Advanced Multicultural Education

Education 680

University of Alaska Southeast

Summer 2009

Audio Conference Day & Time: Monday 4:00-5:20
Audio Conference # 1-800-570-3591
Participant Passcode is 1156832

Located at https://uascentral.uas.alaska.edu/online

Assignments should be emailed as Word documents to:

pmschulte@uas.alaska.edu

or

mailed to:
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UAS-Ketchikan Campus
2600 7th Avenue
Ketchikan, AK 99901

Phone: 907-228-4548
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Distance Education Office : ktndistance@uas.alaska.edu
Phone (907) 228-4590
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 preservice and practicing Alaskan educators. The class will include case studies, videos with lecture presentations, computer conferencing through Discussion Board and written assignments. 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, which 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 article reviews, responding to reflective writing assignments, and the analysis of case studies. 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>AK Teacher 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. 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, 3d, 3e</td>
</tr>
<tr>
<td>2. Develop a personal philosophy and approach toward multicultural education for the intern's own classroom.</td>
<td>1</td>
<td>1a</td>
<td>5b, 1a</td>
</tr>
<tr>
<td>3. 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, 1b, 3d,</td>
</tr>
<tr>
<td>4. 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, 5a,</td>
</tr>
<tr>
<td>5. Develop knowledge of prejudice reduction techniques.</td>
<td>6a, 6c</td>
<td>3d, 6a, 6c</td>
<td></td>
</tr>
<tr>
<td>6. 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, 7b,7d</td>
</tr>
<tr>
<td>7. Develop knowledge of curricular inclusion of multicultural education in the curriculum.</td>
<td>4d, 4a, 5a, 5b</td>
<td>3b, 3c, 3d, 4b</td>
<td>2i, 4a, 5c</td>
</tr>
<tr>
<td>8. Practice data base technology to index multicultural resources</td>
<td></td>
<td>9a</td>
<td>2i, 3e, 5h</td>
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</table>
Readings:
Text: *An Introduction to Multicultural Education* 4th edition by James A. Banks
Book of Readings compiled by UAS Ketchikan Campus
Smaller Booklets:
  - Interethnic Communication by Scollon and Scollon
  - Conflicting Visions in Alaskan Education by Richard Dauenhauer
  - Yuuyaraq: The Way of the Human Being
  - Alaska Standards for Culturally Responsive Schools
  - Alaska Standards for Culturally Responsive Teachers

Contents of the Book of Readings:


**Case Studies:**

- The Teacher Who Came to Rivertown
- Malaise of the Spirit
- Eskimos Solve the Future
- Out of the Melting Pot
- Kathy

**Handouts/Activities:**

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

**Videos:**

- Dealing with Diversity
- Unequal Education
- The Bear Stands Up
- Education in Alaska: An Historical Perspective
- Shadow of Hate
- Polished Stones
- Interview with Dennis Demmert

**Course Requirements:**

1. Attend and participate in class through audio-conference and computer conferencing.
2. Read 5 case studies and write 2 case study analyses.
3. Complete the readings and do two reflective writing assignments.
4. Complete a project.

**Grade Criteria:**

Grades will be based on the following:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Attendance and participation in audio-conferences</td>
<td>50</td>
</tr>
<tr>
<td>Computer conferencing through Discussion Board</td>
<td>50</td>
</tr>
<tr>
<td>Case Studies (2)</td>
<td>100</td>
</tr>
<tr>
<td>Reflective Writing Assignments (2)</td>
<td>100</td>
</tr>
<tr>
<td>Project</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
</tr>
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</table>


Grade Breakdown:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>373-400</td>
<td>C</td>
<td>292-311</td>
</tr>
<tr>
<td>A-</td>
<td>360-372</td>
<td>C-</td>
<td>280-291</td>
</tr>
<tr>
<td>B+</td>
<td>352-359</td>
<td>D+</td>
<td>272-279</td>
</tr>
<tr>
<td>B</td>
<td>329-351</td>
<td>D</td>
<td>253-271</td>
</tr>
<tr>
<td>B-</td>
<td>320-328</td>
<td>D-</td>
<td>240-252</td>
</tr>
<tr>
<td>C+</td>
<td>312-319</td>
<td>F</td>
<td>Below 240</td>
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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. Use the link from the UAS Online course site or you may become confused with discussions from previous semesters.

Case Studies:

* Written analysis assignment. All students must complete a written analysis for “The Teacher Who Came To Rivertown”. In addition, each student must select one of the * indicated 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

Case Study Analysis:

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.

