ADVANCED MULTICULTURAL EDUCATION

Education 680

Fall 2009

Audio-Conference Day & Time: Monday 4:15-5:30

Audio Conference #: 1-800-570-3591

Student Passcode: 1156832

Course site: https://uascentral.uas.alaska.edu/online
All written work must be posted as a Word document at the Task link.

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EDUCATION 680

Distance Delivery

General Information:

Multicultural education focuses on effective ways of accommodating cultural diversity in the classroom, learning to appreciate the differences that exist among people and viewing those differences as a positive force in the development of our society.

This course is designed to provide practical information and an experience base in multicultural education to pre-service and practicing Alaskan educators. The class will include case studies; videos with lecture presentations, audio conference sessions, computer conferencing through Discussion Board, writing assignments and a project. The course includes an emphasis on educational techniques that have been effective among Alaska Native students.

The topics that we are dealing with are very complex, have deep historical roots and may be controversial. Please approach this course with an open mind. There are very few simple answers to the issues raised in a multicultural education course--but there are insights and instructional strategies that can lead to successful education for most students.

Scope of the Course:

This course focuses on the philosophy and premises underlying multicultural education. Educational practices including instructional strategies, that promote these goals, will be stressed. Students are expected to explore the theoretical, practical, and ethical dilemmas facing teachers in Alaskan schools. Discussion and personal reflection are essential components of this course.

Learning Outcomes:

After completing this course the student, will be able to analyze and discuss key perspectives, premises, and goals of multicultural education.

After completing this course the student, will be able to identify barriers that prevent some minority children from succeeding in school and be able to evaluate and apply practices that will enable them to become more successful.

After completing this course the students will be able to identify, select, and apply practices that are appropriate to children in Alaska and document those that have worked in a diversity of cultures.
After completing this course the student will have increased proficiency in oral and written skills. Development of the communication and critical thinking competencies will be achieved through class discussions, the writing of an article review, responding to reflective writing assignments, the analysis of case studies, and the course project. Evidence of accomplishment will be evaluated through student participation in individual and group class discussions, writing assignments, and the case study analyses.

After completing this course the student will have developed competency in information literacy. Development of this competency will be achieved through the presentation of educational research techniques. Students will demonstrate their ability to locate, analyze, and synthesize information by the development of a final project involving research and the synthesis and application of concepts to an educational practice.

**COURSE OBJECTIVES:**
Competencies that must be developed related to teaching: Indexed to Alaska Teacher Standards, the UAS Center for Teacher Education (CTE) Conceptual Framework Goals & Performances (CF), and National Council for the Accreditation of Teacher Education (NCATE) Association for Childhood International (ACEI) Elementary Standards.

<table>
<thead>
<tr>
<th></th>
<th>AK Tchr Standards</th>
<th>UAS CTE Conceptual Framework</th>
<th>NCATE/ACEI Standards</th>
<th>AK Culturally Responsive Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Acquire knowledge of cultural diversity in the classroom, of its components, philosophies and approaches to teaching, especially in Alaska.</td>
<td>3</td>
<td>3a</td>
<td>3b</td>
</tr>
<tr>
<td>2.</td>
<td>Develop a personal philosophy and approach toward multicultural education for the intern's own classroom.</td>
<td>1</td>
<td>1a</td>
<td>5b</td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrate awareness of the differences that exist among people and the resulting diversity of educational needs of students.</td>
<td>3</td>
<td>3a</td>
<td>3d</td>
</tr>
<tr>
<td>4.</td>
<td>Identify teaching strategies that will support children from diverse cultures, especially in Alaska.</td>
<td>3c, 5a, 6</td>
<td>3c, 5a, 6a</td>
<td>3d, 3e</td>
</tr>
<tr>
<td>5.</td>
<td>Develop knowledge of prejudice reduction techniques.</td>
<td>6a, 6c</td>
<td>3d, 6a, 6c</td>
<td>5c</td>
</tr>
<tr>
<td>6.</td>
<td>Develop knowledge and awareness to create effective communication with families and family support for student learning</td>
<td>7a, b, d, e</td>
<td>7a, c</td>
<td>5c</td>
</tr>
<tr>
<td>7.</td>
<td>Develop knowledge of curricular inclusion of multicultural education in the curriculum.</td>
<td>4d, 4e, 5a, 5b</td>
<td>3b, 3c, 3d, 4b</td>
<td>2i</td>
</tr>
<tr>
<td>8.</td>
<td>Identify and become familiar with literature that supports curricular inclusion, and create an annotated bibliography of such books.</td>
<td>3, 4, 5</td>
<td>3b, 5a</td>
<td>2b, 3b</td>
</tr>
<tr>
<td>9.</td>
<td>Practice data base technology to index multicultural resources</td>
<td>9a</td>
<td>2i, 3e</td>
<td>5h</td>
</tr>
</tbody>
</table>
**Text:** Multicultural Education : Issues and Perspectives Sixth Edition by Banks and Banks

