

A blue-tinted photograph of two young girls in a science laboratory. The girl on the left, with dark hair in pigtails and wearing safety goggles, is smiling and holding a beaker. The girl on the right, with curly hair and safety goggles, is laughing with her hands raised. In the background, other students and lab equipment are visible.

COMPETENCY 2 REVIEW

# Multiculturalism and Education

## Opportunities for All Students

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## GENDER DIFFERENCES

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### U.S. DEPARTMENT OF EDUCATION

- Girls perform at higher levels on reading achievement tests at ages 9, 13 and 17
- Boys perform slightly higher on mathematics tests at ages 9, 13 and much higher at age 17

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### ADVANCED PLACEMENT EXAMINATIONS

Males score higher except on foreign language

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### ACT & SAT EXCEPT FOR VERBAL

Males outperform females

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### WRITING

Females outperform males

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### PARTICIPATION

- Achievement gap between males and females has closed significantly in the past 20 years

Females are more likely to assume passive roles in science approaching and entering high school

- Girls take notes while males handle equipment for activities
- Teachers are more inclined to call on boys and expect more from them in mathematics and science classes than girls
- Males dominate class discussions
- Males receive more positive encouragement for work and more negative for misbehaviors than girls
- Single sex classrooms, girls will ask questions and participate more
- Now:

Females are improving scores on standardized achievement tests in science and math

Females are taking more higher-level mathematics courses

- Teachers are more inclined to call on boys and expect more from them in mathematics and science classes than girls

STUDENTS CANNOT LEARN WHAT THEY ARE NOT EXPOSED TO OR TAUGHT

### IMPORTANT FOR EQUAL EDUCATIONAL OPPORTUNITIES FOR BOTH GENDERS

## DIVERSITY

- U.S. Supreme Court's Brown vs. Board of Education

*1954 decision overturned the Plessey v. Ferguson decision of 1896 legalized segregation in all public institutions*

- Title IX of the 1972 Educational Amendment Act

*1972 sex discrimination was prohibited in all public institutions accepting federal funding*

- Public Law 94-142, the All Handicapped Children Act of 1975

*Public schools provide support services for students with disabilities*

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## WHAT SIGNIFICANTLY CHANGED PUBLIC EDUCATION AND CREATED AN EQUITABLE BUT MORE COMPLEX EDUCATIONAL SYSTEM?

- Brown
- Title IX
- Public Law 94-142

*Understanding cultural diversity is an important part of a teacher's professional knowledge-based because culture profoundly affects learning and social interactions*

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## WHY IS DEFINING CULTURE A DIFFICULT TASK?

Because culture encompasses every aspect of life and is constantly changing

*Social scientists consider culture as the shared symbols and values of a group, and every nation has its own shared and overarching values, ideas and symbols that comprise its microculture*

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WHAT ARE IMPORTANT ASPECTS OF THE AMERICAN MICROCULTURE?

- Democratic principles and ideals of justice emphasized in the Bill of Rights
- Common American values (influenced the American culture for generations) such as:
  - The importance of economic improvement
  - A strong work ethic
  - Rugged individualism

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HOW IS A NATION'S MACRO-CULTURE NOT MONOLITHIC?

- Because every macroculture is comprised of many microcultures, which are smaller cultural groups
  - Examples of common microcultures
    - Ethnicity
    - Gender
    - Religion
    - Language
    - Socioeconomics
    - Region
    - Exceptionalities

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WHAT IS THE MOST IMPORTANT MICROCULTURE?

Race/ethnicity, everyone belongs to and is influenced by several microcultures

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WHY ARE PUBLIC SCHOOLS BECOMING MORE DIVERSE?

Because immigration from all over the world has increased since the 1970s

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WHAT DOES DEMOGRAPHIC DATA INDICATE DUE TO CURRENT BIRTHRATES WILL OCCUR BY 2020?

Students of color will represent more than half of the public-school students in many states

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DO EDUCATORS EMPHASIZE AN ASSIMILATION MODEL?

