

Multicultural Education

Graduate Course

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Course Description

Today's classroom teachers routinely face increased racial, ethnic, socioeconomic, and cultural/familial diversity within the educational structure. As a result, there is a growing need for teacher education to prepare teachers with methods of restructuring lessons that are not to be viewed as "add on's" to their content area. In Multicultural Education, you will discover instructional strategies that benefit ESL students and that are consistent with strategies that benefit all students. All teachers teach students of varying cultures and diverse backgrounds, and some teachers specialize in the teaching of students who have English as their Second Language, (ESL). It is important for teachers to acquire specialized competencies and skills to effectively teach across the curriculum, i.e., knowledge of how language is structured, how first languages are acquired and developed, and how languages vary.

Objectives

- Compare and contrast laws in your state and district and determine the impact on ESL students in the classroom
- Assess the growing diverse populations in schools throughout your district and this country
- Analyze beliefs held about teaching diverse populations in 21st Century classrooms.
- Employ strategies used to foster reflective teaching and ESL instruction.
- Reflect on personal and professional knowledge and experiences to help define your professional development goals.
- Examine the beginning stages of adjustment for the student who is ELL.
- Analyze characteristics of a diverse society
- Assess the effects of culture shock on ESL students and how it transfers to the classroom
- Create a definition of multicultural education
- Determine how multicultural education can be put into action in your classroom
- Envision what a multicultural classroom can look like

- Assess instructional considerations for the ESL/ELL student
- Assess practical ways brain-based research applies to ELL learners
- Examine ELL learning hierarchy of language development
- Compare beliefs held about teaching diverse populations in today's classroom
- Discuss definition of context and how it applies to teaching
- Confront prejudicial beliefs about cultural groups and develop a multicultural perspective
- Compare and contrast the pros and cons of multicultural education from an historical perspective
- Implement strategies for ELL/ESOL students to improve the learning community

- Examine teacher behaviors that consistently promote student learning
- Examine the effects of cultural differences in the classroom and schools
- Describe how to use effective cooperative teaching and learning strategies with diverse populations
- Design improved pre-instructional strategies by studying the behaviors characteristic of differential treatment of high and low achieving students
- Explore the controversial impact the content of textbooks has on diversity
- Examine teaching and learning styles and their importance in the multicultural classroom
- Identify the instructional skills required for successful group work
- Compare and contrast assessment formats
- Determine various methods to evaluate academic efforts of ESL and other students
- Develop and integrate an interdisciplinary multicultural lesson appropriate to classroom settings in one of the major subject areas of your choosing, that contains the principles of curriculum design mentioned in all previous Sessions.

Curriculum Design

This is a forty-five hour, three credit graduate level course completed over 2 weekends or 5 consecutive days.

Course Materials

The required textbook for this course is *Crossing Cultures in the Language Classroom 2nd Ed.* by Andrea DeCapua, Ed.D and Ann C. Wintergerst, Ed.D

Session Outline

Session One: Federal and State Law for whom English is a New Language

Content:

1. Examine information regarding laws in your state/district and determine the impact on ESL students.
2. Increase awareness of the growing diverse populations in schools throughout your district and this country.
3. Assess best practices in ESL education as well as how to best infuse multicultural education into all areas of the curriculum.

Session Two: Educating Teachers for Diversity – The Context of Teaching

Content:

1. Analyze beliefs held about teaching diverse populations in today's classroom.
2. Examine/develop a multicultural perspective.
3. Employ strategies used to foster reflective teaching and ELL instruction.
4. Reflect on personal and professional knowledge and experiences to help define your professional development goals.
5. Examine the beginning stages of adjustment for the ELL student.

Session Three: Characteristics of Cultural Identity and How it Relates to Specific Educational Settings

Content:

1. Compare and contrast characteristics of a diverse society.
2. Reflect on personal transformation and its connection to fostering the development of a multicultural perspective.
3. Analyze the effects of culture shock and its subsequent stages on ELL students and how it transfers to the classroom.
4. Relate the different characteristics of culture to a specific learning environment.

Session Four: Defining Multicultural Education

Content:

1. Compare and contrast numerous definitions of multicultural education.
2. Create your own interpretation of multicultural education.
3. Examine how the definition of multicultural education can be put into action in your classroom.
4. Envision what a multicultural classroom can look like.
5. Demonstrate instructional considerations for the ESL/ELL student.

Session Five: School and Classroom Context

Content:

1. Demonstrate practical ways brain-based research applies to ELL learners
2. Analyze the ELL learning hierarchy of language development
3. Recognize beliefs held about teaching diverse populations in today's classroom.
4. Define the definition of context and how it applies to teaching.
5. Confront prejudicial beliefs about cultural groups and develop a multicultural perspective.

Session Six: Strategies for Special Populations and Pros and Cons to Multicultural Teaching and Learning

Content:

1. Analyze the ongoing controversy, pros and cons, of multicultural education from an historical perspective.
2. Implement more strategies for ELL/ESOL students in order to improve the learning community.
3. Examine teacher behaviors that consistently promote student learning.
4. Investigate the myths about student retention.

Session Seven: Classroom Processes: Context, Cooperative Learning, Pre-Instructional Strategies

Content:

1. Compare and contrast various contexts in which learning takes place.
2. Examine language attitudes and student status.
3. Examine the effects of cultural differences in the classroom and schools.
4. Explain how to use effective cooperative teaching and learning strategies with diverse populations.
5. Design improved pre-instructional strategies by studying the behaviors characteristic of differential treatment of high and low achieving students.

Session Eight: Text Books and other Instructional Materials and Effective Teaching

Content:

1. Explain the controversial impact the content of textbooks has on diversity
2. Compare and contrast the 4 common types of bias
3. Demonstrate teaching and learning styles and evaluate their importance in the multicultural classroom
4. Explain the instructional skills required for successful group work.

Session Nine: Second Language Teaching, Evaluation, and Assessment

Content:

1. Examine methods of teaching English pronunciation, structure, reading and writing.
2. Assess student attitudes and perceptions as they relate to multicultural education.
3. Examine the changing assessment practices in our schools.
4. Discuss new assessment formats.
5. Determine various methods to evaluate academic efforts of ESL and other students

Session Ten: Final Integration Project

Content:

1. Develop and integrate, implement multicultural lessons appropriate to classroom settings in a subject area of your choosing. This project must contain the principles of curriculum design learned in this course.

Student Requirements

1. Participation: Actively participate in all activities.
2. Reading assignments: Complete all readings and reflection assignments.

Grading Criteria

Assignment	Points	Grading Scale	
Class Participation	30	100-93	A
Class assignments	45	92-85	B
Final Project	25	84-77	C
	100		

Student Academic Integrity

Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.