



Knowledge, Pedagogy, and Postmulticulturalism: Shifting the Locus of Learning in Urban Teacher Education

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Knowledge,

Pedagogy, and Postmulticulturalism opens for examination the research and experimental pedagogies of a teacher education faculty at a large, urban, public university, where teacher candidates from working-class and ethnic and linguistic minority backgrounds are prepared to work with learners from similar backgrounds. The pedagogies discussed have been expressly designed to elicit the funds of knowledge and community cultural wealth of these teacher education candidates. The research in this volume calls attention to the distinctive, complex perspectives that individuals from historically marginalized groups bring to the university classroom, and demonstrates how these valuable perspectives can be brought front and center in the university's teacher education curriculum. It counters contemporary trends of discouraging and preventing students and teachers from critically and intellectually engaging with issues of which knowledges are taught, and how.

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