**Readings:**


Assembly of Alaska Native Educators. (1999, Feb.). *Guidelines for preparing culturally responsive teachers for Alaska’s schools* [Pamphlet]. AK: Alaska Native Knowledge Network


**Case Studies:**

- The Teacher Who Came to Rivertown
- Malaise of the Spirit
- Eskimos Solve the Future
- Out of the Melting Pot
- Kathy
- Mr. Stinson’s Vietnam

**Handouts/Activities:**

- Supportive Gadfly Model
- Assessment of a Classroom’s Multicultural Environment
- Sun Shadow Mandala

**Videos/DVDs:**

- Dealing with Diversity
- Unequal Education
- The Bear Stands Up (link on class site)
- Education in Alaska: An Historical Perspective
- Shadow of Hate
- Polished Stones (link on class site)
- Interview with Dennis Demmert
Course Requirements:

1. Attend and participate in class, through audio-conference and computer conferencing.
2. Read 6 case studies and write 2 case study analyses.
3. Complete the readings and do two responsive writing assignments.
4. Complete a project.
5. Lead a class discussion on a chapter from the text.
6. Prepare an article Review.

Grade Criteria:

Grades will be based on the following:
1. Attendance and participation in audio-conferences 50 points
2. Computer conferencing through Discussion Board 50 points
3. Case Studies (2) 100 points
4. Reflective Writing (2) 50 points
5. Project 100 points
6. Lead Class Discussion 25 points
7. Article Review 25 points
Total 400 points

A = 373-400 points  B- = 320-328 points  D+ = 272-279 points
A- = 360-372 points  C+ = 312-319 points  D = 253-271 points
B+ = 352-359 points  C = 292-311 points  D- = 240-252 points
B = 329-351 points  C- = 280-291 points  F = Below 240 points

All written work must be posted as a Word document at the Task link.

Audio-conference Participation
Attendance and participation in class is essential to get the most benefit out of this class. Students are expected to come to class prepared to discuss the assigned materials. Preparation for class includes watching the assigned video lessons, completing the readings and accessing the assigned web sites. Participating in discussion several times during each class earns full credit for attendance. Students who are unprepared or who do not participate in discussion will earn fewer points.

Computer Conferencing:

Each week discussion questions will be posted on Discussion Board. The Discussion Board site will be linked to the UAS Online site. Students should log in at least twice a week and post a response at least once for each question or discussion item. Answers that provide a thoughtful response to the issue will receive full credit. Responses with inaccurate information or off the topic replies will receive less credit.
**Case Studies:**
* Written analysis is required for two of the following five starred case studies.
  1. *The Teacher Who Came to Rivertown*
  2. *Malaise of the Spirit*
  3. Eskimos Solve the Future (cannot be used for written analysis)
  4. *Kathy*
  5. *Out of the Melting Pot*
  6. *Mr. Stinson’s Vietnam*

**Case Study Analysis:**
The first case study, The Teacher Who Came To Rivertown, is a required written case study analysis. The second case study may be chosen from the remaining four starred case studies. The written analysis should be submitted within a few days following the audio-conference discussion. This is a written analysis—not a question/answer assignments. In other words, please use the questions as a guide for writing your essay.

**PARTICIPATION:** a case study analysis is a group process. Be prepared to be called on to describe the setting, describe one of the main characters, or add your insights, in audio-conference and computer conferences. See guidelines at the end of the syllabus.

