

CLASSROOM STRATEGIES FOR THE CROSS-CULTURAL EDUCATOR

(Ed. CCU. 326.4: University of Regina; Ed. Ind.
271, 280.3, 370, 380.3: University of Saskatchewan)

prepared

for

SUNTEP

by

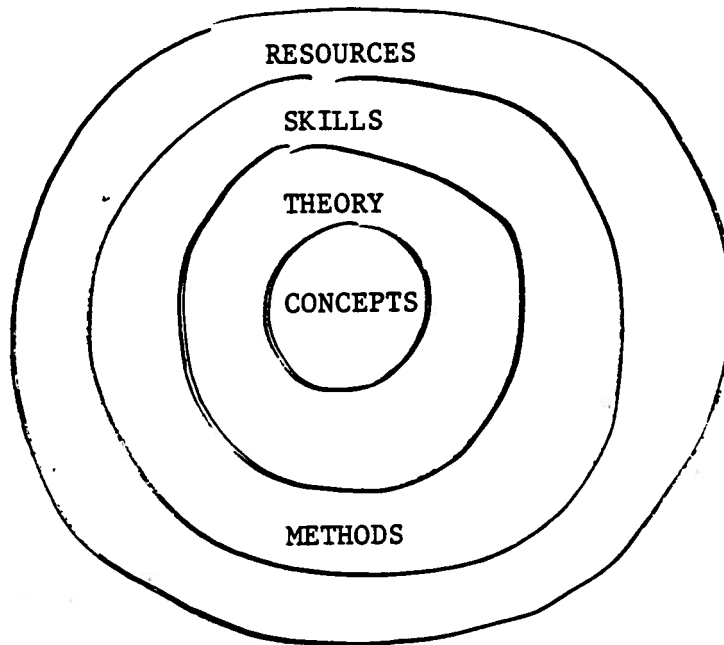
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SUNTEP CURRICULUM COMMITTEE: Rita Bouvier, Heather Blair, Verna St. Denis,
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CLASSROOM STRATEGIES FOR THE CROSS-CULTURAL EDUCATOR

A COURSE OUTLINE



- I. INTRODUCTORY ACTIVITY: A VISION OF THE FUTURE
- II. BASIC PRINCIPLES OF CROSS-CULTURAL EDUCATION
- III. CULTURE AND THE CLASSROOM TEACHER
- IV. SOCIO-CULTURAL FACTORS WHICH AFFECT THE EDUCATION OF CHILDREN: STRATEGIES
- V. MINORITY/MAJORITY RELATIONS IN THE CLASSROOM
- VI. THE TEACHER IN THE CROSS-CULTURAL CLASSROOM
- VII. CURRICULUM AND PROGRAM INNOVATIONS IN CROSS-CULTURAL EDUCATION

CLASSROOM STRATEGIES FOR THE CROSS-CULTURAL EDUCATOR

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280.3, 370, 380.3: University of Saskatchewan)

DESCRIPTION: This class will examine teaching strategies, methodologies and planning procedures which facilitate learning and recognize cultural diversity in the classroom and the school. Primary emphasis will be placed on the practise and development of skills for teaching in a culturally and socially diverse setting.

GENERAL OBJECTIVES:

Students will:

1. become familiar with the basic theories of matching teaching strategies to the learning styles of children.
2. become aware of cultural differences in values and norms of behaviour and implications for classroom management.
3. demonstrate their ability to integrate their knowledge of cultural differences into their planning procedures.
4. demonstrate their ability to adapt existing curricula to meet the needs of students in a cross-cultural setting.
5. practise basic counselling skills appropriate for classroom management in high stress situations.
6. practise the skills of brain-storming, role-playing and problem-solving.
7. utilize varied research techniques through ERIC, journals and other print and non-print materials to increase their knowledge base.

SUGGESTED TEXTBOOK (S):

Teaching Strategies for Ethnic Studies, James A. Banks, Allyn and Bacon, Inc., Boston, 1979.

Multicultural/Nonsexist Education: A Human Relations Approach, Nicholas Colangelo, Cecelia Foxley, Dick Dustin, Kendall/Hunt Publishing Company, Dubuque, Iowa, 1979.

RECOMMENDED READING:

Multicultural Teaching: A Handbook of Activities, Information and Resources, Pamela Tiedt, Iris Tiedt, Allyn and Bacon, Inc., Boston, 1979.

A Handbook for Enhancing the Multicultural Climate of the School, J. W. Kehoe, Western Education Development Group, Faculty of Education, The University of British Columbia, 1984.

COURSE OUTLINE

I. INTRODUCTORY ACTIVITY: A VISION OF THE FUTURE

Objectives:

Students will:

1. practise their brainstorming skills.
2. articulate a clearly perceived vision of a classroom which practises the theories and concepts of cross-cultural education.
3. categorize information into defined areas for discussion purposes.

Key Concepts:

1. VISION
2. FUTURE
3. CROSS-CULTURAL EDUCATION

Methods/Activities:

1. brainstorming
2. discussion groups

II. BASIC PRINCIPLES OF CROSS-CULTURAL EDUCATION

Objectives:

Students will:

1. review the basic concepts of cross-cultural education.
2. express the basic concepts in their own words.

Key Concepts:

- | | |
|-------------------------------|----------------------|
| 1. CULTURE | 13. INTEGRATION |
| 2. VALUES | 14. COLONIZATION |
| 3. CULTURAL TRANSMISSION | 15. IMMIGRATION |
| 4. CULTURAL HERITAGE | 16. MULTICULTURALISM |
| 5. FUNCTIONING CULTURE | 17. EMPATHY |
| 6. IDENTITY | 18. DIALECT |
| 7. ETHNICITY | 19. CULTURAL BIAS |
| 8. ETHNOCENTRISM | 20. RACISM |
| 9. CROSS-CULTURAL INTERACTION | 21. STEREOTYPE |
| 10. MINORITY GROUP | 22. PATERNALISM |
| 11. ASSIMILATION | 23. SELF-CONCEPT |
| 12. ACCULTURATION | 24. STRESS |
| | 25. INFERIORIZATION |

Methods/Activities:

1. individual/small group tasks

Instructor Resources:

SUNTEP Course Requirements for Introduction to Cross-Cultural Education

Imaging Indian Education into the 21st Century: Some Considerations for Future Planning, Saul Arbess, Bokwus Associates, Victoria, British Columbia

III. CULTURE AND THE CLASSROOM TEACHER

Objectives:

Students will:

1. review the concept 'culture'.
2. practise communication skills appropriate to the cross-cultural setting.
3. examine the cross-cultural competencies for teachers.
4. examine human relations education and its relationship to cross-cultural education.

Key Concepts:

1. CULTURE - *use of it as a way to see how people think*
2. CROSS-CULTURAL INTERACTION
3. CROSS-CULTURAL COMMUNICATION
4. EMPATHY - *putting yourself in someone else's shoes*
5. ROLE FLEXIBILITY - *being able to see things from different perspectives*

Methods/Activities:

1. lecture
2. small group activities
3. role-plays

Instructor Resources:

Banks, J., "Developing Cross-Cultural Competency in the Social Studies", Journal of Research and Development in Education, Vol. 13, No. 2, November, 1980.

Harris, Moran, Managing Cultural Differences, Gulf Publishing Co, Texas, 1979.

at the end "An Overview", "Human Relations Skills in Teaching", Colangelo, et al, Multicultural/Nonsexist Education: A Human Relations Approach, Kendall/Hunt Publishing Co., Dubuque, Iowa, 1979.

IV. SOCIO-CULTURAL FACTORS WHICH AFFECT THE EDUCATION OF CHILDREN

Objectives:

Students will:

1. review the relationship between culture, language and education.
2. examine the relationship between culture and learning/teaching styles.
3. explore culturally appropriate testing and assessment strategies.
4. ~~practise the skills and methods of curriculum adaptation.~~

Key Concepts:

1. LANGUAGE
2. LEARNING STYLE
3. TEACHING STYLE
4. ASSESSMENT
5. CURRICULUM ADAPTATION

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Teacher attitude { see notes
see learning
Enhance

Instructor Resources:

Language:

"Techniques for Assessing Listening Comprehension in Second Languages", K. Aitken, Audio-Visual Language Journal, Winter, 1979, pp. 175-181.

"The Verbal Ability of the Culturally Different", J. Olsen, The Educational Forum, March, 1965.

* "Decision: The Importance of Teachers' Attitudes toward Language", E. Freeman, The Elementary School Journal, Vol. 83, No. 1, September, 1982.

"Attitudes to Language in School", P. Trudgill, Accent, Dialect and the School, Edward Arnold Ltd., London, 1975.

NETWORKS: TESL Canada Special Interest Group on Language Development in Native Education, Vol. 1, No. 1, Fall, 1984.

"Reflections on Cree Interactional Etiquette: Educational Implications". R. Darnell, Sociolinguistic Working Paper No. 57, Southwest Educational Development Laboratory, Texas, 1979.

* "Language Development Factors Related to Reading Development", I. Athey, Journal of Educational Research, March/April, 1983.

"Learning English and How to be Silent: Studies in Sioux and Cherokee Classrooms", R. Dumont, Jr., Functions of Language in the Classroom (I. Cazden and Hymes ed.).

* "Black-English Influences in the Writing of Third and Sixth Grade Black Students", B. Cronnell, Journal of Educational Research, Vol. 77, No. 4, March/April, 1984.

* "Newfoundland Dialect Interference in Fourth Grade Spelling", L. Walker, The Alberta Journal of Educational Research, December, 1979.

* "Participant Structures and Communicative Competence: Warm Springs Children in Community and Classroom", S. Philips, Functions of Language in the Classroom, (I. Cazden and Hymes ed.).

Black Dialects and Reading, Cullinan, National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801, 1974.

Language Programs for the Disadvantaged, National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois, 61801, 19 .

"Research in the Realm of Second Language Instruction", R. C. Lafayette, Classroom-Relevant Research in the Language Arts (Shane and Waldon, ed.), Association for Supervision and Curriculum Development, Washington, D.C., 1978.

Language Arts for Native Indian Students, Curriculum Development Branch, Ministry of Education, British Columbia, 1982.

Language Development Handbook for Secondary Students with Limited Proficiency in English, Department of Education, Manitoba, 1984.

Instructor Resources cont'd:

Learning Styles/Teaching Styles:

"Learning About Learning", Herbert Kohl, Teacher, October, 1978.

Teaching Students Through Their Individual Learning Styles: A Practical Approach, Rita and Kenneth Dunn, Reston Publishing Co., Inc., Virginia, 1978.

Student Learning Styles: Diagnosing and Prescribing Programs, National Association of Secondary School Principals, Reston, Virginia, 1979.

"Styles in Teaching and Learning", B. Fischer and Louise Fischer, Educational Leadership, January, 1979.

"Learning/Teaching Styles: Potent Forces Behind Them," A. Gregorc, Educational Leadership. January. 1979.

"Relationship of Learning Style to Self-Concept", Dunn, Price, Dunn, and Saunders, The Clearing House, November, 1979.

Group Embedded Figures Test, Oltman, Raskin, Witkin, Consulting Psychologists Press, Inc., U.S.A., 1971.

"Learning Styles and Indian Students: A Review of Research", A. More, Faculty of Education, University of British Columbia, a paper presented to the Mokakit Indian Education Research Conference, London, Ontario, July, 1984.

Effective Teachers of Indian and Eskimo High School Students, J. Kleinfeld, Fairbanks, Alaska, University of Alaska, 1972.

Testing and Assessment:

"Measuring Educational Potential", Psychology and Instruction, Lahey and Johnson, Scott, Foresman and Co., Illinois, 1978.

"Test Update: Diagnosing Learning Disabilities with the K-ABC", B. Vance, K. Kutsick, Academic Therapy, 1983.

"State-Trait Anxiety Inventory for Children", Spielberger, et al, 1971.

The Lipsett Children's Self Concept Scale, 1958.

"The Edwards and Spielberger Self-Concept Scale", 1970.

"The Teacher's Behavioral Rating Scale", Edwards and Spielberger, 1970.

"My Parents-Job-Questionnaire", Schmuck and Luszki, 1969.

"Individual Intellectual Assessment of Chippewa, Muncey, and Oneida Children Using the Wisc-R", Scaldwell, Frame, Cookson, Educational Clinic, The University of Western Ontario, 1984.

"The Relationship Between Academic Achievement and Teacher Expectations of Native Children in a Northern Manitoba Community School", Rampaul, Singh, Didyk, unpublished paper, 1983.

