


Chapter 16

Activism as a Critical Component of Culturally Responsive Teaching and Learning

Rick Rantz

 <https://orcid.org/0009-0004-4704-6740>

Allan Hancock College, USA

ABSTRACT

This chapter draws attention to activism as a critical component of culturally responsive teaching and learning. As educational systems seek to correct systemic inequalities and create environments that reflect students' diverse cultural backgrounds and identities, activism serves as a powerful mechanism for driving these efforts forward with urgency and importance (Repucci, 2023). When activism is embedded within curriculum and extended beyond classroom walls, students learn valuable lessons that enable them to become agents of change (Rodriguez, et al., 2008). Hence, it is valuable for teachers to know how to navigate and harness activism's full potential. By embracing activism as a tool for learning, teachers and students learn ways to navigate campus tensions, confront power dynamics, and champion meaningful educational reform (Cole & Heinecke, 2020). Ultimately, this chapter contends that activism is not just an option but a necessary catalyst for fostering critical consciousness and effecting lasting change within educational environments.

DOI: 10.4018/979-8-3373-2955-0.ch016

INTRODUCTION

Social, political, and educational landscapes are constantly evolving, and in many instances, this makes the role of activism increasingly important in shaping pedagogy and praxis. This chapter focuses on the intersection of activism and culturally responsive teaching and learning. In doing so, it highlights how educators can extend learning beyond the traditional and limiting confines of the physical classroom. As educators seek to foster environments that promote social justice and equity, understanding the motivations driving activism becomes vital. This is essential since broader societal forces propel individuals towards activism and shape their personal approaches and strategies to it (vanZomeren, 2017).

Furthermore, when teachers recognize the various nuances and typologies associated with activism, they are better equipped to explore and pass on to students the diverse manifestations associated with social engagement (Shragge, 2013). Ranging from passive forms of resistance to extreme-radical actions, the spectrum of activism reflects varied levels of engagement and impact. Understanding these typologies is essential for educators seeking to empower students to effectively enact change. Moreover, by recognizing the impact of activism on students, institutions, and the broader community, teachers are better equipped to explain its potential in shaping societal outcomes.

As recent history demonstrates, students are increasingly assuming activist roles in educational systems across the world. They advocate for a myriad of causes from anti-war and human rights issues to gender-equity and anti-racist activism. This chapter examines the various domains in which student activism thrives and underscores its transformative potential within educational settings. It explores the role of teachers as activists and the challenges and opportunities presented by administrative support (or the lack thereof) for activist endeavors.

Finally, this chapter delves into the consequences of activism and civil disobedience, exploring strategies for deflecting backlash and sustaining momentum for change. This chapter seeks to underscore the indispensable role of activism in fostering critical consciousness and catalyzing transformative change.

ACTIVISM AS A CRITICAL AND EXTENDED COMPONENT OF CULTURALLY RESPONSIVE TEACHING AND LEARNING

Activism serves as a critical and extended component of culturally responsive teaching and learning. As a curricular component, it serves as a mechanism for infusing classrooms with dynamic opportunities for transformative growth and equitable engagement (Vianna, et al., 2014). When activism is integrated into the

26 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/activism-as-a-critical-component-of-culturally-responsive-teaching-and-learning/383630

Related Content

Using Experiential Learning to Improve Student Attitude and Learning Quality in Software Engineering Education

Ferdinand Ndifor Che, Kenneth David Strangand Narasimha Rao Vajjhala (2021). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 1-22).

www.irma-international.org/article/using-experiential-learning-to-improve-student-attitude-and-learning-quality-in-software-engineering-education/273133

Using Experiential Learning to Improve Student Attitude and Learning Quality in Software Engineering Education

Ferdinand Ndifor Che, Kenneth David Strangand Narasimha Rao Vajjhala (2021). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 1-22).

www.irma-international.org/article/using-experiential-learning-to-improve-student-attitude-and-learning-quality-in-software-engineering-education/273133

TVET in Kenya

(2020). *Effects of Engagement and Resources on Learning Outcomes in Vocational Colleges: Emerging Research and Opportunities* (pp. 48-61).

www.irma-international.org/chapter/tvet-in-kenya/235090

The Impact of Industry Expert Adjuncts on Students' Course Experiences

D. Matthew Boyerand Erica B. Walker (2020). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 16-28).

www.irma-international.org/article/the-impact-of-industry-expert-adjuncts-on-students-course-experiences/260946

Digital Badge Use in Specific Learner Groups

Jacob H. Askerothand Timothy J. Newby (2020). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 1-15).

www.irma-international.org/article/digital-badge-use-in-specific-learner-groups/245769