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 Assignment #1 (Due by July 6th)

Consider the materials in the readings and videos assigned through July 6th:

Based on your reading of the definitions of multicultural education, the goals and premises and the approaches to multicultural education; describe your goals as well as your approach to multicultural education. If you are not teaching yet, address this in terms of your prospective educational situation.
Reflective Writing Assignment #2 (Due by July 27th)
Be sure to consider all readings and videos up to and including assignments for July 20.

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.

Project (Submit by August 9)

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.

Part I: Self-Assessment and Professional Development (50 points)
Review Chapter Two 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 (50 points)

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 three of his text, *An Introduction to Multicultural Education*. 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 of reading materials for your students
2. Cooperative Learning Experience
3. Discussion of an issue such as tracking, competition/cooperation
4. Research about a topic addressed in the readings
5. Develop a multicultural unit of instruction
6. Research women in history (i.e. do herstory)
7. Develop an activity to conduct family history research with students
8. Sun Shadow Mandala
Schedule

The following schedule indicates audio conference dates as well as case study assignments, readings and video lessons. We will discuss the assigned readings and videos during the audio conference sessions and by computer conferencing through Discussion Board.

Audio Conference Day & Time: Monday; 4:00-5:20

Audio Conference # 1-800-570-3591
Password # is 1156832

UAS Online Assignments: Access our class site by June 29, print out the syllabus and do the assignments due for our first class.

June 29:  Topic: Introduction to the course
Assignments Due:
Reading: Text (An Introduction to Multicultural Education by Banks) Chapter One
Internet Reading: 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.
Read Article: Culture Change and Identity Among Alaska Natives: Retaining Control
Discussion Board: Post an introduction

July 6 :  Topic: Cultural Diversity and Education
Assignments Due:
Reading: Text- Chapters Two and Three
Case Study Due: The Teacher Who Came To Rivertown
Writing Due: Case study analysis is due July 8
Reflective Writing #1 is due July 6
View Videos/DVDs: Dealing with Diversity and Unequal Education
Discussion Board: Post a response
July 13:  
**Topic:** Education in Alaska  
**Assignments Due:**  
**Reading:** Text Chapter Seven  
**Articles:** Booklets *Conflicting Visions in Alaskan Education* by Dauenhauer and *Yuuyaraq: The Way of the Human Being*  
**Internet Reading:** “The Alaska Native K-12 Education Indicator’s Report” at First Alaskans web site.  
**Case Study:** *Malaise of the Spirit*  
**Writing Due:** Proposal for the Project Part II  
Second Case study is due by Aug. 3  
**View Videos/DVDs:** *Education in Alaska* and *The Bear Stands Up*  
**Discussion Board:** Post a response.

July 20:  
**Topic:** Interethnic Communication  
**Assignments Due:**  
**Reading:** Text Chapter Five  
**Articles:** *American Indian/Alaska Native Learning Styles, American Indian/Alaska Native Education and Standards Based Reform*, Asa G. Hilliard III and Alba Ortiz: *The Effects of the No Child Left Behind Act on Diverse Learners*  
**Booklets:** *Alaska Standards for Culturally Responsive Schools*. Interethnic Communication (yellow booklet).  
**Case Study:** *Eskimos Solve the Future*  
**Writing Due:** Second case study is due by Aug.3  
**Discussion Board:** Post a response

July 27:  
**Topic:** Curriculum and Materials  
**Assignments Due:**  
**Reading:** Text Chapters Four and Six  
**Case Study:** *Out of the Melting Pot*  
**Articles:** *Using Anthropology to Make Sense of Human Diversity* and *Recreating Schools for All Children* and *The Trouble with Ruby Payne: Education Brief #4*  
**Internet:** Access website on White Privilege  
**View Video:** *The Shadow of Hate*  
**Writing Due:** Reflective Writing #2  
Second Case study is due by Aug.3  
**Discussion Board:** Post a response
August 3:  Topic: Teaching is a Cultural Activity and Gender Equity
Assignments Due:
Reading: Text Chapter Eight
Case Study: Kathy
Reading Articles: Teaching is a Cultural Activity, How Asian Teachers Polish Each Lesson to Perfection, Reaching Gender Equity in Mathematics Education, Gender Equity: Still Knocking at the Classroom Door and Recreating Schools for All Children
View Video: Polished Stones
Writing Due: Second Case Study is due.
Projects Part I and II must be submitted by August 7
Discussion Board: Post a response
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.

Professional 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:

Prepare for each of the case studies by doing the following:

Write an analysis of the case (about 2-3 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
6. Explain what you learned from this case

This should be written as an essay not in a question and answer format. The topics may be addressed in any order, but should be discussed as appropriate to the case study.

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.
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?
**Project Description:**

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

Description is due by July 13

Project should be submitted no later than August 9

Name:

Project Goals:

Description of the Project:

Action Steps:

Timeline:

Projected Outcome or Product: