

Transforming Course Content and Pedagogy for Our Multicultural World

Planning Considerations

1. How do students contribute to your syllabus and/or provide course content, and in what ways are their contributions made a part of overall course assessment, so that students take each other's contributions seriously?
2. What different formats are employed in the classroom to reach students with varied learning styles and skills? How are creativity and analysis balanced in assignments and expectations?
3. In what ways are various multicultural dimensions of the course linked and cumulative, rather than segmented or disconnected?
4. How is the classroom structured to encourage the expression of different views and to accommodate disagreement while still accomplishing specific educational goals?
5. Does the grading and assessment in the class minimize competitiveness and encourage cooperation and the possibilities of learning success for all students?
6. Is the viewpoint of the course explicit?
7. Have you consulted with colleagues about your syllabus and exchanged ideas and examples in a balanced way?
8. Do you visit each other's classes? Do you team teach? Include guest speakers? Go outside the classroom setting?
9. In what ways are students and colleagues able to see and have confidence in your commitment to multicultural issues? What do you do to keep yourself informed?
10. Are you equally available to all students both in and outside of the classroom? How do they know that? Do you know all students' names?
11. What is the 'risk' for you in the course? Have you ensured that there are areas that feel 'close to the edge' and thus allow for new possibilities? What do you plan to learn through teaching this course at this time?