

Postgraduate Diploma in Teaching (PGDT)

A Draft Syllabus

for the Course

Teaching in Multicultural School Setting

September, 2010

1. Course Information

Course Title: Teaching in Multicultural School Setting

Course Code: PGDT---

Credit Hours: 2

Contact Hours: 3

Prerequisite Course/s: None

2. Course Description

This course is intended to equip learners with competencies required to teach in settings characterized by ethnic, linguistic, social class, religious, gender and many other markers of diversity. Taking democracy, social justice and equity as cross cutting themes it strives to build the capacity to inculcate mutual respect and tolerance among the learners. In so doing it treats topics such as the concept of multicultural education; problems faced minorities such as stereotypes and prejudices, discrimination, racism, sexism, ethnocentrism in educational practices; teaching, curriculum, and the school environment in multicultural settings. In addition it also treats diversity issues in Ethiopian secondary schools.

3. Objectives of the Course

Upon completion of the course the student will be able to:

- Understand the concept of multicultural education
- Understand diversity issues in schools and the problems related to diversity
- Develop competencies in teaching (planning, facilitating, managing, assessing) in multicultural environment
- Exhibit skills of selecting, using and evaluating curriculum materials

- Analyze mechanisms of promoting diversity in the institutional environment
- Develop positive attitudes towards diversity in line with the democratic ideals of social justice and equity
- Analyze multicultural issues in the Ethiopian secondary school context.

4. Detailed Syllabus Components

4.1. Units and Subunits

Unit 1: Introduction: The Nature and Goals of Multicultural Education

1.1. Unit Objectives

At the end of the unit the student will be able to:

- Understand the concept of multicultural education
- List down the goals of multicultural education
- Analyze the dimensions of multicultural education
- Explore the different approaches in multicultural education

1.2. Subunits

1.2.1 The Concept of multicultural Education

1.2.2 Goals of multicultural education

1.2.3. Dimensions of multicultural education

1.2.3.1. Content Integration

1.2.3.2. Knowledge construction

1.2.3.3. Equity pedagogy

1.2.3.4. Prejudice Reduction

1.2.3.5. An Empowering school Culture

1.2.4. Approaches in multicultural education

1.2.4.1. Teaching the culturally different approach

1.2.4.2. The Human Relations Approach

1.2.4.3. Single group Studies

1.2.4.4. Multicultural education approach

1.2.4.5. Social reconstructionist approach

1.3. General Approach/Methods/Strategies

In this unit the lecture and group discussion methods will be predominantly used.

1.4. Detailed Activities

Students Activities

1. By giving several examples students will discuss on the Banks five dimensions of multicultural education. Depending on the class size students may be assigned into five groups discussing on one of the dimensions and presenting the results of their discussion to the class.
2. Students will discuss on the four approaches to multicultural education developed by Sleeter. Students will analyse which approach/es should be more promoted in schools in line with the recent developments in the field of multicultural education.

Instructors Activities

The instructor will:

- Facilitate student discussions as they work on their group activities.
- Facilitate students presentations of the results of their discussion
- Develop the summary of the activities in order to enhance students learning.

1.5. Assessment Strategies and Techniques

Student's presentations of their group discussion reports will be mainly used to assess this introductory unit.

1.6. Instructional Resources (Materials and Equipments)

Flip charts and LCDs

1.7. Reading Materials for the Unit (Mandatory)

James A. Banks (1999). An Introduction to Multicultural Education (2nd ed.). Needman Heights, MA: Allyn and Bacon

- James A. Banks (2001). Multicultural Education: : Historical Development, Dimensions and Practice. In James A. Banks and Cherry A. McGee Banks (eds.). Handbook oof Research on Multicultural Education. San Francisco: Jossey Bass
- M. Lee Manning and Leroy G. Baruth (1996), Multicultural Education of Children and Adolescents. Boston: Allyn and Bacon
- V. K. Jagannath (2004), Dimensions of Multicultural Education. Delhi: Authorspress
- Ogbu, J. U. (2003). Understanding Cultural Diversity and Learning. In James A. Banks and Cherry A. McGee Banks (eds.). Handbook oof Research on Multicultural Education. San Fransisco: Jossey Bass
- Sleeter, C. E. (2001). An analysis of the Critiques of Multicultural Education. In James A. Banks and Cherry A. McGee Banks (eds.). Handbook oof Research on Multicultural Education. San Fransisco: Jossey Bass

