

**ZMATH 2014f.00399**

**Berry, Robert Q. III; McClain, Oren L.**

**Contrasting pedagogical styles and their impact on African American students.**

Martin, Danny Bernard (ed.), Mathematics teaching, learning, and liberation in the lives of black children. London: Routledge (ISBN 978-0-8058-6463-2/hbk; 978-0-8058-6464-9/pbk; 978-0-203-87770-8/ebook). Studies in Mathematical Thinking and Learning Series, 123-144 (2009).

From the text: Effective mathematics teachers of African American students must not only have knowledge of content, curriculum, and teaching, but must also possess the tenets of culturally relevant pedagogy. These teachers must be “warm demanders,” that is, they must demand academic excellence from their students, while being culturally competent. Mathematics teachers of African American students must have knowledge of the African American cultural style and learning preferences and know how to use this knowledge to develop effective learning experiences in mathematics for African American students.

*Classification:* D40 C49 C60

*Keywords:* pedagogical styles; teaching; students' learning preferences; cultural competence; content knowledge; socio-cultural aspects