

Can We Prepare Culturally and Linguistically Responsive Teachers Online? A Cross-Case Analysis of Online and On-Campus Courses

Dana Walker¹, Elizabeth Mahon²,
and Barbara Dray³

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Abstract

Using a cross-case analysis of online, on-campus and online university teacher preparation courses, this study critically examines the constraints and affordances of online teacher education in preparing teachers for culturally and linguistically diverse (CLD) urban schools. The results of the study indicate that while there was no significant difference between online and on-campus courses in terms of teacher acquisition of knowledge related to CLD instruction and assessment, questions remain about whether online teacher preparation can promote critical self-reflection, culturally responsive teaching practices, and collaboration within schools, when teacher learning is not supported and situated in schools and communities in an ongoing and structured way.

Keywords

teacher education, urban education, linguistically responsive pedagogy, culturally relevant pedagogy, language education, identity, teacher beliefs

¹University of Northern Colorado, Greeley, USA

²University of Colorado at Denver, USA

³Transforming Practices in Education, LLC, The University of Texas at Austin, USA

Corresponding Author:

Dana Walker, University of Northern Colorado, Greeley, CO 80639, USA.

Email: dana.walker@unco.edu