The CASE STUDY ANALYSIS should be finished prior to the audio conference class. Write your post-audio conference summary (i.e. additional insights you have gained from the audio conference) with a pencil or pen on the bottom or back of one of the pages or on an additional attached sheet. Post-discussion notes are most valuable when they are "hot."

**Reflective Writing Assignments**
**General Guidelines:**
Write a reflective response to each of the following. The reflective responses should be based on, but not necessarily limited to, information contained in the readings. It is a good idea to reference the article in the response (i.e. according to Cummins etc.) Reflective writings should be final draft from two to three pages in length. Please use APA for all writing assignments. (Length is less important than content).

**Assignment #1 (Due by October 5)**
Discuss the five approaches to multicultural education outlined in Chapter Three of your text. What are some strengths and limitations of each approach? Consider the goals and premises of multicultural education that have been presented in other assigned readings when discussing these approaches.
Assignment #2 (Due October 19)
Reference all readings and videos up to and including assignments for Oct.19:

Consider the following: You are the Commissioner of Education for the State of Alaska. The State Board of Education has asked you to identify obstacles to educational achievement for Alaska Native students. At the same time the Board would like you to present recommendations that address each of the obstacles.

Write a brief summary of your findings and recommendations to the Board.

Article Review: (Due no later than November 16th)

Research educational journals or other professional journals and select an article that addresses one or more issues encompassed in this course. Provide a brief (2-3) page review of this article. The review should include a brief summary of the main points of the article and an analysis of the article including applications of the main points of the article. A summary of your review should be presented in class, ideally on the day that your article topic is discussed.

Project (Proposal is due by Nov. 9 and final project is due no later than Dec. 14th)
The final project is made up of two sections. The first is a self-assessment and professional development plan and the second is an activity, lesson plan or annotated bibliography. Each part is worth a maximum of 50 points.

Part I: Self-Assessment and Professional Development

Review Chapters 2 and 3 in your text and the Guidelines for Preparing Culturally Responsive Teachers for Alaska’s Schools and prepare an essay statement of about 3 pages addressing the following topics.

1. Self-Awareness (refer to the Cultural Identity worksheet)
2. Philosophy of teaching specifically addressing multicultural education
3. Discuss your strengths in terms of both Knowledge and Skills
   Knowledge includes such as things as knowledge of the local community and Alaska. The category of skills includes the design of instructional materials that incorporates the local community’s culture and encourages the appreciation of multiple perspectives. Instructional units that address different learning styles are appropriate here.
4. Outline your plan for more professional development i.e. Identify knowledge areas that you would like to explore or skills that you would like to develop further. Clearly describe the steps that you will take to reach these goals.
Part II: Activity or Annotated Bibliography

Project Proposal due November 9th
Final Project due December 14th

The purpose of the term project is to integrate and apply theories, concepts, and/or strategies from the readings and class discussion to a practical educational issue. The final project may be a research paper, a poster project, a classroom activity, or an action plan. Your project can address any aspect of teaching including materials selection, curriculum design, classroom interaction or an annotated bibliography. If you select a teaching unit, please include the Alaska Standards that you will address. Some projects may not involve a product. For example, a person may choose to try the Supportive Gadfly model of teaching in a classroom for several weeks as a project. In cases like this, keep a daily log of the experience. Document your actions, what you observed in the classroom as a result of the changes that you made and finally, write your conclusions about the effectiveness of the technique and summarize what you have learned. Keep in mind that the final project must address one or more of the following dimensions identified by James Banks in chapter one of his text, Multicultural Education: Issues and Perspectives. The foremost requirement of the project is that it be of value to you.

1. Content Integration- Identify the level of integration
2. Knowledge Construction
3. Prejudice Reduction
4. Equitable Pedagogy
5. Empowering School Culture and Social Structure

The project will be graded on the following criteria:

1. Application of one or more of Banks’ dimensions
2. Organization of the paper/project
3. Clarity of purpose and application.

