

Short Note for the Course Teaching in Multicultural School Setting

Unit 1: The Nature and Goals of Multicultural Education

Culture

-Culture is the system of shared beliefs, values, customs, behaviors, technologies and products that a society holds, follows, uses and produces to live in its environment and passes on from generation to generation.

Elements of Culture

Culture can be characterized by the following four elements.

Cultural traits- refer to how group (society) communicates symbolically through its products, rituals, laws, social structures, economic systems, etc.

Cultural patterns- wider interrelated patterns of behavior and interaction in which cultural traits may take on different meanings, for example, cultural clothes (dress); expression of grief (weeping when, a relative or friends die).

Transmission of knowledge- how the group teaches its children and youth; approves and values ways of behaving. This is a key factor in the continuation of culture.

Societal structures and processes- how a group regulates, orders and limits group actions to maintain group interrelation and function. Societal actions and norms represent culture.

Defining Multicultural Education

Multicultural education is interchangeably used with antiracist education.

Different definitions of multicultural education emphasize on *institutionalizing cultural pluralism within education system with principles of equality, mutual respect, respect for cultural diversity, combating oppressive practices.*

The definitions of multicultural education vary. Some definitions rely on the cultural characteristics of diverse groups, while others emphasize social problems (particularly those associated with oppression), political power, and the reallocation of economic resources. For this reason, the field of multicultural education is referred to interchangeably as multicultural education, education that is multicultural and antiracist education.

The following are the most frequently used definitions of multicultural education. we will take only the following.

- An idea, an educational reform movement, and a process intended to change the structure of educational institutions so that all students have an equal chance to achieve academic success
- A philosophy that stresses the importance, legitimacy, and vitality of ethnic and cultural diversity in shaping the lives of individuals, groups, and nations
- A reform movement that changes all components of the educational enterprise, including its underlying values, procedural rules, curricula, instructional materials, organizational structure, and governance policies to reflect cultural pluralism
- Institutionalizing a philosophy of cultural pluralism within the educational system that is grounded in principles of equality, mutual respect, acceptance and understanding, and moral commitment to social justice (Baptiste, 1979)

Generally multicultural education refers to the ways in which all dimensions and aspects of schooling address the needs and talents of culturally diverse population to ensure equity and social justice for all.

Goals of Multicultural Education

Pathway toward goal of multicultural education incorporates three aspects of transformation:

1. **The transformation of self:** Self-transformation refers to constant process of self-examination and transformation.
2. The transformation of schools and education: It refers to critical examination of all aspects of education. School transformation of multicultural includes the following:
 - A. student-centered aspects of pedagogy**
 - Active participation of students must be emphasized in the classroom in order to make learning active, interactive and relevant
 - Emphasis should be placed on critical thinking, learning skills, social awareness and fact.

-Pedagogy must provide all students with the opportunity to reach their potential as learners.

B. Multicultural curriculum

- All subjects must be presented from diverse perspectives
- “Inclusive curriculum”: Including the voices of the student in the classroom.

C. Inclusive educational media and materials: Educational material should be inclusive (wide-ranging) of diverse voice and perspectives.

D. Supportive school and classroom climate

- Fostering a positive classroom climate for all students.
- Examining how the overall school culture is supporting oppressive conditions.
- Assessing how hierarchies in school management produce positive teaching environments for all teachers.

E. Continual evaluation and assessment

- Educators and researchers in education must culturally standardized tests and develop alternative ways of measuring student “achievement,” “ability,” or “potential.”
- Continuous evaluation to measure the success of newly introduced and the already existing programs

3. The transformation of society

-ultimately the goal of multicultural education is to contribute to the transformation of society and to the application and maintenance of social justice and equity.

-the transformation of schools necessarily transforms a society

-educators, educational theorists, researchers and activists must continue to practice and apply multicultural teaching and learning principles both inside and outside the classroom.

-explore and analyze structures of power that maintain the status quo.

-multicultural education uses the transformation of self and school as a metaphor (representation) for the transformation of society.

