

City College of San Francisco
March 22, 2006
San Francisco, California

A Conversation About
Multicultural Teaching Competencies
With Basic Skills English Teaching Faculty at CCSF

facilitated by,
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Outline

Introduction and Purpose of Workshop

- Who I am, Who you are and our expectations
- A Foundation = MIPs four Ways of Knowing
- Your concerns & Expectations

Small Group Exercise

- What gets your students excited in your classroom?
- What topics are your students not excited about in your classroom?

What are Multicultural Competencies?

- Learning Styles
- Multiple Intelligences
- Pedagogies of Engagement

Deconstruction

Closing

- Tell a Partner what you will take away from today and one thing you would like to incorporate into your classroom

Note: Each page in this handout is a 3 ½ hour workshop. They are here as an introduction and to illustrate the depth and breadth of issues associated with the craft and art of teaching.

The Four Dimensions of MIP* Knowing

<p style="text-align: center;">Knowing Theory</p> <p>Theories such as critical Pedagogy, Pedagogies of Engagement, and theorists such as Kolb, Gardner, Banks, Friere & Nieto.</p> <p>e.g. “The dimensions are content integration, the knowledge construction process, prejudice reduction, an equity pedagogy, and an empowering school culture and social structure. (Banks p. x in Nieto’s <u>The Light in Their Eyes</u>)</p>	<p style="text-align: center;">Knowing Practice</p> <p>Continuing to ask: how does this inform my practice? How does my practice need to grow and change? How can I remain attentive to all the dynamics of a classroom, office and/or meeting--as well as the content.</p> <p>e.g. assessing curriculum for multicultural characteristics with special reference to racial, ethnic, & language “minorities.” (Boyer) and multicultural competencies (Diller & Moule). Consistent classroom assessment (Angelo & Cross) and then adjusting your pedagogy/counseling philosophy (Arredondo et.al. & Sue)</p>
<p style="text-align: center;">Knowing our Students</p> <p>What assets and expertise do students bring to the campus and the classroom? What challenges do students face? What engages students and therefore facilitates their learning process.</p> <p>Fostering the Voice of our Students = Empowerment and Success (Friere, Wink & Nieto)</p> <p>e.g. “[T]eaching is a creative act, a critical act, and not a mechanical one. The curiosity of the teacher and the students, in action, meet on the basis of teaching-learning. (Freire, <u>Pedagogy of Hope</u> pg. 80)”</p>	<p style="text-align: center;">Knowing our selves</p> <p>What do I bring onto the campus and into my office and classroom? Understanding that power and the dynamics of the 7 basic –isms is at play at ALL times. Knowing that the more I unlearn oppressor / internalized oppression roles, the more attention I will have for my students and for fostering their success.</p> <p>e.g. The ability to “connect with ...students, and to connect them with the subject, depends less on the methods I use than on the degree to which I know and trust my selfhood—and am willing to make it available and vulnerable in the service of learning.” (Palmer, <u>The Courage to Teach</u>, pg. 10)</p>

*You can learn more about City College of San Francisco’s Multicultural Infusion Project at www.ccsf.edu/mip

Adapted from Hirose (MIP co-coordinator), Alisa Messer (MIPer) & Jackie Reza for CCSF & based on Adams & Marchesani’s Δ Multidimensional Approach to Faculty Development: Understanding the Teaching-Learning Process

What are Multicultural Teaching Competences?

Multicultural Teaching Competence is the ability to successfully teach students from different cultures other than your own. It entails mastering complex awarenesses, sensitivities, and attitudes, various bodies of knowledge, and a set of skills that, taken together, underlie effective cross-cultural teaching. (Diller & Moule, *Cultural Competence: A Primer for Educators*, 2005 p. 2 & 5)

Individual Cultural Competence Skill Areas

(Diller & Moule, *Cultural Competence: A Primer for Educators*, 2005, pg 14-17):

1. **Awareness and Acceptance of differences:** In attuning one's educational efforts to work with students from other cultures, acknowledging and looking at differences are as important as highlighting similarities.
2. **Self-awareness:** involves understanding the myriad ways culture impacts human behavior and requires sufficient self-knowledge to anticipate when one's own cultural limits are likely to be pushed, foreseeing potential areas of tension and conflict with specific student groups, and accommodating them.
3. **Dynamics of difference:** is an awareness of the dynamics of difference and involves knowing what can go wrong in cross-cultural communication and knowing how to set it right.
4. **Knowledge of the student's culture:** It is critical for teachers to familiarize themselves with a student's culture so that behavior may be understood within its own cultural context.
5. **Adaptation of Skills:** involves adapting and adjusting generic teaching practices (that have their roots in the dominant cultural paradigm) to accommodate cultural differences. Adaptations can take a variety of forms and learning goals can be altered to better fit cultural values.