Suggested Project Topics

1. Annotated bibliography
2. Cooperative Learning Experience (plan, implement and document a lesson)
3. Discussion of issue such as tracking, competition/cooperation
4. Supportive Gadfly Model
5. Do more research about a topic that interested you
6. Try out the Asian math lesson plan model in your classroom
7. Develop a multicultural unit of instruction
8. Research women in history (i.e. do herstory)
9. Do family history research with students
10. Sun Shadow Mandala
Schedule

The following schedule indicates audio conference dates as well as case study assignments, readings, and DVD lessons. We will discuss the assigned readings and videos during the audio-conference sessions and by computer conferencing through Discussion Board. This is a tentative schedule and may be changed as needed throughout the semester.

Audio Conference Day & Time: Monday, 4:15-5:30
Audio Conference Phone number is 1-800-570-3591 and Passcode is 1156832

A course evaluation will be posted on UAS Online during the last three weeks of the semester.

**September 14:**
- Topic: Introduction to the course
- Reading Due: Text- *Multicultural Education: Issues and Perspectives* by Banks and Banks- Chapter One
- Article Due: “Defining Multicultural Education” by Gorski and Covert. This can be found in the course Webliography. Read the previous article as well as The Challenge of Defining Multicultural Education. The earlier article can be found by following the link at the top of the page.
- Discussion Board: Post an introduction

**September 21:**
- Topic: Defining culture
- Reading due: Text- Chapter Two
- Case Study Due: *The Teacher Who Came To Rivertown*
- Writing Due: Written case study analysis due September 17th.
- Video due: Dealing With Diversity
- Discussion Board: Post a response

**September 28:**
- Topic: Approaches to Multicultural Education
- Reading due: Text-Chapters Three and Four
- Video Due: Unequal Education
- Discussion Board: Post a response
October 5:

Topic: Education in Alaska
Reading Due: *Conflicting Visions in Alaskan Education* by R. Dauenhauer
*Yuuyaraq: The Way of the Human Being* by H. Napoleon
Videos Due: The Bear Stands Up
Education in Alaska: An Historical Perspective
Case Study Due: *Malaise of the Spirit*
Discussion Board: Post a response
Writing Due: Reflective writing #1

October 12:

Topic: Contemporary Issues in Alaska Education
Reading Due: McDowell Reports (Internet First Alaskans Institute)
Text: Chapter Nine
Discussion Board: Post a response

October 19:

Topic: Language Diversity
Reading Due: Text: Chapter Twelve
Case Study Due: *Eskimos Solve the Future* (cannot be used for written case study analysis)
Discussion Board: Post a response
Writing Due: Reflective Writing #2 is due

October 26:

Topic: Prejudice Reduction
Reading Due: Text: Chapter Eleven
Video Due: The Shadow of Hate
Discussion Board: Post a response
November 2: Topic: Cultural Construction of Teaching
Video Due: The Polished Stones
Case Study Due: Kathy
Discussion Board: Post a response

November 9: Topic: Curriculum Reform and Cooperative Learning
Reading Due: Text- Chapter Ten and Alaska Standards for Culturally Responsive Schools
Case Study Due: Out of the Melting Pot
Writing Due: Project Proposal for Part II is due
Discussion Board: Post a response

November 16: Topic: Issues of Gender and Sexual Orientation
Reading Due: Text-Chapters Six, Seven, and Eight
Internet: Visit posted web sites
Writing: Article Review is due if not already submitted
Discussion Board: Post a response

November 23: Topic: Religion in the Classroom
Reading Due: Text-Chapter Five
Case Study: Mr. Stinson’s Vietnam
Discussion Board: Post a response

November 30: Topic Exceptionality
Reading Due: Text-Chapters, Thirteen, Fourteen, and Fifteen
Discussion Board: Post a response

December 7: Topic: School Reform
Reading Due: Text- Chapters Sixteen and Seventeen
Articles Due: Morefield, J. (2001). Recreating schools for All Children, The Supportive Gadfly Model by Judith Kleinfeld (Handouts section)Reading Due: Booklet: Guidelines for Preparing Culturally Responsive Teachers for Alaska’s Schools
Video Due: Interview with Dennis Demmert
Discussion Board: Post a response.

