Exploring Community College Practitioners' Cultivation and Praxis of Antiracist and Asset-Based Approaches to Education: A Phenomenological Study

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Abstract
Community colleges comprise a robust and complex sector of U.S. higher education, serving large numbers of students of color and other historically underrepresented groups. There is a dearth of literature on how antiracist and asset-based approaches to education can be utilized to promote student success and racial justice. Using an inductive, phenomenological approach, this study utilized data from interviews with a purposive sample of community college practitioner-educators (faculty, staff, and administrators) who invested in racial justice praxis—reflection and action—to explore (a) how their cognitive frames, abilities, and interest in racial justice were cultivated, and (b) what this praxis looks like. This study uncovers the number of ways in which the personal, educational, and organizational realms of practitioner-educators' lives interacted to influence their praxis. Findings also reveal how practitioner-educators' praxes are contextualized within institutional contexts and dynamics. Finally, this dissertation discusses implications for research, teaching, practice, and policy in higher education and community colleges in particular.

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Competency-based learning is an approach to education that focuses on the student's demonstration of desired learning outcomes. According to John Taylor Gatto, teachers should choose the real world over the classroom. Originating in Japan, lesson study applies to style of teaching. Conceptually, lesson study promotes the idea that teachers constantly improve and change their style of teaching based on students' performance and reaction to it. Competency-based education says that regardless of the length of time it takes for a student to complete a course, the student completes it based on what they know already. The only factor in determining how or when the student completes the course is the mastery of knowledge within the subject. In this approach, the study of comparative education from an international point of view is considered to be of great significance. In this approach the problems of education are considered and studied on an international frame. This is evidenced by the fact that, when we study the problems of education in various
countries, we find some universal truths in their inherent differences the main reason being that, there is much similarities in the needs and aspirations of the people of the globe. He borrowed the ideas of John Dewey (a famous American Educator) based on the five stages of reflective or critical thinking which Brian applied to the study of comparative education to solve educational problems. The stages are; i) Problem Identification. Common Emphasis on humanistic approaches to education. 1 Affect - emphasis on feeling and thinking. 2 Self-Concept - positive, self-concept important Many students are 'disinvited students' (Borton, 1970). [look at box p250]. Explore interpersonal relationships Articulate personal values. Games - including role-playing. Problems - Novice teacher will lack specific guidelines. Following this groups given material to study and worksheets to complete. can work individually or together Encouraged to help each other. At end of that week's material, students answer quizzes individually. Team scores are calculated. team that has improved the most is given the most recognition.