Bank's Four Levels of Integration of Multicultural Content

(Banks & Banks (Eds.) *Multicultural Education: Issues and Perspectives*, 5th ed, pg. 246)

1. **Contributions approach** = adding discrete items of culture to the existing curriculum = heroes, holidays, food without any basic conceptual change in the material.
2. **Additive approach** involves adding content, concepts, themes and perspectives are added to the curriculum without changing its basic structure.
3. **The transformational approach** occurs when the structure of the curriculum is changed to enable students to view concepts, issues, events and themes from the perspectives of diverse racial and cultural groups.
4. **The social action approach** encourages students to make decisions on important social issues and take action to help solve them.

The Dimensions of Multicultural Education

(Banks & Banks (Eds.) *Multicultural Education: Issues and Perspectives*, 5th ed., pg. 23)

1. **Content Integration:** deals with the extent to which teachers use examples & content from a variety of cultures in their teaching.
2. **Knowledge Construction:** Teachers need to help students understand,

investigate, and determine how the implicit cultural assumptions, frames of reference, perspectives, and biases within a discipline influence the ways in which knowledge is constructed.

3. **Prejudice Reduction:** this dimension focuses on the characteristics of students' racial attitudes and how they can be modified by teaching methods and materials.
4. **An Equity Pedagogy:** exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, gender, and social-class groups.
5. **An Empowering School Culture:** Grouping and Labeling practices, sports participation, disproportionality in achievement, and the interaction of the staff and the students across ethnic and racial lines must be examined to create a school culture that empowers students from diverse racial, ethnic and gender groups.

The Five Multicultural Teaching Principles

(Diller & Moule *Cultural Competence: A Primer for Educators*, 2005, pg. 18)

Based on research related to diversity, Banks et al (2001) begin by asking what we currently know about culture and education, and then proceed to define a comprehensive set of principles of culturally competent teaching and educational delivery. **They group these principles into five categories: teachers, students, cross-cultural relations, school structure and equity and evaluation.**

Examples of questions include:

Teachers: are teachers knowledgeable about the cultural dynamics that might occur within a classroom?

Students: Are all students afforded access to all aspects of the curriculum and school resources?

Cross-cultural relations: Do school personnel actively promote positive interaction between students of different cultural backgrounds?

