

Culturally Responsive Online Learning for Asian/Pacific Islanders in a Pacific Island University

Catherine E. Stoicovy
University of Guam, USA

EXECUTIVE SUMMARY

This chapter examines the socio-cultural contexts of Asian/Pacific islanders in a Western Pacific island to identify key components for culturally responsive online course development. A model for constructing an online learning environment is proposed using McLoughlin and Oliver's (2000) principles as design frameworks for designing a culturally inclusive instructional design that will support Asian/Pacific islanders' learning in blended courses.

INTRODUCTION

The University, a land-grant institution accredited by the Western Association of Schools and Colleges, is the major institution of higher education in the Western Pacific. In a student population of just over 3,000, 90% are of Asian-Pacific islander ethnicity from Guam and the Northern Mariana Islands, the Philippines and the Micronesian islands of Chuuk, Palau, Pohnpei, Kosrae, Yap, and the Marshalls. The remaining population includes a small contingent of white and other ethnic groups. Inherent in the open-door policy of the University is the responsibility of meeting the needs of a culturally and linguistically diverse student population. While the

University faculty honors and addresses cultural diversity in the regular classrooms, no studies have been conducted to determine the degree to which cultural inclusivity is addressed, if at all, in the University's online learning environments.

The purpose of this chapter is to examine the socio-cultural contexts of Asian/Pacific islanders in a Western Pacific island to identify key components for culturally responsive online course development. Given that Chamorro Pacific Islanders and Filipinos comprise the largest percentage of students attending the University, the chapter will focus on these two cultural groups. Chamorros make up 43% of the student population, while Filipinos comprise 37%. We will begin with a discussion of culturally responsive education, to include online learning environments. We will then introduce Guam and the Chamorro indigenous population, Chamorros' shared colonial history with the Philippines, and the core cultural values of the Chamorro islanders and Filipinos. Finally, we will examine McLoughlin & Oliver's (2000) principles as design frameworks for designing a culturally inclusive instructional design that will support Asian/Pacific islanders' learning in blended courses. Blended courses integrate online with traditional face-to-face activities.

CULTURALLY RESPONSIVE EDUCATION

Culturally responsive education is not a new concept. For over two decades, educators and researchers have looked at ways to develop a closer fit between students' home culture and the school as a response to the growing diversity in classrooms across the United States. This work has had a variety of labels including "culturally appropriate" (Au & Jordan, 1981), "culturally congruent" (Erickson & Mohatt, 1981), "culturally responsive" (Cazden & Leggett, 1981), "culturally compatible" (Jordan, 1985; Vogt, Jordan, & Tharp, 1987), culturally relevant (Ladson-Billings, 1992, 1995) and culturally sensitive (Banks, 1999). The idea behind culturally responsive instruction is that teaching approaches build upon the strengths that students bring from their home cultures, instead of ignoring these strengths or requiring that students learn through approaches that conflict with their cultural values (Au, 2001, p. 3). In doing so, culturally responsive pedagogy places other cultures alongside middle class mainstream culture at the center of the instructional paradigm (Smith, 1991).

Most educators would agree with Au (1993) that for educational experiences to be relevant, they must connect with the students' particular life experiences and perspectives. Students learn in different ways and under different conditions, many of which are governed by their cultural socialization. The more a teacher understands the cultures and other aspects of diversity in a classroom, the more likely the teacher can provide a classroom context that is culturally responsive and that will result in successful, high-quality education for culturally and linguistically diverse

21 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/culturally-responsive-online-learning-asian/80345

Related Content

Data Confidentiality and Chase-Based Knowledge Discovery

Seunghyun Imand Zbigniew W. Ras (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 361-366).

www.irma-international.org/chapter/data-confidentiality-chase-based-knowledge/10845

Association Rule Mining of Relational Data

Anne Denton (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 87-93).

www.irma-international.org/chapter/association-rule-mining-relational-data/10803

Data Warehouse Back-End Tools

Alkis Simitsis and Dimitri Theodoratos (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 572-579).

www.irma-international.org/chapter/data-warehouse-back-end-tools/10878

Discovering Knowledge from XML Documents

Richi Nayak (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 663-668).

www.irma-international.org/chapter/discovering-knowledge-xml-documents/10891

Knowledge Acquisition from Semantically Heterogeneous Data

Doina Caragea and Vasant Honavar (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1110-1116).

www.irma-international.org/chapter/knowledge-acquisition-semantically-heterogeneous-data/10960