-Focus on ultimate social justice and equity in schools. Some of the purposes of multicultural education help us develop the following perspectives:

1. A good self-concept and self-understanding
2. Sensitivity to and understanding of others, including cultural groups in the world
3. The ability to perceive and understand multiple, sometimes conflicting, cultural and national interpretations of and perspectives on events, values and behavior
4. The ability to make decisions and take effective action based on multi-cultural analysis and synthesis
5. Open minds when addressing issues etc.

Dimensions of Multicultural Education

Banks (1993) describes five conceptually distinct, but integrated and somewhat overlap in practiced dimensions of multicultural education which are used widely by education systems to develop courses, programs, and projects in multicultural education. These dimensions are:

- Content integration
- The knowledge construction process;
- Prejudice
- Equity pedagogy
- Empowering school culture and social structure

Content Integration

Any curriculum has content which is instrumental for the attainment of the educational objectives.

- Content refers to the concepts, facts, principles, rules, skills, attitudes, etc.
- Students learn in order to achieve the intended objectives.
- In regard to the dimensions of multicultural education, content integration deals with the extent to which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and cultural content into a subject area is logical
- More opportunities exist for the integration of ethnic and cultural content in some subject areas than in others.

-The opportunities for teachers to use ethnic and cultural content to illustrate concepts, themes, and principles are more practical in the social studies, the language arts and music than math.

Knowledge Construction Process

-Children gather information and experience the world around using constructivism.

-Constructivism emphasizes the importance of the knowledge, beliefs, and skills an individual brings to the experience of learning.

-Individuals make choices new ideas that fit their established views of the world.

-Multicultural teaching involves not only including ethnic content into the school curriculum, but also changing the structure and organization of the school.

-The constructivist teachers set up problems and monitor students' exploration, guide the direction of student inquiry and promote new patterns of thinking.

-Multicultural teaching and learning, paradigms, and concepts that exclude or distort the life experiences, histories and contributions of marginalized groups are challenged.

Banks identified the following types of knowledge.

Personal/ Culture knowledge consists of the concepts explanations and interpretations that students derive from their personal experiences in their homes families and communities.

Popular Knowledge is the knowledge that is institutionalized by the mass media and other forces that shape the popular culture has a strong influence on the value, perceptions and behavior of young people.

Mainstream academic knowledge The concepts, theories and explanations that constitute traditional western centric knowledge in history and the social science and behavioral science.

Transformative academic knowledge challenges the facts, concepts, paradigms, themes and explanations routinely accepted in mainstream academic knowledge.

Prejudice

-Prejudice is a negative or hostile feeling or attitude toward a group or a person who belongs to a particular group

-Prejudice is a frame of mind or an attitude which prejudges a person or group without sufficient experience or evidence.

-Most often these prejudices can become commonly held beliefs which are usually used to justify acts of discrimination.

-A stereotype is an oversimplified generalization negatively and unfavorably about a particular group without having sufficient basis.

-Prejudice occurs when negative attitudes concerning a social group are extended toward an individual based upon that individual's perceived membership in the group.

-Discrimination occurs when there is an action (based on the prejudice), which denies a person or group equality of treatment, and is rarely if ever based on facts or truths.

-Discrimination usually leads to the denial of certain rights for some groups of people.

Equity Pedagogy

Equity refers to fairness. Equity in education refers to accessibility of education as well as provision of accessible curriculum to all students. Educational equity is very fundamental for all students since educational excellence is unattainable for any student when certain groups are denied a fair chance to receive the highest quality education. It is one thing to provide access to schools for students from diverse backgrounds; it is another to build a culture where they feel authentically included. It is yet another to ensure that they succeed

-Equity pedagogy exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, socioeconomic, and language groups.

Approaches to Multicultural Education

There are different teaching approaches in the system of multi-cultural education. Each teaching approach has a unique characteristic on its implementation. They are discussed below briefly. Try to understand these teaching approaches in terms of diversified instructional process. Sleeter (1996) has outlined five teaching approaches in Multi-cultural education.

Teaching the Culturally Different approach

Different approaches attempt to raise the academic achievement of students using culturally relevant instructions.