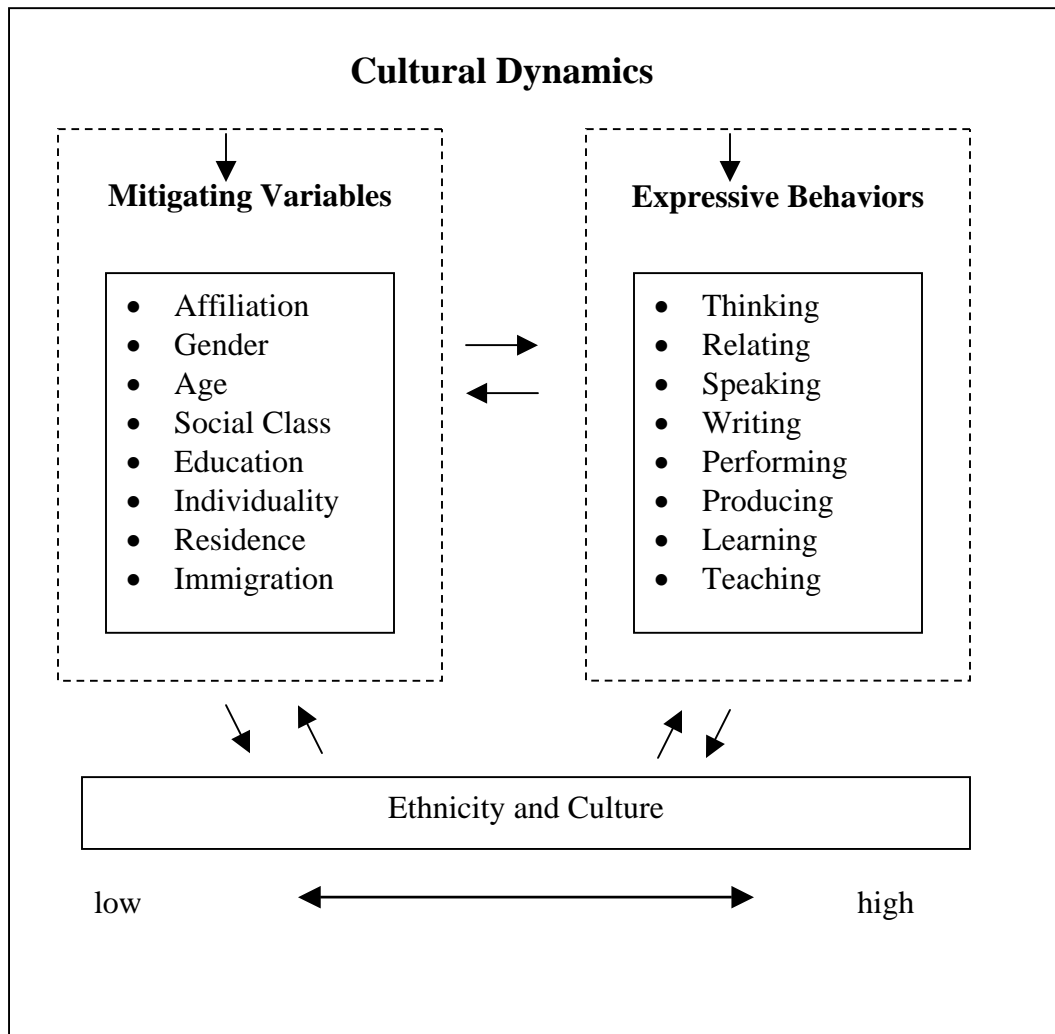
Teacher Characteristics that Make a Difference

(Haberman, (1996) in Diller & Moule (2005) pg. 158)

1. **Teacher's belief:** that it is the teacher's responsibility to engage all student sin a meaningful learning activities
2. **Caring Orientation:** The expectation of the need for rapport with students
3. **Fallibility:** The expectation and orientation of teachers to their own errors, reflectivity.
4. **Persistence:** The predisposition to pursue activities at which students will succeed and to solve problems that intrude on learning.
5. **Organizational Ability:** The predisposition to engage in planning and gathering of materials.
6. **Physical and Emotional Stamina:** The ability to persist in situations characterized by poor home lives and other crises facing our students.
7. **Response to Authority:** The predisposition to protect students experiencing success in learning against bureaucratic constraints.
8. **Explanation of Success:** The predisposition to emphasize effort rather than ability.
9. **Teaching Style:** The predisposition to engage in coaching rather than directive teaching

Cultural Dynamics & Multicultural Learning Styles

- **Culture. . .is multidimensional and continually changing.** As manifested in expressive behaviors, culture is influenced by a wide variety of factors, including time, setting, age, economics, and social circumstances.
- **This expressive variability does not nullify the existence of some core cultural features and focal values in different ethnic groups.**
- **Designating core or modal characteristics does not imply that they will be identically manifested by all group members.**
- **Nor will these characteristics be negated if some group members do not exhibit any of them as described.** How individual members of ethnic groups express their shared features varies widely for many different reasons. Some of the causes of this variance, and the relationships among them are depicted in the chart below: (pg. 10)



(Gay, Geneva, 2000, pg. 11)

Multicultural Learning Styles*

Note: These generalities have been developed by researchers of their respective ethnicities & in relation to social justice & multicultural education and are for thought and reflection.

