

EFFECTIVE MULTICULTURAL TEACHING: GOALS AND RELATED ACTIVITIES

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GOALS	ACTIVITIES
<i>GOALS RELATED TO CLASSROOM CLIMATE AND PEDAGOGY</i>	
Create an open, Comfortable, challenging multicultural classroom environment	<ul style="list-style-type: none"> • develop and use ground rules for discussion • ask for hopes and fears and expectations at beginning of course • encourage students to know each other personally, e.g., use name tags, use your students' names in class • teach active listening skills • discuss and demonstrate difference between dialogue and debate • encourage interactions outside of the classroom, i.e., require reading or study groups, distribute a phone and address list, make your office hours accessible • confront classroom behaviors that are racist, sexist, homophobic, and classist • devote in-class time to promoting interpersonal relationships
Increase feelings of safety and trust in classroom so that mistakes can be tolerated and corrected and differences can be used constructively	<ul style="list-style-type: none"> • use "getting to know your" activities: culture box, sharing autobiographies, sharing personal description of social identities • assign "out of class" projects • model your own learning process – when you make mistakes in the classroom, share with the class how you would handle a discussion differently or your thoughts on how you have contributed to a racist, sexist classist, homophobic environment • include informal ungraded writing assignments like journals • collect drafts of formal assignments and give feedback or have students share drafts with each other • teach feedback skills and set norms of constructive encouraging feedback in class • turn difficult class moments (when mistakes have been made) into group discussions of the societal contributors to these kinds of mistakes

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GOALS	ACTIVITIES
<p>Encourage full participation of all class members, paying attention to cultural variations in communication styles, expressiveness, and power dynamics.</p>	<ul style="list-style-type: none"> • discuss differences in communication and conflict styles and ask students to relate these cultural backgrounds • discuss advantages and disadvantages of different communication styles, i.e., talking vs. listening, confronting vs. harmonizing • provide variety of modes of participation, i.e., free writes, pairs, small groups, large groups, anonymous journal readings, collages • connect with quieter students before class, during breaks, invite them to office hours, encourage participation in written and verbal feedback • invite dominating students to practice listening skills • ask class for ways in which fuller participation can be maintained • use exercises that encourage participation: rounds, Think-Pair-Share • become aware of your own subtle and blatant behaviors that may encourage or discourage participation, e.g., calling on men more often than women, encouraging men to elaborate answers and giving women answers to questions, asking students of color only questions that pertain to culture or race, avoiding eye contact with openly gay, lesbian or bisexual students (or conversely making eye contact only when the topic is sexuality) • educate yourself on cultural variations of communication styles through reading and discussions with colleagues • ask for frequent feedback about the process in the class and about how students are feeling about their participation, e.g., written feedback after every session, rounds, process discussion at the end of a discussion, written mid-term feedback • meet individually with each student outside of class • inquire about special accommodations that students with visible and hidden disabilities may need to ensure their full participation in class • incorporate experiences of 'underrepresented' groups in course content and discussion, particularly those groups with 'invisible' identities. e.g., social class,

religion, sexual orientation, hidden disabilities

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GOALS	ACTIVITIES
Provide a variety of learning and teaching modalities (e.g., visual, auditory, kinesthetic)	<ul style="list-style-type: none">• use individual or group collage• draw a picture (e.g., draw your image of gender socialization, community, feminist motherwork)• use musical selections to illustrate points• use experiential exercises and simulations• use audiovisual materials, like films, radio programs, videos
Increase student interaction and engagement. Provide opportunities for different levels of expressiveness, passion, laughter, and playfulness	<ul style="list-style-type: none">• Concentric circles*• Take a stand*• Multiple Roles*• Fishbowls*• Skits• Role plays• Mock debates• Case studies• Assign students to make videos of 'person on the street' interviews about controversial topics
Expect students to take responsibility for own learning	<ul style="list-style-type: none">• develop learning contracts• emphasize students as theory makers• assign students to critique student journals and class presentations• assign semester long group inquiries in which the questions to be investigated are students generated• ask students to develop methods of evaluation, e.g., contribute test questions, design assignments• assign students to lead discussions• use "jig saw" activities in which group members are responsible for teaching peers

