Title: Sharpening the lens of culturally responsive science teaching: a call for liberatory education for oppressed student groups – Codrington  
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In this paper, the author offers their reflections on a different paper written by Wallace and Brand. The paper written by Wallace and Brand focused on culturally responsive science teaching and used critical race theory/social justice as their frameworks to guide the paper. In this paper, the author (Codrington) uses a frame for culturally responsive teaching that specifically focuses on the education of African American students. The author of the paper works professionally as an African-centered psychologist and plans to bring that perspective into the paper. The author looks to push the field of culturally responsive science teaching, so it includes a lens of liberatory education. The author critiques Wallace and Brand’s view of social justice because they only focus on environmental topics (i.e. Climate change) rather than anti-racist education topics. Then, the author goes on to credit Wallace and Brand for mentioning educational approaches for African American children. But the author critiques Wallace and Brand for not understanding the fundamental purpose of education from the point of view of oppressed groups, which is, liberation. He does this by focusing on Wallace and Brand’s use of standardized test scores in their comparison of African Americans to white populations. The author believes the use of standardized test scores is not the proper way to understand African American education because it does not value processes of learning which are in a liberatory education model. The next section tries to further define liberatory science education. The author gives questions that focus on using science education in a manner that challenges Western ideas to science education and empowers oppressed people. Then, the author gives examples of teaching practices using liberatory science education, such as, incorporating a curriculum that shows the many ways different cultures (Egyptian, Indian, Chinese, Pre-Islamic, etc.) use science. In the following section the author acknowledges the barriers (school standards, standardized testing, lack of resources in urban schools) folks typically see for adopting a liberatory science education model. He pushes educators to work around these barriers as they are the status quo and not helping the African American student. In the final thoughts section, the author reiterates the point that the goal for science education should be one that provides support for anti-racism and social justice. Science education can take on these topics along with teaching students about current day issues such as global warming or water pollutants.

Liberatory Education – Education specifically geared towards children of color. They learn to create and discover the transformation of their world.