Asian American	African American	Latino	Native American
<ul style="list-style-type: none"> ➤ Respect for elders ➤ Value education ➤ Respect authority ➤ Feel responsibility for relatives ➤ Show self-control ➤ Teachers are accorded higher status ➤ Need reinforcement from teachers ➤ Work more efficiently in a well-structures, quiet environment ➤ Wait to participate, unless otherwise requested by teacher. Listen more than speak ➤ Speak in soft voice ➤ Be modest ➤ Create organized classroom activities around naturalistic interactions that permit the Asian student to take the lead (Adapted from Feng 1994, online) (pg. 21) 	<ul style="list-style-type: none"> ➤ Respond to things in terms of the whole instead of isolated parts; ➤ Prefer inferential reasoning as opposed to deductive or inductive, ➤ Approximate space and numbers rather than adhere to exactness, ➤ Focus on people rather than things; ➤ Be more proficient in nonverbal than verbal communications; ➤ Prefer learning characterized by variation and freedom of movement; ➤ Prefer kinesthetic/active instructional activities; ➤ Prefer evening rather than morning learning; ➤ Choose social over nonsocial cues; and proceed from top-down processing approach rather than bottom-up approach (adapted from Irvine & York 2001, pg. 490) (pg. 23) 	<ul style="list-style-type: none"> ➤ Prefer group learning situations; ➤ Be sensitive to the opinions of others; ➤ Remember faces and social words; ➤ Be extrinsically motivated; ➤ Learn by doing; ➤ Prefer concrete representations to abstract ones, and ➤ Prefer people to ideas (adapted from Irvine & York 2001 , pg 490) (pg. 45) 	<ul style="list-style-type: none"> ➤ Prefer visual, spatial, and perceptual information rather than verbal; ➤ Learn privately rather than in public; ➤ Use mental images to remember and understand words and concepts rather than word associations; ➤ Watch and then do, rather than employ trial and error; ➤ Learn experientially and in natural settings; ➤ Have a generalist orientation, interested in people and things; ➤ Values conciseness of speech, slightly varied intonation, and limited vocal range; ➤ Prefer small-group work; and ➤ Favor holistic presentations and visual representations (adapted from Irvine & York 2001, 490-491) (pg. 28)

Extracted from Educational Research Service publication, (2003), What We Know About Culture and Learning (pages 20 to 26).

The Culture of Power*

Five Tenets

1. Issues of power are enacted in classrooms.
2. There are codes or rules for participating in power; that is, there is a "culture of power."
3. The rules of the culture of power are a reflection of the rules of the culture of those who have power.
4. If you are not already a participant in the culture of power, being told explicitly the rules of that culture makes acquiring power easier.
5. Those with power are frequently least aware of -- or least willing to acknowledge -- its existence. Those with less power are often most aware of its existence.

Point = Teachers must teach all students the explicit and implicit rules of power as a first step toward a more just society.

Source: Extracted from Lisa D. Delpit, The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children, *Harvard Educational Review* Vol. 58 No. 3 August 1988 by J.V Reza 2/11/94

What are Learning Styles?

A learning style is a student's consistent way of responding to and using stimuli in the context of learning. There are various instruments used to determine a student's learning styles.

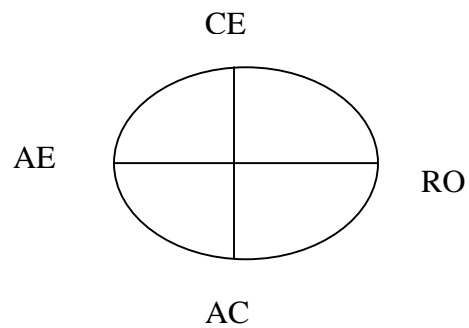
VAK (Visual, Auditory, Kinesthetic) has been derived from the accelerated learning world, and seems to be a popular model nowadays. Its main strength is that it is quite simple, which appeals to a lot of people. Its main weakness, is that the research does not really support it.

Kolb's Learning Style Inventory describes a learning process and a style. Kolb contends that people learn from immediate, here-and-now experience, as well as from concepts and books, and learning happens in all human settings—from school to shop floor, from research laboratory to management boardroom, in personal relationships and in the aisles of the local grocery store. Learning is the method we use to adapt to and cope with our world; it keeps us busy through life—from childhood to adolescence, to middle and old age.

While we all learn all the time, we do not all learn in the same way. As a result of our unique set of experiences, we each develop a preferred style of learning. This learning style is simply the way we prefer to absorb and incorporate new information. Our learning style affects the way we solve problems, make decisions, and develop and change our attitudes and behavior.

