

Chapter 13

Centering Latine/ Hispanic, Native American, and Indigenous Students’ Ways of Knowing in Curriculum and Pedagogy

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ABSTRACT

The authors of this chapter all work at a Hispanic-serving institution (HSI) and an emerging Native American Serving Non-Tribal Institution (NASNTI) committed to educating Latine/Hispanic, Native American, and Indigenous (AI/AN) students. In this chapter, we weave together critical ideologies and approaches that inform our culturally responsive curricular and pedagogical development. The authors focus on student learning, developing cultural competence, and supporting students' critical consciousness in our courses and seek to move away from normative teaching. We first describe the education histories for Latine/Hispanic and AI/AN students. Next, we explain the foundations and frameworks of serving and educating these communities. Lastly, we discuss pedagogical approaches that we individually employ to teach students from Latine/Hispanic and AI/AN communities. Finally, we synthesize key takeaways from our individual approaches to describe a collective pedagogical commitment.

INTRODUCTION: KNOWING THROUGH CULTURALLY RELEVANT CURRICULUM AND PEDAGOGY

As access to higher education expands and student enrollment becomes increasingly diverse, more institutions have become or are emerging minority-serving institutions (MSIs). The authors of this chapter all work at a Hispanic-serving institution (HSI) and an emerging Native American Serving Non-Tribal Institution (NASNTI) committed to educating Latine/Hispanic, Native American, and Indigenous (AI/AN) students. Recognizing that HSIs exist at borders of time, language, geography, and ideology (Villarreal, 2022), we weave together critical ideologies and approaches that inform our culturally responsive curricular and pedagogical development. The authors all identify as women of color and are early-career tenure-track faculty. Collectively, we focus on student learning, developing cultural competence, and supporting students' critical consciousness in our courses and seek to move away from normative teaching. To increase motivation and academic success, we encourage students to make real-world connections to feel empowered and take ownership of their learning to make an impact in their communities. As faculty, we engage in this in different ways to build community with one another and establish a teaching culture where students are at the center of the learning process.

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