Unit Two: Diversity and Educational Challenges of Minorities in Multicultural School Setting

2.1. Unit Objectives:

At the end of the unit the student will be able to:

- Describe the different forms of diversity in societies.
- Explain the concepts of stereotypes, prejudices, ethnocentrism etc.
- Analyze the educational problems faced by diverse social groups in a multicultural context
- Analyze the impacts of racism, sexism, classism, extremism and the like on educational situations of minorities.
- Discuss strategies for combating racism, sexism and other problems in educational institutions.

2.2. Subunits

2.2.1. Major Forms of Diversity

2.2.1.1. Ethnicity

- 2.2.1.2. Gender
- 2.2.1.3. Social class
- 2.2.1.3. Religion
- 2.2.1.4. Disability
- 2.2.2. The Social Construction of Identities
- 2.2.3. Stereotypes and prejudices
- 2.2.4. Ethnocentrism
- 2.2.5. Discrimination, Racism, Sexism and other problems in Schools
- 2.2.6. Strategies for tackling racism, sexism and other problems
- 2.3. General Approach/Methods/Strategies
- The lecture method, group discussions, and student's reflections on their experiences
- 2.4. Detailed Activities

Students Activities

1. Students will present the different forms of diversity in their surroundings. Students will discuss the social construction of identities. Students will reflect on their perceptions and attitudes about diversity. Students will present common prejudices and stereotypes about social groups in their surroundings. After discussing on them they will be made to understand the unscientific nature of the latter.
2. Students will analyze the effects of racism, sexism, ablism, classism and others on the educational situations of minorities. By so doing students will analyze the issues behind minority underachievement.
3. People all too often believe that their culture and cultural traditions are "correct" and those of others as "abnormal" or "wrong". Students will discuss the challenges caused by these kind of views on tolerance and mutual respect among peoples and will discuss their educational implications.

Instructors Activities

The instructor will:

- Facilitate student's discussions and guides students.
- Facilitate students presentations of the results of their discussion
- Develop the summary of the activities in order to enhance students learning.

2.5. Assessment Strategies and Techniques

Student presentations of their reflection, discussion and analyses reports, Student reflection, discussion and analyses reports

2.6 Instructional Resources (Materials and Equipments)

Flip charts and LCDs

2.7. Reading Materials for the Unit (Mandatory)

M. Lee Manning and Leroy G. Baruth (1996), Multicultural Education of Children and Adolescents. Boston: Allyn and Bacon

V. K. Jagannath (2004), Dimensions of Multicultural Education. Delhi: Authorspress

P. Slattery (2006). Curriculum Development in the Postmodern Era, Gender, Sexuality, Race, and Ethnicity in a Multicultural and Diverse Milieu. New York: Routledge

C. Grant and C. E. Sleeter (2001). Race, Class, Gender, and Disability in the classroom. In J. A. Banks and C. A. McGee Banks, Multicultural Education: Issues and Perspectives. New York: John Wiley

Unit Three: Teaching Strategies in Multicultural Context

3.1. Unit Objectives

At the end of the unit the student will be able to:

- Explain the concept of culturally responsive pedagogy
- Discuss the cultural foundations of teaching and learning
- List down the different strategies of teaching in a culturally diverse context
- Apply teaching strategies in diverse contexts
- Master skills of managing classrooms in a multicultural context

- Develop culture-fair, gender-fair assessment tools
- Develop attitudes of avoiding bias in testing and grading.
- Mention the chief characteristics of the multicultural teacher