Promote a sense of empowerment in students	<ul style="list-style-type: none"> • assign action projects in which students implement their own ideas • provide validation in classroom discussion of student voices and perspectives
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GOALS	ACTIVITIES
Create classroom environments in which both dominant and subordinate group members feel 'safe enough' to encourage in productive conversations	<ul style="list-style-type: none"> • use strategies to help students from dominant group identities (e.g., white, heterosexual, male, Christian) to participate actively and non-defensively in multicultural classrooms, e.g., identity group work, process journals, individual meetings, assigned readings on men and multiculturalism, becoming and ally for gay, lesbian, bisexuals, etc. • refrain from making students of color be 'spokespeople' for race by giving responsibility for learning about difference to the entire class • practice using the intense feelings of guilt, anger, and resistance in a productive way to teach about controversial subjects or race, sexuality, gender, and class
Deal openly with cultural conflicts or uncomfortable dynamics or incidents(whether these are conflicts based in racial, gender, sexuality, class, or religious differences)	<p>When interpersonal conflict arises:</p> <ul style="list-style-type: none"> • stop the discussion and ask everyone to do a free write, then move the discussion to a more theoretical process oriented discussion • ask student to figure out how their discussion mirrored the issue under discussion • mediate the conflict by normalizing and depersonalizing the conflict • reiterate that conflict is difficult, but sometimes necessary <p>If you notice non-productive gender or racial or other dynamics in the classroom:</p> <ul style="list-style-type: none"> • videotape a discussion and have the class analyze the patterns of participation, paying attention to subgroup dynamics • organize a Fishbowl* discussion with observers commenting on dynamics in group • ask students to write journals about participation and use these as a basis for discussion
Develop skills for constructive use of conflict in the classroom	<ul style="list-style-type: none"> • Ask student to assess their modes of conflict • Model your own comfort with conflict • Discuss cultural approaches to conflict • Develop and practice conflict resolution skills

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GOALS	ACTIVITIES
<i>GOALS RELATED TO TEACHING ABOUT POWER AND DIFFERENCE</i>	
<p>Help students move from a submergence in their social reality to a position of critical consciousness; from which they can recognize underlying patterns and meanings</p> <p>Help students develop critical thinking skills about the social context of knowledge</p>	<ul style="list-style-type: none"> • promote dialogue in the classroom, particularly on traditionally difficult issues • help students to see the inconsistencies in their own value system and behavior • help students see inconsistencies in social policy and social norms • give students opportunities to place their views in context with others (e.g., Take a Stand*) • teach students to critically examine the biases, assumptions, and agendas in the production of knowledge in your field, e.g. identify race, gender, class heterosexist biases in research agendas, in publication patterns, and in training priorities • teach skills in media literacy, e.g., teach students to identify biases, assumptions, and agendas in popular culture – magazine and newspaper article, films and television
Encourage personal reflection on issues of power and difference	<ul style="list-style-type: none"> • assign journals in which students reflect on how issues of difference have personally affected them • develop assignments to research family history with emphasis on race relations; reflect on personal experiences with racism and classism, heterosexism; explore historical events that shape group identity • ask students to apply theory to personal lives, e.g., add to P. MacIntosh's** list of white privilege by making lists of able-bodied privilege, heterosexual privilege, Christian privilege, etc.
<p>Integrate personal experience with theoretical material</p> <p>Increase affective awareness of impact of institutional oppression</p>	<ul style="list-style-type: none"> • Pink Triangle Exercise* (to increase awareness of homophobia and heterosexist discrimination, students wear a pink triangle for one week and report on the results) • 'Paper Chain Exercise' (to illustrate class privilege) • walking alone (to increase awareness of women's safety issues men are asked to walk with someone at night at all times for a week)

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GOALS	ACTIVITIES
GOALS RELATED TO CLASSROOM CLIMATE AND PEDAGOGY	
Work toward the transformation of institutional policies that discriminate against subordinated groups	<ul style="list-style-type: none"> • join committees, write policies, support initiatives that promote equity in education for people of color, women, gays, lesbians, bisexuals, religious minorities, lower income and poor people, people with disabilities
Encourage students from subordinated groups in their educational careers	<ul style="list-style-type: none"> • act as mentors for students from subordinated groups • become aware of resources (financial, academic support programs, books, etc.) to which you can direct students
<p>Challenge the Eurocentric bias in curriculum, policies, and procedures</p> <p>Challenge heterosexist, sexist, classist, able-bodied bias in curriculum policies, and procedures</p>	<ul style="list-style-type: none"> • sit on committees for curricular and pedagogical reform • promote active recruitment of students of color, working class, and poor students to the campus • promote opportunities for students of color, working class, poor, gay, lesbian, bisexual, differently abled, women students to have a voice in curricular and institutional reform • talk with students about their needs and experiences and represent these concerns on committees
Promote social justice, promote anti-racist, anti-sexist social agendas	<ul style="list-style-type: none"> • create classroom and curricula that values the experiences and knowledge of less privileged groups and allows productive dialogue • work on social justice concerns in other aspects of your professional and personal life

* Descriptions of exercises available in Schoem, D., Frankel, L., Zuniga, X., Lewis, E. (Eds.) (1993). *Multicultural teaching in the university*. Westport, CT: Praeger

** McIntosh, P. (1992). *White privilege and male privilege: A personal account of coming to see correspondences through work in Women's Studies*. In *Race, class, and gender: An anthology*. M. Andersen & P.H. Collins (Eds.) Belmont CA; Wadsworth.