

Public Abstract

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Title:A pedagogy of freedom: Using hip hop in the classroom to engage African-American students.

The purpose of this study was to add to the knowledge base an understanding of the impact of culturally-relevant pedagogy, such as hip hop, on African American student engagement. The researcher viewed the study through the lens of Critical Race Theory.

The study population consisted of one African American faculty member and two African American students at a historically black university located in the south. Data collection methods included on-site classroom and campus observations, interviews, and analysis of course and classroom documents. Informal interviews were also conducted with faculty, students and administrators at the university and assisted in supporting and triangulating the data.

The study findings articulated the importance of climate, faculty and 'hip hop' pedagogy to African American student engagement. The implications of this inquiry for practice in education could impact both K-12 and higher education institutions as they address the issues of engaging African American students, creating inclusive climates, and hiring African-American faculty.