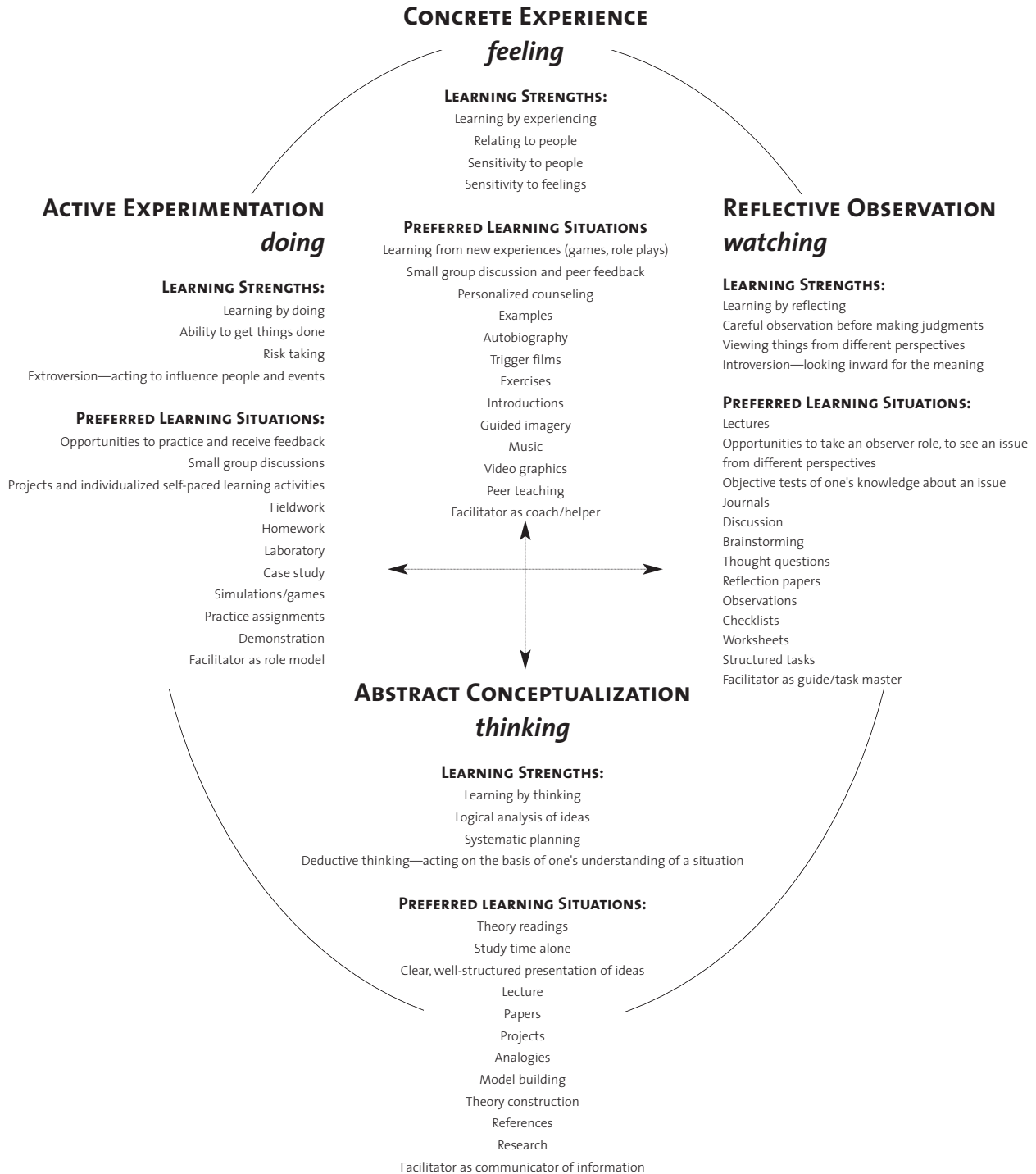
The Experiential Learning Model is a simple description of the learning cycle—how experience is translated into concepts, which, in turn, are used as guides in the choice of new experiences. This cycle consists of the following four stages:

1. Immediate or concrete experience.
2. This concrete experience is the basis for observations and reflections
3. These observations and reflections are assimilated and distilled into a theory or concept, however informal, from which new implications for action can be drawn.
4. These implications can be tested and serve as guides in creating new experiences.



CE = Concrete Experience = Experiencing
RO = Reflective Observation = Reflecting
AC = Abstract Conceptualization = Thinking
AE = Active Experimentation = Doing

The learning process may begin in any of the four phases of the learning cycle. Ideally, using a well-rounded learning process, you would cycle through all four phases. However, you may find that you sometimes skip a phase in the cycle or focus primarily on just one.



