

City College of San Francisco - Phase IV - MIP  
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San Francisco, California

## Cultural Dimensions of Education

*facilitated by*

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## Workshop Outline

**2:30 to 3:00**

- I. Introductions and Expectations (Joan & Cynthia)
- II. Bridging from the Retreat to First Workshop (Joan & Cynthia)

**3:00 to 4:00**

- III. Four Ways of Knowing (Jackie)
- IV. Cultural Dimensions of Education (Tracy)

**4:00 to 4:15 BREAK**

**4:15 to 5:15**

- V. Cultural Competence Survey (Jackie)

**5:15 to 5:30**

- VII. Close with Deconstruction, El Pico & Evals (Joan & Cynthia)

## TERMS COMMONLY USED IN MIP

Culture is a complex concept and is defined in many different ways by different disciplines and in different contexts. Culture is dynamic and there are many intersecting identities and experiences that influence an individual's culture. We have chosen to use the following definition of culture as our working definition.

**CULTURE:** “a learned meaning system that consists of patterns of traditions, beliefs, values, norms, meaning, and symbols that are passed on from one generation to the next and are shared to varying degrees by interacting members of a community.” (Ting-Toomey, p. 28)<sup>1</sup>

**CULTURAL PROGRAMMING** occurs when a child is socialized into his/her culture.<sup>2</sup>

**CULTURAL COMPETENCE:** The ability to effectively teach students from different cultures. It can reside in an individual teacher as well as in a school or education system, and it is generally defined by an integrated series of awareness and attitudes, knowledge areas and skills.<sup>3</sup>

**CULTURAL CAPITAL:** Dispositions, practices, language use, and experiences...and those qualities associated with what it means to be white in the American imagination—subordination of emotions to reason, the ability to present a disciplined exterior, and to constrain body movements.<sup>4</sup>

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<sup>1</sup> Ting-Toomey, S. (1999). *Communicating Across Cultures*. Guilford.

<sup>2</sup> Michael Chang, PhD. presentation, “Culture, Stereotypes and Leadership Styles,” April 21, 2006, CCSF.

<sup>3</sup> Diller and Moule. 2005. *Cultural Competence: A primer for educators*. Canada: Thomson Learning Inc., p. 26.

<sup>4</sup> Perry, T., Steele, C. and Hilliard, A. (2003). *Young, Gifted and Black: Promoting high achievement among African-American students*. Boston: Beacon Press. Definition adapted from Bourdieu.

In addition to culture, the concepts of race and ethnicity will be addressed throughout the year. We understand that these words and concepts can be problematic and complex and change with history and context depending on our lens.

We recommend the following references to provide a variety of definitions and frameworks for understanding race, ethnicity, racism and dominant culture.

Adams, M., Bell, L.A., & Griffin, P. (Ed.). (1997). *Teaching for Diversity and Social Justice: A sourcebook*. New York: Routledge.

Diller, J. V., & Moule J. (2005). *Cultural Competence A Primer for Educators*. Belmont, California: Thomson Wadsworth.

Gay, G. (2000) *Culturally Responsive Teaching: Theory, Research and Practice*. New York: Teacher's College Press, p. 9-12.

Omi, M. and Winant, H. (1994). *Racial Formation in the United States: From the 1960s to the 1990s*. New York: Routledge.

## SOME CULTURAL PROGRAMMING DIMENSIONS

### HIGH-CONTACT CULTURES

Touch, kiss, hug  
Direct eye contact

### LOW-CONTACT CULTURES

Little physical touching  
Indirect eye gaze

### MONOCHRONIC CULTURES

Time-conscious  
Rigid schedules  
Single task focus

### POLYCHRONIC CULTURES

Less time-conscious  
Flexible schedules  
Multi-tasking

### INDIVIDUALISTIC CULTURES

Individual identity emphasized  
Individual rights  
Self-sufficiency  
Individual responsibility  
Individual competition

### COLLECTIVISTIC CULTURES

Group identity emphasized  
Group needs  
Mutual dependency  
Group responsibility  
Group collaboration

### HIGH-CONTEXT CULTURES

Implicit and covert  
Messages internalized  
Much non-verbal coding  
Relationships emphasized

### LOW-CONTEXT CULTURES

Explicit and overt  
Messages plainly coded  
Details verbalized  
Efficiency emphasized

\*All information on this page from Michael Chang presentation "Culture and Leadership at CCSF April 2006.

## Teaching and Learning Contexts

Teaching and Learning Contexts include but are not limited to the following:

- Learners' Individual and Cultural Differences
- Valuing Objective Perceptions of All Learners
- Recognizing and Accepting Diversity: Culture, Ethnicity, Race, Social Class and Religion

The three main characteristics of multiethnic/multicultural educators are knowledge, attitudes and skills.

