

Wollo University
Institute of Teachers' Education and Behavioral Science
Department of Teachers' Professional Development

Course Titles/Codes: Teaching in Multicultural School Setting (PGDT -415)

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.

Learning outcomes:

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.

Course contents

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

- 1.1 The Concept of multicultural Education
- 1.2 Dimensions of multicultural education
- 1.3. Approaches in multicultural education
 - 1.3.1. Teaching the culturally different approach
 - 1.3.2. The Human Relations Approach
 - 1.3.3. Single group Studies
 - 1.3.4. Multicultural education approach
 - 1.3.5. Social reconstructionist approach

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

- 2.1. Major Forms of Diversity
- 2.2. The Social Construction of Identities
- 2.3. Stereotypes and prejudices
- 2.4. Ethnocentrism
- 2.5. Discrimination, Racism, Sexism and other problems in Schools
- 2.6. Strategies for tackling racism, sexism and other problems

Unit Three: Teaching Strategies in Multicultural Context

- 3.1. Teaching in a multicultural perspective: Culturally Responsive Pedagogy
- 3.2. Cultural Diversity and its Influence on Teaching and Learning
- 3.3 Strategies for teaching and Learning in Diverse Setting

- 3.4. Managing Diversity in the Classroom
- 3.5. Assessment in Multicultural Setting
- 3.6. Characteristics of Effective Teachers in multicultural settings

Unit Four: Curriculum in Multicultural Context

- 4.1. Fundamental Values and characteristics of Culturally Relevant Curriculum
- 4.2. Levels of integrating multicultural contents
- 4.3. Guidelines for constructing and selecting multicultural materials
- 4.4. Evaluating Curriculum Materials from a Multicultural Perspective
- 4.5. The Hidden Curriculum in Multicultural context

Unit Five: Creating a Multicultural School Environment

- 5.1. Characteristics of inclusive educational environment
- 5.2. Strategies for Promoting Diversity in the Institutional Environment
- 5.3. Promoting Positive self-esteem and cultural identities
- 5.4. Multicultural efforts beyond the classroom
 - 5.4.1. Extracurricular Activities
 - 5.4.2. Parental and Community Involvement

Unit Six: Diversity in Ethiopian Secondary School Context

- 6.1. Multiculturalism in Education in Ethiopia
 - 6.1.1. Issues in history
 - 6.1.2. Recent Trends
- 6.2. Strategies for Promoting Diversity in Ethiopian Secondary Schools
- 6.3. Challenges in Promoting Diversity in Secondary Schools

General Approach/Methods/Strategies: lecture, group discussion, question & answer and active learning

Course Requirements: Regular attendance, Willingness and active participation, Timely submission of reports and papers, Sit for examinations.

Course Assessment Strategies: **Formative assessment** (test, quiz, individual and group discussion presentations, Case study presentations and reports-60%, **Summative assessment** involving final examination will have a weight of 40% Total- 100%

References (Reading Materials)

- 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.
- James A. Banks (1999). An Introduction to Multicultural Education (2nd ed.). Needham 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 of 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.
- 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.
- P. Slattery (2006). Curriculum Development in the Postmodern Era, Gender, Sexuality, Race, and Ethnicity in a Multicultural and Diverse Milieu. New York: Routledge.
- V. K. Jagannath (2004), Dimensions of Multicultural Education. Delhi: Authorspress
- Sleeter, C. E. (2001). An analysis of the Critiques of Multicultural Education. In James
- Y. Pai (1990). Cultural Foundations of Education. London: Merrill Publishing Company.