3.2. Subunits

3.2.1. Teaching in a multicultural perspective: Culturally Responsive Pedagogy

3.2.2. Cultural Diversity and its Influence on Teaching and Learning

3.2.3 Strategies for teaching and Learning in Diverse Setting

3.2.4. Managing Diversity in the Classroom

3.2.5. Assessment in Multicultural Setting

3.2.6. Characteristics of Effective Teachers in multicultural settings

3.3. General Approach/Methods/Strategies

The lecture method, review of selected readings, group discussions, and student's reflections on their encounters will be used

3.4. Detailed Activities

Students Activities

1. Students will reflect on their experiences of encountering biases or discrimination in teaching as related to ethnic, linguistic, gender, religion, etc .groups in the curriculum. Students will discuss how instructional practices create differential opportunities. Also by giving examples students will discuss on how traditional pedagogies and teacher behaviors disadvantage some groups by favoring others.
2. Students will make review of selected literature and will discuss the cultural foundations of teaching, learning and students behaviors. By doing so students will affirm that classroom teaching, learning and organization and management should take into account the cultural backgrounds of students.
3. Students will make interviews with some members of minority students in their surroundings secondary schools and will investigate the problems encountered by these students as a matter of their backgrounds.

Instructors Activities

The instructor will:

- Facilitate students discussions and reflections
- Assign students to selected readings
- Follow up students activities
- Facilitate students presentations of their reports

3.5. Assessment Strategies and Techniques

Student presentations of their reflection, discussion and research reports; and student reflection, discussion and research reports

3.6. Instructional Resources (Materials and Equipments)

Selected readings, Flip charts, and LCDs

3.7. Reading Materials for the Unit (Mandatory)

M. Lee Manning and Leroy G. Baruth (1996), Multicultural Education of Children and Adolescents. Boston: Allyn and Bacon

V. K. Jagannath (2004), Dimensions of Multicultural Education. Delhi: Authorspress

Y. Pai (1990). Cultural Foundations of Education. London: Merrill Publishing Company

C. Grant and C. E. Sleeter (2001). Race, Class, Gender, and Disability in the classroom.

In J. A. Banks and C. A. McGee Banks, Multicultural Education: Issues and Perspectives. New York: John Wiley

Unit Four: Curriculum in Multicultural Context

4.1. Unit Objectives

At the end of the unit the student will be able to:

- Explain the concept of culturally relevant curriculum
- Develop skills for selecting and organizing student experiences in multicultural context

- Select and use curriculum materials which are free of prejudices, stereotype, bias, ethnocentrism, etc.
- Evaluate curriculum materials from a multicultural perspective
- Plan and organize multicultural extracurricular and out of school activities

4.2. Subunits

4.2.1. Fundamental Values and characteristics of Culturally Relevant Curriculum

4.2.2. Levels of integrating multicultural contents

4.2.2.1. Contributions approach

4.2.2.2. Additive approach

4.2.2.3. Transformative approach

4.2.2.4. Social action approach

4.2. 3. Guidelines for constructing and selecting multicultural materials

4.2.3. Evaluating Curriculum Materials from a Multicultural Perspective

4.2.4. The Hidden Curriculum in Multicultural context

4.3. General Approach/Methods/Strategies

The Lecture Method, Student Reflections, Discussion method and Project method will be used

4.4. Detailed Activities

Students Activities

1. Students will reflect on their experiences of encountering curriculum biases or distortions about ethnic, linguistic, gender, religion, etc .groups in the curriculum. Students will discuss how curriculum developers (textbook writers), knowingly or unknowingly, disadvantage or harm certain segments of the society in education.
2. In line with the characteristics of a culturally relevant curriculum, students will be made to evaluate curriculum materials from multicultural perspectives. Students

will select curriculum materials from secondary schools, conduct their evaluation and present their evaluation reports to the class

3. By raising some instances students will investigate the role of the hidden curriculum in either promoting or challenging diversity in schools. Students will particularly discuss on mechanisms employed by the dominant groups to maintain the existing power relations.

