

## A Summary of Reality Pedagogy Christopher Emdin

Emdin (2011) defined RP as a teaching method that “focuses on the cultural understandings of students within a particular social space, like a science classroom” (p. 286). RP consists of what Emdin (2011) calls the “5 C’s”: cogenerative dialogues, coteaching, cosmopolitanism, context, and content.

- 1. Cogenerative dialogues** - Structured dialogues that build on students’ Hip Hop identities and familiarity with the Hip Hop communal tradition of cyphers. Cyphers are one of the most longstanding cultural rituals of Hip Hop (Love, 2013).
- 2. Coteaching** - Encourages students to be the “expert at pedagogy...while the teacher is positioned as a novice who is learning how to teach” (Emdin, 2011, p. 288). Coteaching allows teachers to study how students learn from one another in order to better understand students’ learning styles, and provides an opportunity for students to learn in ways that reflect their realities.
- 3. Cosmopolitanism** - Based on the philosophical construct that human beings are responsible for each other and that individual differences should be valued.
- 4. Context** - Connects students’ home-lives and culture to their classrooms through community and culture artifacts. Context allows students to bring to the classroom artifacts that represent who they are and where they come from. Emdin writes, “[w]hen students can physically see and examine artifacts both in the classrooms and in their home communities, the divides between the school world and their real lives are broken down” (p. 291).
- 5. Content** - Evolves out of the willingness of the teacher to acknowledge his or her own limitations with academic content and to explore and learn with students.