Human Relations approach

In the Human Relations approach students are taught about commonalities of all people through understanding their social and cultural differences but not their differences in institutional and economic power.

The single group Studies approach

The single group Studies approach is about the histories and contemporary issues of oppression of people of color, women, low socioeconomic groups, and gays and lesbians.

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

Major Forms of Diversity

-Every child comes to school with an ethnic identity whether these identifications are conscious or unconscious. This identification must be recognized and respected by the teacher.

-For culturally and linguistically diverse (CLD) students, issues of diversity, difference, and disability can be quite complex and challenging for teachers in the classroom.

-In order to better discuss these challenges, specific terms common in discussions of diversity require explanation.

Learning style: it refers to the way people learn new information. It includes how information is processed and how study habits differ.

Table 4.2 Different Types of Learning Styles and the Corresponding Student Learning Preferences and Effective Teaching Practices

Learning Style	Learning Preferences	Teaching Example
Auditory	Listening, talking	Explain things clearly, give verbal examples
Visual	Focusing on handouts and illustrations	Use the overhead projector and handouts with charts and graphs
Active (kinesthetic)	Taking notes and interactive projects	Give hands-on creation assignments, allow the student to interact in different activity centers in the classroom

Ethnicity

Race and ethnicity are often used interchangeably, but they are different. Ethnicity is defined by group membership based on genealogy, national origin, and ancestry. Ethnicity may include numerous tribal groups whose lifestyles vary extensively.

Race is a term that attempts to categorize human beings into distinct groups according to phenotypes or physical traits (e.g., skin color). Race has been used as a social, cultural, and biological construct to group people. However, biological science does not support the idea that there are meaningful biological differences between races.

Gender

What is the difference between gender and sex?

Sex refers to the biological dimensions of maleness and femaleness, whereas gender refers to the cultural dimensions of maleness and femaleness (socially constructed differences between men and women). In all societies, women and men play different roles, have different needs, and face different constraints.

Gender responsibilities vary in the following aspects:

- social and economic activities
- access to resources
- decision making authority

Social class

- Subgroups are formed in culture.
- Subgroups may differ in ethnicity, language, class, religion and geography.
- Subgroups may differ from each other, even though they share some values.
- Often members of the dominant society or subgroup of a culture view their culture as correct and all others as incorrect or even inferior.
- The term **culturally diverse students** refers to “students who may be distinguished [from the mainstream culture] by ethnicity, social class, and/or language”. This term may refer to students who are from racial/ethnic minority groups, and students who are from low-income or poor

households. However, it is also important to remember that all students are culturally diverse regardless of their ethnicity, race, or socioeconomic status.

-Often the terms **social class** and **socioeconomic status** (SES) are used interchangeably and refer to "distinctions not only in income but also in property ownership, occupation, education, personal and family life, and education of children.

Religion

-Uniform treatment of all religions

Disability

-Disability is the condition of being unable to perform as a consequence of physical or mental unfitness.

-Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out day-to-day activities.

Ethnocentrism

-Ethnocentrism is the tendency to believe that one's ethnic or cultural group is important and central. The ethnocentric individual will judge other groups relative to his or her own particular ethnic group or culture, especially with concern to language, behavior, customs, and religion.

-The usual definition of the term is "thinking one's own group's ways are superior to others" or "judging other groups as inferior to one's own".

-"Ethnic" refers to cultural heritage, and "centrism" refers to the central starting point. Thus, "ethnocentrism" basically refers to judging other groups from our own cultural point of view.

Discrimination in Schools

-Discrimination occurs when someone is treated unfairly in certain respects. Not all discrimination is against the law, even if it is unfair.

-Discrimination happens because people have stereotypical or prejudiced ideas or beliefs about other people.

-Direct discrimination is often the result of failing to treat each person as an individual regardless of their sex, age, race etc.

-Indirect discrimination is not usually intentional but is often the result of forgetting to think about the impact of rules and requirements on different people.

