

### **IDEA 33 Reality Pedagogy: Urban education as neo-colonial, urban students as neo-indigenous, and urban teachers as faux-liberators**

“Urban students quickly receive the message that they can only be smart when they are not who they are. This in many cases is classroom colonialism.” ~ Prof. Chris Emdin

The main goal of Reality Pedagogy is where the teacher meets students in his/her own cultural and emotional turf. It focuses on making the local experiences of the student visible and creating contexts where there is a role reversal of sorts positioning the student as the expert in her/his own teaching/learning, and the teacher as the learner. While the teacher is the person charged with delivering the content, the student shapes how best to teach it.

Together the teacher/student co-construct the classroom space by exchanging their expertise in knowledge and skills via tools Emdin calls the "5 C's":

- Co-generative dialogue
- Co-teaching
- Cosmopolitanism
- Context
- Content

[http://www.salon.com/2016/03/26/for white folks who teach in the hood a lesson in campus colonialism/](http://www.salon.com/2016/03/26/for_white_folks_who_teach_in_the_hood_a_lesson_in_campus_colonialism/)

[https://en.wikipedia.org/wiki/Reality\\_pedagogy](https://en.wikipedia.org/wiki/Reality_pedagogy)

<http://www.vidinfo.org/video/737244/reality-pedagogy-christopher-emdin-at-tedxtea>

Also, see John Harris Loflin's 2006 paper, "Education or Neo-Colonialism"

<http://kinumedia.org/vorcreatex2/wp-content/uploads/2012/11/Education-or-Neo-colonialism-2.pdf>