December 14-18 Final Exams (No Class)
Final Project: Due December 14th
CASE STUDIES IN MULTICULTURAL EDUCATION

Case study method has been widely used for many years in legal and medical training. The use of this method is teacher training is a relatively recent phenomenon.

Professionals typically work in situations of complexity, ambiguity and disorder. Professional training should include preparation in spotting issues and framing problems, in thinking through the consequences and risks of different courses of action and in staying sensitive to the particulars of a concrete situation.

Multicultural teaching, particularly in rural Alaska involves developing sensitivity to multiple realities. Many educators tend to expect a just and certain world in which good teaching is always rewarded and where good educators do not bear the legacy of a past they did not create. Case studies help us to become aware of our unreasonable expectations and accept the fact that we carry the legacy of the past with us into the classroom.

The case studies presented in this class are real situations. They are not chosen because they are representative situations, but rather because of their potential for meaningful analysis. These case studies will help you to develop ability to:

1. Spot issues and frame problems in an ambiguous, complex situation,
2. Interpret the situation from different perspectives,
3. Identify crucial decision-points and possibilities for action, and
4. Recognize the possible consequences of alternative actions.

Directions:

Write an analysis of the case (about 2-4 pages) in which you:

1. Identify the central issues of the situation,
2. Describe the actions the teacher took,
3. Appraise the teacher’s actions and discuss alternatives,
4. Describe how the situation appears to the others in this case,
5. Discuss how the situation developed, and
6. Explain what you learned from this case.

This is an essay assignment- do not use a question and answer format. After the group discussion of the case study, write a brief summary of any additional insights that you have gained as a result of the discussion and submit to the instructor.
CASE STUDY NOTE SHEET
This is a note sheet to help guide your note taking and analysis of the case studies. This is for your own use -- do not hand this in.

Case Study-________________________________________________

1. What are the central issues in this situation? Which are most urgent? Which are most critical?


4. How does this situation appear to the other participants -- such as the students, superintendent, parents, and village council? Why do you think so?

5. How did this situation develop? What, if anything, might alter the basic conditions which created the present difficulties?

6. What have you learned in this case study?
Rubric for Case Study Analysis

A  Superior analysis of key issues in the case study with all points from the worksheet discussed. Well thought out alternatives are presented. Clearly addresses content, behavior, and educational environment. Structure and mechanics of writing serve content

B  Good analysis of key issues in the case study with most points from the worksheet discussed. Appropriate alternatives are presented. Addresses important aspects of content, behavior, and educational environment. Structure and mechanics of writing usually serve content

C  Commonplace understanding of the issues in the case study with some of the points from the worksheet discussed. Structure and mechanics of writing cause the reader minor distractions

D  Discussion of the case study reflects a limited understanding or partial misunderstanding of key points. Limited discussion of points from the worksheet. Writing impedes the reader’s understanding of content

F  The response demonstrates little or no grasp of the central issues in the case study. The response may significantly misstate the material or misinterpret the case study. Writing may cause the reader significant difficulty
Project Description

DIRECTIONS: Use this form or follow this format on a typed project description.

Description is due by November 9
Project should be submitted no later than December 14th.

Name:

Project Goals:

Description of the Project:

Action Steps:

Timeline:

Projected Outcome or Product (i.e. What will you submit for this class?)
Rubric for Reflective Writing Assignments and Final Project

A  Superior synthesis of concepts and approaches based on the readings and class discussion. Clearly addresses content, behavior, and educational environment. Structure and mechanics of writing serve content

B  Good synthesis of concepts and approaches based on the readings and class discussion. Addresses important aspects of content, behavior, and educational environment. Structure and mechanics of writing usually serve content

C  Commonplace synthesis of concepts and approaches based on the readings and class discussion. Addresses some aspects of content, behavior, and educational environment. Structure and mechanics of writing cause the reader minor distractions

D  Discussion of readings and concepts reflect a limited understanding or partial misunderstanding of key points. Limited or no synthesis of concepts and approaches presented in the readings and class discussion. Writing impedes the reader’s understanding of content.

F  The response demonstrates little or no grasp of the topic. The response may significantly misstate the material or misinterpret the material. The program design may be a string of generalizations without specifics. Writing may cause the reader significant difficulty