Instructors Activities

The instructor will:

- Facilitate students discussions and reflections
- Assign students to selected curriculum materials for evaluation
- Facilitate students presentations of their reports

4.5. Assessment Strategies and Techniques

Student presentations of their discussion and evaluation reports; and student evaluation reports

4.6. Instructional Resources (Materials and Equipments)

Selected curriculum materials (textbooks, syllabi, etc), and LCDs

4.7. Reading Materials for the Unit (Mandatory)

M. Lee Manning and Leroy G. Baruth (1996), Multicultural Education of Children and Adolescents. Boston: Allyn and Bacon

V. K. Jagannath (2004), Dimensions of Multicultural Education. Delhi: Authorspress

Unit Five: Creating a Multicultural School Environment

5.1. Unit Objectives

At the end of the unit the student will be able to:

- Describe the major characteristics of inclusive educational environment

- Analyze policies and strategies for promoting diversity in schools
- Analyze mechanisms of helping students develop positive identities.

5.2. Subunits

5.2.1. Characteristics of inclusive educational environment

5.2.2. Strategies for Promoting Diversity in the Institutional Environment

5.2.3. Promoting Positive self-esteem and cultural identities

5.2.4.. Multicultural efforts beyond the classroom

5.2.4.1. Extracurricular Activities

5.2.4.2. Parental and Community Involvement

5.3. General Approach/Methods/Strategies

Discussion method, paper projects and Case Study method will be used

5.4. Detailed Activities

Students Activities

1. Students will make a case study of school policies, practices, administration and staffing, etc. from multicultural perspectives. Students will select secondary schools of their own choice and make their analyses by analyzing policy documents, and as well as making interviews with the school community. Students are expected to present the results of their analysis to the class. By so doing students will spell out instances of institutional discrimination.
2. By interviewing selected members of the surrounding community students will investigate the fears and hopes of the community in relation to diversity and education. By so doing students will examine the role of the outside community in multiculturalizing schools.

Instructors Activities

The instructor will:

- Assign students to case studies
- Facilitate students presentations of their reports

5.5. Assessment Strategies and Techniques

Presentations of case study reports, presentations and reports of their research papers;
Case study reports, reports of their research papers

5.6. Instructional Resources (Materials and Equipments)

School policy documents and guidelines, and LCDs

5.7. Reading Materials for the Unit (Mandatory)

M. Lee Manning and Leroy G. Baruth (1996), Multicultural Education of Children and Adolescents. Boston: Allyn and Bacon

V. K. Jagannath (2004), Dimensions of Multicultural Education. Delhi: Authorspress

Unit Six: Diversity in Ethiopian Secondary School Context

6.1. Unit Objectives

At the end of the unit the student will be able to:

- Understand the nature of diversity in the Ethiopian society.
- Develop good understanding of issues of multiculturalism in education in Ethiopia in the past and the recent trends.
- Develop strategies for dealing with diversity issues in secondary schools in Ethiopia
- Analyze the challenges in promoting diversity in secondary schools in Ethiopia.

6.2. Subunits

6.2.1. Multiculturalism in Education in Ethiopia

6.2.1.1. Issues in history

6.2.1.2. Recent Trends

6.2.2. Strategies for Promoting Diversity in Ethiopian Secondary Schools

6.2.3. Challenges in Promoting Diversity in Secondary Schools

6.3. General Approach/Methods/Strategies

Discussion method and Book/article reviews

6.4. Detailed Activities

Students Activities

1. Students will make book/article reviews on multiculturalism issues and trends in education in Ethiopia. Students will be assigned to selected books/book chapters or articles and will review them and make presentations in the class.
2. Students will discuss on instances of educational disparities (inequities) among regions, ethnic (linguistic groups), gender, social class, religion, etc. in Ethiopia.

Instructors Activities

The instructor will:

- Facilitate student discussions
- Assign students to titles for book/article reviews

6.5. Assessment Strategies and Techniques

Presentations of students book/article review and discussion reports; book/book chapter review paper.

6.6. Instructional Resources (Materials and Equipments)

Selected readings, LCDs, and flip charts,

6.7. Reading Materials for the Unit (Mandatory)

Balsvik, R. R. (2005). Haile Sellasie's Students: The intellectual and Social Background of the revolution, 1952-1974. Addis Ababa University press.

