

Course Description

EDG2700 | Introduction to Multicultural Education | 3.00 credits

This course will provide an overview of multicultural teaching and anti-bias education to promote equitable education for all learners. The student will explore, theorize, and think critically about language practices, ethnicity, race, and culture across diverse settings (e.g. schools & communities). The student will develop a critical understanding of theory and practice as they foster student-centered teaching approaches that support linguistically and culturally diverse students.

Course Competencies

Competency 1: The student will explore the elements of multicultural education and its implementation by:

1. Defining “multicultural education” and “anti-bias curriculum” and their importance in effective
2. teaching.
3. Describing the characteristics of culturally competent teachers.
4. Indicating how multicultural educational practices impacts student achievement.
5. Characterizing differences in modes of communication and their effects on teaching and learning in multicultural and multi-ethnic environments.
6. Identifying and counteracting bias in instructional materials.
7. Distinguishing the ways in which texts and beliefs are socially and culturally constructed and can be deconstructed to reveal bias and prejudice.
8. Analyzing educational materials and situations for bias, racism, and discrimination.
9. Critiquing obstacles to educational equity (tracking, lowered expectations, linguistic ideologies, social inequities, cultural values, hidden curriculum, communication styles etc.).
10. Investigating media sources and other representations that instantiate “norms”, “differences” and stereotypes

Competency 2: The student will research and identify the characteristics of culturally competent teachers by:

1. Discussing awareness of human similarities and differences.
2. Demonstrating and exemplifying empathy and/or the ability to think in terms of cultures other than one's own culture.
3. Identifying one's own assumptions, values,
4. prejudices, bias's and fears and how they impact
5. others.
6. Examining how one's values, priorities, and cultural norms have impacted ones' life.
7. Practicing or applying a willingness to learn about other cultures.
8. Distinguishing how developing a greater sense of one's own cultural identity is a resource for transformative teaching practices.
9. Investigating the difference between individual prejudice and structural/systematic discrimination.
10. Analyzing the intersections between culture, race, ethnicity, language practices and class stratification in society and education and applying these understandings to personal and teaching experiences/contexts.

Competency 3: The student will reflect on and assess the role of multicultural education as transformative practice by:

1. Identifying individual differences that influence how a child learns.
2. Describing and critiquing institutionalized and structural oppression.
3. Investigating and discussing the cultural social structures and historical issues related to race, ethnicity, language, socio-economic class, religion, gender, sexual orientation and {dis}ability.
4. Articulating the importance of bringing about social, political, and economic changes to correct injustices.
5. Applying culturally responsive instruction by implementing multicultural educational strategies in an early childhood educational setting (classroom/ school or community).
6. Examining power relationships embedded in teaching practices in order to identify the role of

multicultural education as an act of critical consciousness.

7. Investigating how socialization and biases inform their teaching and effect the educational experiences of their students.
8. Summarizing and illustrating characteristics of a culturally responsive environment.

Competency 4: The student will research and apply knowledge of culturally responsive instruction to design culturally responsive pedagogy for the classroom by:

1. Describing how to present materials relative to culturally diverse groups with empathy and self- confidence.
2. Locating and critiquing resources pertaining to selected ethnic/racial groups and especially underrepresented groups.
3. Integrating multicultural goals into the traditional goal framework of one's discipline
4. strategy.
5. Incorporating diverse perspectives in context while developing instructional strategies, materials and resources
6. Researching current issues of equity and social justice in education and devising an action plan for an early childhood educational setting within a classroom, school, or community.
7. Applying multiple perspectives to view and interpret curriculum and educational situations.
8. Integrating multicultural teaching strategies in an early childhood education setting within a classroom, school, or community.
9. Analyzing educational materials for cultural, linguistic, racial, ethnic, and sexual bias and relate it to one's own teaching.

Learning Outcomes:

- Communicate effectively using listening, speaking, reading, and writing skills
- Formulate strategies to locate, evaluate, and apply information
- Create strategies that can be used to fulfill personal, civic, and social responsibilities