Harassment

Three types of harassment: creating an intimidating, hostile, degrading, humiliating or offensive environment for the complainant; violating the complainant's dignity; and sexual harassment

Victimization

takes place where one person treats another less favorably because he or she has asserted their legal rights in line with the Act or helped someone else to do so.

e.g. a student alleges that they have encountered racism from a tutor, and as a result they are ignored by other staff members

There are different types of discrimination and they can go under the same category.

Uncontrollable Discrimination:

1. **Based on Race** - One wrong assumption : All negroes are bad people.
2. **Based on Sex** - (TBC)
3. **Based on Physical Features** - A student wants to join the Ping Pong club but the teacher disapproves him as he is plump
4. **Based on Age** - Those children under the age of 7 cannot join the tuition centre, although the content is still the same as Primary 1.
5. **Based on Nationality** -
6. **Based on Gender** - Despite how intelligent the woman is, the employer does not give her the job because she is a female as he believes that she, as a female, cannot handle the work
7. **Based on Disability** - A man being to have one crippled hand cannot join the cross country.

Discrimination based on Sex:

1. **Based on Breastfeeding** - A woman was having dinner with friends and family at a restaurant when she asked a waitress to direct her to a more private area of the restaurant so she could breastfeed her baby but the waitress told the woman she would have to leave the restaurant if she wanted to breastfeed the baby
2. **Based on Sexual Orientation** - An employer may assume that an employee is gay because of their speech or mannerism
3. **Based on Pregnancy** - A female employee tells her boss at work that she's pregnant. Her boss fires her after learning the news even though she is still able to work for several more months

Discrimination based on Status:

1. **Based on Career Status** - A hiring manager didn't want to interview someone just because he/she doesn't have enough job experience
2. **Based on Parental Status** - A woman with children is not considered for a promotion because the employer thinks that she will miss a lot of work caring for her children
3. **Based on Marital Status** - The employer sets different hours of work for single and married employees, or promotes a married employee because the employer thinks that he/she is more responsible

Discrimination based on Our Choice:

1. **Based on Personal Association** - A girl is harassed and bullied at school because her mother was identified as having HIV. The school failed to take action in stopping the bullying and eventually the girl leaves the school
2. **Based on Family Responsibility** - The employees not hiring a women who have or planning to have children but hiring men who have or planning to have children

3. **Based on Culture** - Sometimes, people look down on other people that believes in ghosts or gods because of their culture

4. **Based on Political Belief** - Some people look down to those that supports a lousier political group

Discrimination based on economy:

1. **Based on Employment Activity** - Mr. A works at a shop that has a few employees. He asks the boss if he should be receiving penalty rates for working time on Saturdays and soon after his Saturday working hours are reduced

2. **Based on Industrial Activity** - Mrs. B is asked about her industrial activities at a job interview but was declined because of her answer, despite being the best candidate

Unit Three: Teaching Strategies in Multicultural Context

1. Teaching in a multicultural perspective: Culturally Responsive Pedagogy

-It emphasis on pedagogy for plurality, grounded in cultural knowledge of ethnic and racial differences.

-The components constitute *culturally responsive teaching* that is using the cultures and experiences of different ethnic groups.

Culturally responsive teaching consists of many domains. The major domains include:

- multicultural content
- pluralistic classroom climate and learning environments
- teacher attitudes and expectations towards diversity
- building community among diverse learners
- caring across cultures
- use of multiple teaching techniques that are congruent with the cultural backgrounds, values, experiences, and orientations of different ethnic groups;

- developing personal efficacy and an ethos of success among diverse students; and
- using culturally informed assessment procedures to determine learning needs, knowledge acquisition, and skill proficiencies.

-Culturally responsive pedagogy facilitates and supports the achievement of all students.

-In a culturally responsive classroom, effective teaching and learning occur in a culturally supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement.

-Culturally responsive pedagogy comprises three dimensions. All three dimensions significantly interact in the teaching and learning process and are critical to understanding the effectiveness of culturally responsive pedagogy:

(a) Institutional: The institutional dimension reflects the administration and its policies and values.