Clapham, C. (2004). Ethiopia and the Challenges of Diversity. Africa Insight, Col34, No. 1, pp. 50-55

Hamdessa, T. (1982). Minority Education, Africa, vol.37, No.3. PP 270-293

5. Course Assessment Strategies

Formative assessment involving the following will have the weight of 60% in the final grade

- Group discussion presentations
- Case study presentations and reports
- Project presentations and Reports
- Project paper presentations and reports
- Book/article review presentations and reports

Summative assessment involving final examination will have a weight of 40%

6. Course Requirements

- Regular attendance
- Willingness and active participation during classroom discussion, and other activities in the course
- Timely submission of reports and papers
- Safe return of reading materials and equipments in time
- Sit for examinations

Wollo University
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Grading Schemes for Psychological Foundation of Learning

Student's scores for the course out of 100 will be rated or graded as under:

- 85 and above= Excellent= A
- 75-85= Very good=B+
- 65-74= Good= B
- 60-64= Satisfactory= B-
- 55-59= Not so satisfactory= C+
- 50-54= Unsatisfactory=C
- 48-49= C-
- 40-47=D
- 39 and below=F

8. Supplementary Reading Materials

8.1. Selected Books

M. Lee Manning and Leroy G. Baruth (1996), *Multicultural Education of Children and Adolescents*. Boston: Allyn and Bacon

V. K. Jagannath (2004), *Dimensions of Multicultural Education*. Delhi: Authorspress

James A. Banks (1999). *An Introduction to Multicultural Education* (2nd ed.). Needman Heights, MA: Allyn and Bacon

M. Lee Manning and Leroy G. Baruth (1996), *Multicultural Education of Children and Adolescents*. Boston: Allyn and Bacon

V. K. Jagannath (2004), *Dimensions of Multicultural Education*. Delhi: Authorspress

Y. Pai (1990). *Cultural Foundations of Education*. London: Merrill Publishing Company

Balsvik, R. R. (2005). *Haile Sellasie's Students: The intellectual and Social Background of the revolution, 1952-1974*. Addis Ababa University press.

8.2. Relevant Articles and Essays

Clapham, C. (2004). *Ethiopia and the Challenges of Diversity*. *Africa Insight*, Col34, No. 1, pp. 50-55

Hamdessa, T. (1982). *Minority Education*, *Africa*, vol.37, No.3. PP 270-293

Sleeter, C. E. (2001). *An analysis of the Critiques of Multicultural Education*. In James A. Banks and Cherry A. McGee Banks (eds.). *Handbook of Research on Multicultural Education*. San Fransisco: Jossey Bass

- Ogbu, J. U. (2003). Understanding Cultural Diversity and Learning. In James A. Banks and Cherry A. McGee Banks (eds.). Handbook of Research on Multicultural Education. San Francisco: Jossey Bass
- James A. Banks (2001). Multicultural Education: : Historical Development, Dimensions and Practice. In James A. Banks and Cherry A. McGee Banks (eds.). Handbook of Research on Multicultural Education. San Francisco: Jossey Bass
- C. Grant and C. E. Sleeter (2001). Race, Class, Gender, and Disability in the classroom. In J. A. Banks and C. A. McGee Banks, Multicultural Education: Issues and Perspectives. New York: John Wiley

8.3. List of Websites

1. http://www.newhorizons.org/strategies/front_strategies.html
2. <http://www.newhorizons.org/strategies/multicultural/banks.htm>
3. http://findarticles.com/p/articles/mi_qa3935/
4. <http://www.multiculturaljournal.com/>
5. <http://www.encyclopedia.com/Multicultural+Education/publications.aspx?pageNumber=1>
6. <http://jan.ucc.nau.edu/~jar/Multi.html>
7. <http://www.ncrel.org/sdrs/areas/issues/educatrs/presrvce/pe3lk1.htm>
8. http://www.newhorizons.org/strategies/multicultural/front_multicultural.htm
9. <http://www.edchange.org/multicultural/papers/keith.html>
10. <http://www.ithaca.edu/wise/topics/multicultural.htm>