**Knowledge** - knowledge is the prerequisite for developing appropriate attitudes and skills. A teacher's knowledge base should include culture, race, ethnicity and social class information. The teacher should comprehend the implications of these elements on the teaching learning environment and what it means to be a culturally different learner in a predominately Euro-American school and world. Instructors should have sufficient knowledge to understand culturally different learners, and to be able to plan both developmentally and culturally appropriate instruction

**Attitudes** - attitudes to enhance the learning of the culturally different include:

1. more “democratic” values and attitudes
2. a multicultural pedagogical philosophy
3. the ability to view events and situations from diverse ethnic perspectives and points of view
4. an understanding of the complex and multidimensional nature of ethnicity in American society

5. knowledge of the stages of ethnicity and their curricular and teaching implications
6. the ability to function at increasingly higher stages of ethnicity (see Banks or Sue)

(Changing attitudes is a difficult task, at best. What can Instructors do to change their attitudes toward other cultures, races and ethnic groups? Attitudes may be changed positively through direct contact and involvement with people who differ culturally, ethnically, or racially through diverse experiences within an intergroup education context that includes lectures on racial problems, research projects and visits to community agencies, seminars, visitations, community involvement, committee work, guest speakers, films, multimedia materials and workshops that are *given consistently and over time.*)

**Skills** - Teaching diverse students requires the skill to understand and relate to learners (and their parents, families and communities). As faculty who teach across cultural, ethnic and social class lines we must daily apply the skill:

1. . . .of assessing and teaching in relation to learning styles, multiple intelligences and emotional intelligence
2. . . .of addressing the issue of ability grouping
3. . . .of assessing the benefits of cooperative learning
4. . . .of addressing culturally different students' perception of motivation and competition
5. . . .of understanding and applying teaching /learning components that address learners who may not want to excel at the expense of their peers
6. . . .of addressing the stereotypical beliefs about a culture's ability to learn or not to learn

## Cultural Competence Survey<sup>5</sup>

This survey is for your personal reflection and growth. Reflecting on educational practice and perspectives improves them. Teaching others provides a continuing set of experiences and opportunities to reflect on the educational process. Each day in the classroom, you will be challenged by ideas, interactions, and experiences. What will you make of them? How will they affect your growth as a teacher?

The present survey focuses on race and ethnicity. It is, however, most useful to think of it as an index of your growth in learning about differences that reflects an ever-widening perspective. Many educators believe that active and ongoing growth of this kind is the hallmark of a well-educated teacher. The survey is also developmental. It asks you to assess your cross-cultural knowledge as it currently exists and your ultimate goals for yourself in relation to each dimension of cultural competence.

### Self-Assessment for Cultural Competence Survey

Use the following **key** to assess your level of competence for each of the statements.

<b>U</b>	<b>Unfamiliar</b>	The information is totally new to me.
<b>AW</b>	<b>Awareness</b>	I have heard about it, but I don't know its full scope, such as its principle components, applications and modifications.
<b>K</b>	<b>Knowledge</b>	I know enough about this to write or talk about it. I know what it is, but I'm not ready to use it. I need practice and feedback
<b>AP</b>	<b>Application</b>	I am ready to apply or have applied this information in my own work and/or life.
<b>F</b>	<b>Facilitation</b>	I am ready to work with other people to help them learn this. I feel confident enough to demonstrate and/or teach this to others, yet I know that my learning is a lifelong process.

The survey is on the following page.

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<sup>5</sup> Diller and Moule. 2005. *Cultural Competence: A primer for educators*. Canada: Thomson Learning Inc., p. 24-25.

## Self-Assessment for Cultural Competence Survey

Where I Am Now	Where I Want To Be	Competencies
U AW K AP F	U AW K AP F	I am aware of the problem of language images, and situations that suggest that most members of a racial or ethnic group are the same (e.g. "All Asians are good at math").
U AW K AP F	U AW K AP F	I substitute factual and meaningful information for ethnic clichés. For Instance, I avoid using terms and adjectives that reinforce racial and ethnic stereotypes.
U AW K AP F	U AW K AP F	I try to address stereotypical statement when I hear them used by others.
U AW K AP F	U AW K AP F	I avoid patronizing and tokenism of any racial or ethnic group (e.g., "One of my best friends is Black").
U AW K AP F	U AW K AP F	I understand that the histories of oppressed groups (Native American, African American, Latino/Chicano, Asian/Pacific American) in the United States
U AW K AP F	U AW K AP F	I thoughtfully view books and films to see if all groups are fairly represented.
U AW K AP F	U AW K AP F	I am aware of how my membership in different groups influences the power that I possess, and I am aware of how to constructively use that power.
U AW K AP F	U AW K AP F	I understand racial identity development. I know how to evaluate personal attitudes, emotions, and actions around my own racism and prejudices.
U AW K AP F	U AW K AP F	For White individuals: I am conscious of my White racial identity and its relationship to racial oppression in the United States. I think critically about what it means to be White in this country.
U AW K AP F	U AW K AP F	For Individuals of Color: I am conscious of my racial identity development and its relationship to racial oppression in the United States. I think critically about what it means to be of Color in this country.
U AW K AP F	U AW K AP F	I understand the concept of levels of curriculum reform (contributions/additive, transformation, social actions, see Banks & Banks, 2001)