(b) Personal: The personal dimension refers to the cognitive and emotional processes teachers must engage in to become culturally responsive.

(c) Instructional: The instructional dimension includes materials, strategies, and activities that form the basis of instruction.

-Teachers practice culturally responsive teaching when equity pedagogy is implemented.

-They use instructional materials and practices that incorporate important aspects of the family and community culture of their students.

-Culturally responsive teachers use the cultural knowledge and prior experiences of ethnically diverse students to make learning encounters more relevant to and effective for them.

-Students of diverse cultures feel that they are fairly treated and respected when their languages and abilities are considered in a classroom.

-Culturally responsive teaching recognize, respects and uses students' identities and backgrounds as meaningful sources for creating optimal learning environments

-Culturally responsive teaching guides students to understand that no single version of "truth is universal and permanent". This results in improved concentration on academic tasks, insightful thinking, caring, concern, interpersonal skills, and better understandings of interconnections among individuals; and local and national identities, and acceptance of knowledge as something to be consciously shared, revised and renewed.

-Collaborative group learning method is one way of applying active learning approach in culturally diversified students. Based on the social constructivist approach, cooperative learning of small groups through working together maximizes individual's as well as group's learning.

Formal cooperative learning groups

–These are often used to teach specific content and problem-solving skills. They might last for one session to several weeks to complete a specific task. Students work together to achieve shared objectives.

-The task and the cooperative structure are explained, and the teacher monitors the functioning of the group and intervenes to teach cooperative skills through guiding.

-Students are expected to interact with other group members, share ideas and materials, and take responsibility for doing assignment and evaluating it using agreed criteria.

Informal cooperative learning groups

-The groups are formed for to accomplish temporary activity that usually last for only one session, or a short period during a session.

Base cooperative learning group

-Provides long term support for academic progress. This group stays together to provide mutual support both in and out of class.

Managing group work

To enable successful group work a facilitator needs to:

- Explain the purpose of discussion clearly
- Assure group members that their ideas are valued
- Challenge comments made by group members
- Listen to, and build on contributions of group members
- Stop 'dominators' from talking
- Summarize the discussion at the end, but try not to make a judgement
- Encourage the 'silent listener' with prompt questions
- Ensure that all group members feel part of the activity
- Introduce activities or questions to stimulate discussion

Cultural Diversity and its Influence on Teaching and Learning

Some cultural differences have a more substantial impact on learning than others. Significant examples in the context of higher education might include the relative value placed on *individualism*, *collectivism* and *mutual support*. Other culturally-inflected differences and dispositions that may have an influence in the lecture, theatre, seminar or tutorial include:

- Independent versus interdependent learners
- Task orientated students as compared with those who place more emphasis on relationship building
- Commitment to the group
- Expectations of the teacher
- Challenging the teacher compared with accepting everything the teacher says
- Willingness to take on board ideas which have not come from the teacher
- Risk taking as compared with a more conservative approach
- Acceptance of change or resistance to it
- Receptivity to new ideas
- Team-building
- Participation in group discussions

Independent learners

-It refers to little or low level of dependency. A learner is less dependent on a teacher to learn or performing learning activities.

Interdependent learners

-Cooperation and team skills are highly valued. Both independent and interdependent learners are highly advantageous.

Task-orientated versus relationship building approaches

-In some cultures relationships within the group for task performance is emphasized, whereas. There are also task-orientated students who do not focus attention on relationship building.

Group commitment

-Not all students are equally committed group to perform group activities.

-Some students do most of the work in order to earn a high mark

Expectations of the teacher

-High or low expectations from students

Challenging the teacher

-Shy students, those who do not questioning everything teacher says. On the contrary, others ask questions and raise challenging ideas.

Putting forward students' own ideas

-Some students may find it hard to discuss ideas that have not come from their teacher. Others lack confidence to express themselves.

Risk-taking

-Dependent students rarely dare to engage in risk-taking. Many factors such as personality, previous experience, cultural background, willingness to take risks and fear of failure are some of the causes.

Being receptive to new ideas

-Being unfamiliar with new ideas make learners to be receptive.

