural realities of their students. In addition to embracing cultural responsiveness through innovative digital media tools such as publishing, eBook creation, blogging, and bookmaking, faculty members at HBCUs and HSIs also equip their students with essential digital literacy skills. These skills are indispensable in a world where technology is the driving force of progress and communication. As the chapters progress, they investigate how educators use digital media tools to enhance cultural responsiveness in their instructional strategies. It witnesses the power of these tools to create inclusive and equitable learning environments that validate and appreciate diverse perspectives and prepare students for success in a globalized, interconnected world. The author Frazier (2022) illuminates by offering valuable insights into the evolution of writing instruction at Historically Black Colleges and Universities (HBCUs). It represents a significant contribution to the field of education, particularly in the context of HBCUs, and it provides a comprehensive exploration of various aspects of writing education. It aligns with the idea that culturally relevant teaching in humanities should address contemporary issues and engage with students through culturally significant mediums, such as e-books, blogs, and books.

This chapter examines the critical concept of culturally responsive pedagogy and its significance in higher education, focusing specifically on Historically Black Colleges and Universities and Hispanic-serving institutions. It investigated how educators at these institutions incorporate digital media tools such as publishing, eBook creation, blogging, and bookmaking to implement culturally responsive pedagogy. It demonstrates the extraordinary capacity of digital media tools to transform humanities education by enhancing cultural relevance and nurturing inclusivity. It deeply analyses the fundamental principles of culturally responsive pedagogy and its central role in addressing cultural diversity and equity in higher education settings. It investigates how Historically Black Colleges and Universities (HBCUs) and Hispanic-serving institutions (HSIs) have avidly incorporated digital

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