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)
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)\(^1\)

CULTURAL PROGRAMMING occurs when a child is socialized into his/her culture.\(^2\)

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.\(^3\)

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.\(^4\)

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


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
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.

<table>
<thead>
<tr>
<th>U</th>
<th>Unfamiliar</th>
<th>The information is totally new to me.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AW</td>
<td>Awareness</td>
<td>I have heard about it, but I don’t know its full scope, such as its principle components, applications and modifications.</td>
</tr>
<tr>
<td>K</td>
<td>Knowledge</td>
<td>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</td>
</tr>
<tr>
<td>AP</td>
<td>Application</td>
<td>I am ready to apply or have applied this information in my own work and/or life.</td>
</tr>
<tr>
<td>F</td>
<td>Facilitation</td>
<td>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.</td>
</tr>
</tbody>
</table>

The survey is on the following page.

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### Self-Assessment for Cultural Competence Survey

<table>
<thead>
<tr>
<th>Where I Am Now</th>
<th>Where I Want To Be</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>U AW K AP F</td>
<td>U AW K AP F</td>
<td>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”).</td>
</tr>
<tr>
<td>U AW K AP F</td>
<td>U AW K AP F</td>
<td>I substitute factual and meaningful information for ethnic clichés. For Instance, I avoid using terms and adjectives that reinforce racial and ethnic stereotypes.</td>
</tr>
<tr>
<td>U AW K AP F</td>
<td>U AW K AP F</td>
<td>I try to address stereotypical statement when I hear them used by others.</td>
</tr>
<tr>
<td>U AW K AP F</td>
<td>U AW K AP F</td>
<td>I avoid patronizing and tokenism of any racial or ethnic group (e.g., “One of my best fri3ends is Black”).</td>
</tr>
<tr>
<td>U AW K AP F</td>
<td>U AW K AP F</td>
<td>I understand that the histories of oppressed groups (Native American, African American, Latino/Chicano, Asian/Pacific American) in the United States</td>
</tr>
<tr>
<td>U AW K AP F</td>
<td>U AW K AP F</td>
<td>I thoughtfully view books and films to see if all groups are fairly represented.</td>
</tr>
<tr>
<td>U AW K AP F</td>
<td>U AW K AP F</td>
<td>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.</td>
</tr>
<tr>
<td>U AW K AP F</td>
<td>U AW K AP F</td>
<td>I understand racial identity development. I know how to evaluate personal attitudes, emotions, and actions around my own racism and prejudices.</td>
</tr>
<tr>
<td>U AW K AP F</td>
<td>U AW K AP F</td>
<td>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.</td>
</tr>
<tr>
<td>U AW K AP F</td>
<td>U AW K AP F</td>
<td>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.</td>
</tr>
<tr>
<td>U AW K AP F</td>
<td>U AW K AP F</td>
<td>I understand the concept of levels of curriculum reform (contributions/additive, transformation, social actions, see Banks &amp; Banks, 2001)</td>
</tr>
</tbody>
</table>