Team building

Good or bad past experiences of team work and attitude towards team work are very important to build team.

Participation in group discussions

-Group discussions must be organized with great care and sensitivity if each and member is expected to be active participant.

Strategies for teaching and Learning in Diverse Setting

-Family pedagogy is shaped by both spiritual faith narratives of hope and stories of struggle.

-Families maintain faith in a higher power to help them understand and navigate the hidden rules and norms.

-Teachers must come to understand the real life experience of the families. The application this background in the classroom is called “*diversity capital*”. Diversity capital can in turn afford teachers the knowledge, skills, and dispositions needed for a sustainable commitment to, validation of, and exchange with culturally diverse students and families.

-Teacher *diversity capital* is intended to name the type of teaching enhancement that embraces emotion and drives teachers to seek new opportunities and ideas for building positive relationships with students and families from culturally diverse backgrounds.

Managing Diversity in the Classroom

Educate and Sensitize Oneself to Cultural Diversity

-Be aware of your own behaviors and motivations is the first step in successfully managing a diverse classroom.

Celebrate Cultural Differences in the Classroom

-Do not expect students to adopt mainstream cultural behaviors overnight or, possibly, all. Students who are willing to share their culture should be encouraged to do so in ways that contribute to the curriculum. This can help create a community of learners in your classroom, where differences become strengths.

Learn About the diversity in your Classroom

Take time to learn all you can about the cultures of the students in your class. Remember: behaviors that teachers may automatically expect may not be what a student has learned at home.

Consider Students' Needs First

Treat all students with fairness and dignity. Evaluate your teaching style, expectations, assessment practices, handouts, and classroom environment in terms of cultural diversity.

Learn to Communicate with Culturally Diverse Parents

Find out what you need to know to be a culturally competent communicator. Remember to respect the standard modes of communication between parents and teachers in other cultures.

Assessment in Multicultural Setting

The following are suggestions for improving multicultural assessments

1. "Concentrate on empirical and operational definitions of groups, not just labels."
2. "Identify measures specifically designed for multicultural groups."
3. "Encourage the consideration of cultural factors in the earliest conceptual stages of instrument development."
4. "Increase opportunities for an exchange of information between those with quantitative training in instrument development and those with an interest and expertise in multicultural issues."

Characteristics of Effective Teachers in multicultural settings

- Committed to creating a transformative curriculum which reflects both multicultural society and individual differences among citizens.
- Understanding multiple learning styles that allows one to focus on individual students' own learning styles; sub-groups within a classroom community; and the entire class.
- Make students explicitly aware of how they and others learn; they can discuss strengths and weaknesses in various learning methods.

UNIT FOUR: Multicultural CURRICULUM

As classrooms become more and more culturally diverse, the need to infuse multicultural content into the curriculum becomes increasingly evident. This digest presents an overview of

strategies with practical examples to meet the needs of students who are diverse in two ways—by ability and by ethnicity. It offers suggestions for promoting gifted education that is multicultural

The Multicultural Education approach promotes the transformation of the educational process to reflect the ideals of democracy in a pluralistic society. Students are taught content using instructional methods that value cultural knowledge and differences.

One way of integrating multicultural content into the curriculum involves four levels or approaches (Banks and Banks, 1993).

4.2. Levels of integrating multicultural contents

One strategy for creating multicultural gifted education is to blend the works of Banks and Banks (1993) and Bloom (1956). This framework, described below, serves as a guide for helping educators promote higher level thinking based on Bloom's cognitive taxonomy (knowledge, comprehension, application, analysis, synthesis, and evaluation) and to promote multicultural thinking based on the four levels presented by Banks and Banks (1993).

The lowest levels of both models (e.g., knowledge-contributions) involve fact-based questions, statements, and activities that do not promote higher level thinking or substantive multicultural experiences. Conversely, at the highest levels of both models (e.g., evaluation-social action), students think critically about and take action on multicultural topics, concepts, material, and events. Here is an example of a lower level question contrasted with more complex multicultural questions: "Name three songs that were popular during slavery" (knowledge-contributions). In contrast, "Predict how our nation would have prospered without slave labor. What other forms of labor could have been used?" (analysis-transformation level). The following outline illustrates the blending of multicultural and gifted education at all levels of Bloom's taxonomy, followed by an example of each type of student assignment. This outline can help educators to develop questions and learning experiences that are challenging, rigorous, and multicultural.