No, most prefer an acculturation model because it values diversity and encourages people to maintain their native culture as they learn to live democratically in the American microculture

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### CULTURAL DIFFERENCES IN COMMUNICATION STYLES

Most teachers are from middle-class European American backgrounds

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### WHAT DO TEACHERS NEED TO BECOME MORE KNOWLEDGEABLE ABOUT DIVERSITY?

Cultural differences in patterns of communication so that misunderstandings are ameliorated (improved)

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### WHAT IS THE MOST COMMON CAUSE OF MISCOMMUNICATION THROUGHOUT THE WORLD?

- Cultural knowledge such as lack of awareness about cultural differences in non-verbal behaviors
- Teachers need to be aware of differences in nonverbal behaviors so that signs of respect are not misinterpreted
  - Tend to display more verbal or nonverbal forms of negativity toward students of color than they do toward European American students

*teachers have fewer quality instructional interactions with and provide less encouragement for students of color than they do for European Americans*

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### WHY IS THIS PROBLEMATIC?

Because teachers need to have high academic expectations for all groups or learning will not be maximized in the classroom context

Misunderstandings are caused by a lack of cultural awareness; teachers need to learn as much as possible about the verbal and nonverbal communication patterns of their students.

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## RESEARCH ON CULTURAL DIFFERENCES IN LEARNING STYLES AND BACKGROUND KNOWLEDGE

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### HOW ARE ETHNIC GROUPS LEARNING PREFERENCES EXPLAINED?

In terms of field-independence or field-dependence

Field-independent learners

- More analytical
- Goal oriented

- often break down concepts into sequential pieces
- prefer independent rather than group work
- Male European Americans and Japanese Americans usually favor field-independent learners

#### Field dependent learners

- Prefer to see an overview of content
- Work with other people
- Conform to the social context
- African Americans learning style preference
  - Respond more to kinesthetic or hands-on activities
  - Learn more easily if whole concepts are presented instead of parts taught in isolation
  - Prefer learning activities that are social and use a variety of ways of knowing or reasoning
    - Ex: inferential (infer) and deductive (logic) learning
  - Hispanic American and preferred learning style
    - Prefer:
      - Group work
      - Hand-on activities
      - Learning by doing
      - Concrete examples of key concepts rather than abstractions with no practical applications
  - Native Americans
    - Prefer:
      - Small group work
      - Private rather than public learning
      - Use of mental images when trying to remember details and concepts
      - Like to observe and imitate models rather than proceeding through a given task by trial and error

### “CULTURALLY RESPONSIVE” TEACHING

Research on learning styles has led to stereotypes about how students from various ethnic groups learn effectively

Has found that instruction becomes more effective if it matches students' learning styles and cultural backgrounds

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#### WHY DO TEACHERS NEED TO USE “CULTURALLY RESPONSIVE” METHODS OF TEACHING?

To use students' prior knowledge in its cultural context when introducing new concepts



Navajo students engage more easily in higher cognitive activities and questioning strategies when they can connect new learning to their cultural context and background knowledge

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#### WHY ARE CULTURALLY RESPONSIVE METHODS OF TEACHING EFFECTIVE

Because learners are familiar with the overall context for learning

Students with difficulty in math can make accurate calculations in the context of a grocery store

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#### WHAT DOES THE COGNITIVE APPRENTICESHIP MODEL SAY ABOUT THE IMPORTANCE OF USING TEACHER OR STUDENT-MADE MODELS OF A GIVEN TASK

It can guide students through higher cognitive tasks in step-by-step processes if completed as well as instructional scaffolding.

knowledge of student's backgrounds helps with designing these type of lessons

#### CULTURALLY RESPONSIVE CURRICULUM RESTRUCTURING

- Culturally and Linguistically Diverse (CLD)
- Bio cards about personal interest, hobbies, family, community, culture, native language, and the like

#### COMMON INFORMATION TEACHERS MAY WANT TO ASCERTAIN FROM STUDENTS

- Where they were born
- Native language
- Prior school experience
- Family dynamics
- Values
- Traditions
- Preferred groupings
- How they learn best
- Assets