Based on: Svinicki and Dixon, 1987
Revised by: Milton Bennett, 2001
Merged with: info from Hay/McBer Facilitator's Manual for Kolb Learning Styles

vertical axis: how experience is taken in
horizontal axis: how that experience is processed

What are Multiple Intelligences?

Howard Gardner's theory of multiple intelligences asserts that all people possess eight capacities for solving problems and creating projects (Gardner, 1983). According to Gardner, to understand means to be able to express information through a "performance of understanding." Which involves students giving presentations that demonstrate their knowledge of academic material. This gives them an opportunity to act as "mini-experts" on a subject and to teach their peers information they have learned themselves.

PEOPLE WHO ARE PRIMARILY:

BODILY KINESTHETIC: Enjoy expressing ideas and feelings and/or transforming things physically.

INTERPERSONAL: Enjoy learning about people's moods, motivations, and feelings, and are sensitive to body language.

INTRAPERSONAL: Enjoy introspection and are adept at evaluating their own strengths, weaknesses, and feelings.

LINGUISTIC: Enjoy reading, writing and/or using words orally. They understand many dimensions of language and communication.

LOGICAL-MATHEMATICAL: Enjoy working with numbers, graphs, logical patterns, computers, and abstract ideas.

MUSICAL: Enjoy performing or listening to music and are sensitive to pitch, rhythms, melodies and harmonies.

NATURALIST: Enjoy nature, collecting, categorizing, observing subtle changes, using microscopes and/or being outdoors.

SPATIAL: Enjoy learning from pictures or videos or expressing themselves through art, collage or other visual mediums.

Key Points in Multiple Intelligences Theory

- Everyone has all 7 intelligences
- Most can develop all 7 to competence
- Intelligences usually work together
- There are many ways to be intelligent in each Category.

from Silver, Harvey, et. Al, So Each May Learning: Integrating Learning Styles and Multiple Intelligences, Association for Supervision and Curriculum Development, 2000, pg.7

Multiple Intelligences Skills & Learning Techniques

Skills

Verbal/Linguistic

Analyzing own use of language
Remembering terms easily
Explaining, teaching, learning, & using humor
Understanding syntax and meaning of words
Convincing someone to do something

Musical/Rhythmic

Sensing tonal qualities
Creating or enjoying melodies & rhythms
Being sensitive to sounds and rhythms
Using “schemas” to hear music
Understanding the structure of music

Logical/Mathematical

Recognizing abstract patterns
Reasoning inductively & deductively
Discerning relationships & connections
Performing complex calculations
Reasoning scientifically

Visual/Spatial

Perceiving & formatting objects accurately
Recognizing relationships between objects
Representing something graphically
Manipulating images
Finding one’s way in space

Bodily/Kinesthetic

Connecting mind & body
Controlling movement
Improving body functions
Expanding body awareness to all senses
Coordinating body movement

Intrapersonal

Evaluating own thinking
Being aware of & expressing feelings
Understanding self in relationship to others
Thinking & reasoning on higher levels

Interpersonal

Seeing things from others’ perspectives
Cooperating within a group
Communicating verbally & non-verbally
Creating & maintaining relationships

Naturalist

Deep understanding of nature
Appreciation of the delicate balance in nature
Feeling most comfortable when in nature

Learning Techniques

Verbal Linguistic

Read text & highlight no more than 10%
Rewrite notes
Outline chapters
Teach someone else
Recite information or write scripts/debates

Musical/Rhythmic

Create rhythms out of words
Beat out rhythms with and or stick
Play instrumental music / write raps
Put new material to songs you already know
Take music breaks

Logical/Mathematical

Organized material logically
Explain it sequentially to someone
Develop systems and find patterns
Write outlines & develop charts & graphs
Analyze information

Visual/Spatial

Develop graphic organizers for new material
Draw mind maps
Develop charts, & graphs
Use color in notes to organize
Visualize material (method of loci)

Bodily/Kinesthetic

Move or tap while you learn: pace & recite
Use “method of loci” or manipulatives
Move fingers under words while reading
Create “living sculptures”
Act out scripts of material, design games

Intrapersonal

Reflect on personal meaning of information
Visualize information / keep a journal
Study in quiet setting
Imagine experiments

Interpersonal

Study in a group
Discuss information
Use flash cards with others
Teach someone else

Naturalist

Form study groups of people with like interests
Choose courses related to nature, when possible
Connect ideas to what you know about nature