4.2.1. Contributions approach

- Knowledge: Students are taught and know facts about cultural artifacts, events, groups, and other cultural elements. Example: Name three songs that were popular among slaves.
- Comprehension: Students show an understanding of information about cultural artifacts, groups, and other cultural elements. Example: Make an outline of events leading to the Civil War.
- Application: Students are asked to and can apply information learned on cultural artifacts, events, and other cultural elements. Example: Create a model of the underground railroad.
- Analysis: Students are taught to and can analyze (e.g., compare and contrast) information about cultural artifacts, groups, and other cultural elements. Example: Examine how stereotypes about minority groups might have contributed to slavery.
- Synthesis: Students are required to and can create a new product from the information on cultural artifacts, groups, and other cultural elements. Example: Write a story about the contribution of all Ethiopian ethnic groups to the celebration of the Nations and Nationalities Day.
- Evaluation: Students are taught to and can evaluate facts and information based on cultural artifacts, groups, and other cultural elements. Example: Critique the work of a famous Ethiopian artist.

4.2.2. Additive approach

- Knowledge: Students are taught and know concepts and themes about cultural groups. Example: List three factors that contribute to prejudiced beliefs.
- Comprehension: Students are taught and can understand cultural concepts and themes. Example: After reading a biography about a famous person of color, summarize the racial barriers that the person faced.

- Application: Students are required to and can apply information learned about cultural concepts and themes. Example: Find a book or song that discusses the problems of racial prejudice in society.
- Analysis: Students are taught to and can analyze important cultural concepts and themes. Example: Compare and contrast the writings of W.E.B. DuBois and Booker T. Washington on issues of racial discrimination.
- Synthesis: Students are asked to and can synthesize important information on cultural concepts and themes. Example: Write a play about the Spanish Inquisition.
- Evaluation: Students are taught to and can critique cultural concepts and themes. Example: Write a paper explaining why you think it is important (or not important) to learn about prejudice.

4.2.3. Transformative approach

- Knowledge: Students are given information on important cultural elements, groups, and other cultural elements, and can understand this information from different perspectives. Example: Describe how slaves might have felt being held in captivity.
- Comprehension: Students are taught to understand and can demonstrate an understanding of important cultural concepts and themes from different perspectives. Example: Explain why minorities use folk tales and storytelling as a means of coping with oppression.
- Application: Students are asked to and can apply their understanding of important concepts and themes from different perspectives. Example: Read an essay "What Ethiopia Means to Me." Write a paper showing how members of a minority group might respond to this essay.
- Analysis: Students are taught to and can examine important cultural concepts and themes from more than one perspective. Example: Predict how our nation would have prospered without slave labor. What other forms of labor could have been used?

- Synthesis: Students are required to and can create a product based on their new perspective or the perspective of another group. Example: Develop a survey regarding students' experiences with prejudice in their school or their community.
- Evaluation: Students are taught to and can evaluate or judge important cultural concepts and themes from different viewpoints (e.g., minority group). Example: Assume the identity of a plantation owner or a slave. From that perspective, write a story outlining the differences between your life and the ideal of liberty and justice for all.

4.2.4. Social action approach

- Knowledge: Based on information on cultural artifacts, etc., students make recommendations for social action. Example: What would you have done during the 17th century to end slavery?
- Comprehension: Based on their understanding of important concepts and themes, students make recommendations for social action. Example: List some ways that the media contribute to our perceptions of minority groups. What can be done to improve how the media portray minorities?
- Application: Students are asked to can apply their understanding of important social and cultural issues; they make recommendations for and take action on these issues. Example: Review three to five sources on affirmative action; then write and submit an editorial to a newspaper describing your views on this topic.
- Analysis: Students are required to and can analyze social and cultural issues from different perspectives; they take action on these issues. Example: Spend a day (or more) observing and analyzing how minority groups are treated at the mall. Share the results with storeowners.
- Synthesis: Students create a plan of action to address one or more social and cultural issues; they seek important social change. Example: Form a school club whose goal is to create a sense of community and respect in the school building.

