Paper W-92

Extra Lessons in Jamaica, Antigua and St. Lucia: A Comparative Qualitative Analysis using Critical Inclusive Pedagogy

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Abstract

In this study, we report findings from a comparative qualitative research analysis in three small-island states in the Caribbean: Jamaica, Antigua and St. Lucia. The purpose of this study is to examine the possibilities, challenges and limitations of a critical-inclusive pedagogical approach in the Caribbean. Bounded by the Frierian (1973) ideal of critical consciousness, this transformative approach to teaching and learning seeks to create inclusive classroom environments that is methodologically grounded in the following tenets of CIP: (a) faculty-student interaction, (b) sharing power, (c) dialogical faculty-student interaction, (d) activation of student voice, and (e) utilization of personal narratives. Specifically, the findings of this study provides compelling implications as to how educators can create transformative educational experiences that improve the academic performance for Caribbean children across the globe.

References