- **Evaluation:** Students critique important social and cultural issues, and seek to make national and/or international change. Example: Examine school policies to see if democratic ideals are present. Write a new school policy and share the findings and recommendations with administration.

UNIT FIVE: CREATING A MULTICULTURAL SCHOOL ENVIRONMENT:

To make the institution more culturally responsive, reforms must occur in at least three specific areas:

1. **Organization of the school:** This includes the administrative structure and the way it relates to diversity and the use of physical space in planning schools and arranging classrooms.
2. **School policies and procedures:** This refers to those policies and practices that impact on the delivery of services to students from diverse backgrounds.
3. **Community involvement:** This is concerned with the institutional approach to community involvement in which families and communities are expected to find ways to become involved in the school, rather than the school seeking connections with families and communities.

5.1. Characteristics of inclusive educational environment

Many educators have identified qualities that indicate an inclusive environment. As you read through the following list, think about your place of work.

How many of these qualities already exist in your setting?

- All students are welcomed in general education. The general education class (with support) is the first option considered, regardless of disability type or severity.
- Students are educated in classes where the percentages of those with and without disabilities are proportional to those percentages in the local population (e.g., 10%-12% have identified disabilities).

- Students are educated with peers in the same age groupings available to those without disability labels.
- Students with varying characteristics and abilities participate in shared educational experiences while pursuing individually appropriate learning outcomes with necessary supports and accommodations.
- Shared educational experiences take place in settings predominantly frequented by people without disabilities (e.g., general education classrooms, community work sites).
- Educational experiences are designed to enhance individually determined outcomes for students and seek individualized balance between the academic/functional and social/personal aspects of schooling.
- Students receive typically available supports such as classroom teachers, classmates, and school counselors (sometimes referred to as "natural supports") and specialized supports such as special educators, and therapists only as needed.
- Inclusive education exists when each of the previously listed characteristics occurs on an ongoing, daily basis.

2. Strategies for Promoting Diversity in the Institutional Environment

1 Examine your assumptions. It is very common for instructors to assume that students share their own background, but this is not necessarily so. Do you find yourself addressing students as if they all share your religion, sexual orientation, or economic class?

3. Learn and use students' names. Even in large classes, you can start with a few names and build up. At the very least, let students know you are making an effort to do so.

4. Model inclusive language. For instance, avoid using masculine pronouns for both males and females. When you use mainstream idioms, explain them for the benefit of non-native speakers.

5. Use multiple and diverse examples. Multiple examples increase the likelihood of students relating to at least one of them. Take care to include examples that speak to both sexes and that work across cultures.

6. Establish ground rules for interaction. This will assure that other students are also being inclusive and respectful. In order to generate maximal buy-in into the ground rules,

you can involve the students in the process of establishing them. You will still need to enforce the ground rules and correct students for the occasional non-inclusive or disrespectful comment.

7. **Examine your curriculum.** Are certain perspectives systematically not represented in your course materials (e.g., a course on family focusing only on traditional families, or a course on public policy ignoring race issues)? Neglecting some issues implies a value judgment (hooks 1994), which can alienate certain groups of students.
8. **Strive to be fair.** Especially in courses with multiple sections and TAs, it is crucial to be perceived as fair, both in grading and in implementing course policies. Perceptions of unfairness can induce feelings of learned helplessness (Peterson et al., 1995), which are highly demotivating for students.
9. **Be mindful of low ability cues.** In their efforts to help students, some instructors inadvertently send mixed messages (e.g., “Sure, I’ll be happy to help you with this, I know girls have trouble with math”). These cues encourage attributions focused on permanent, uncontrollable causes, which diminish students’ self-efficacy. Instead, it is more productive to focus on controllable causes, such as effort.