V. MINORITY/MAJORITY RELATIONS IN THE CLASSROOM

Objectives:

Students will:

1. review the relationship between minority group status and education.
2. practise communication and counselling skills to enhance classroom management skills in high stress classrooms.
3. review methods to enhance school and classroom climate in cross-cultural settings.

Key Concepts:

- | | |
|--------------------|--------------------------|
| 1. MINORITY GROUP | 10. TOLERANCE |
| 2. ASSIMILATION | 11. COMMUNICATION |
| 3. ACCULTURATION | 12. HELPING RELATIONSHIP |
| 4. INTEGRATION | |
| 5. COLONIZATION | |
| 6. RACISM | |
| 7. SELF-CONCEPT | |
| 8. STRESS | |
| 9. INFERIORIZATION | |

* Challenge of Multiculturalism
(P 112 -)
Non-Sexist Education:

Methods/Activities:

1. lecture
2. presentation
3. role-play
4. simulation
5. small group tasks
6. films
7. visitations
8. resource people

Instructor Resources:

Allen, V. L., "Personality correlates of poverty", Psychological factors in poverty, (Allen ed.), Markham Publishing Co., 1970.

Carpenter, Busse, "Development of Self-Concept in Negro and white children: A comparative study using the Brown-IDS Self-Concept Referents Test", Institute for Developmental Studies, New York, 1967.

✓ Multicultural, Non-sexist Education: A Human Relations Approach, Colangelo, Foxley, and Dustin.

Intergroup and Minority Relations: An Experiential Handbook, Fromkin, Sherwood, University Associates, Inc., California, 1976.

Cultural Characteristics and Their Relationship to Disruptive Behaviour Among Appalachian Students", Snider, The Clearing House, December, 1979.

"Teacher-Student Interaction and Discipline", McLemore, The Clearing House, May 1978.

Helping Kids Learn Multi-Cultural Concepts: A Handbook of Strategies, Pasternak Research Press Co., Illinois, 1979.

Disruptive Youth in the School, Jordan, Sabatino, Sarri, The Council for Exceptional Children, Virginia, 1980.

The Helping Relationship Sourcebook, Avila, Combs, Purkey, Allyn and Bacon, Boston, 1973.

Helping Relationships, Combs, Avila, Purkey, Allyn and Bacon, Boston, 1978.

Helping Others Help Themselves: A Guide to Counseling Skills, Loughary, Ripley, McGraw-Hill, Inc., 1979.

"Counseling with Culturally Disadvantaged Adolescents", Deblassie, Adolescence, Summer, 1978.

A Handbook for Enhancing the Multicultural Climate of the School, J. Kehoe, Alternatives for Racism, 1984.

VI. THE TEACHER IN THE CROSS-CULTURAL CLASSROOM

Objectives:

Students will:

1. examine the responsibilities and roles of the teacher in the cross-cultural setting.
2. explore the stresses and social pressures on the teacher in the cross-cultural setting.
3. examine the teacher's role of change agent and innovator.
4. examine the unique situation of Indian and Metis professionals in cross-cultural settings.

Key Concepts:

1. STRESS
2. PEER PRESSURE
3. CHANGE AGENT
4. ROLE MODEL
5. INNOVATOR

Instructor Resources:

"Cross-Cultural Studies Proposal: Elementary Teacher Training Program: A Discussion Paper", R. Bouvier, unpublished paper, 1984.

"A Non-Traditional Educational Model with Indian Indigenous Social Service Workers", Kelley, Nelson, a paper presented at Mokakit Conference, London, Ontario, 1984.

"The Attitudes and Beliefs of Teachers Concerning the Education of American Indian Children in the Southwest", W. Smith, March, 1970, ERIC ED 051 957.

"Teacher Preparation for a Pluralistic Society", Cultural Issues in Education: A Book of Readings, W. Currie, National Dissemination and Assessment Centre, California State University, Los Angeles, 1978.

Effective Teachers of Indian and Eskimo High School Students, J. Kleinfeld, University of Alaska Fairbanks, 1972.

"Human Resources Development For Change and Innovation", M. Hey,
The Canadian Vocational Journal, May, 1979.

A Change Agent's Guide to Innovation in Educaiton, R. Havelock, Educational
Technology Publications, New Jersey, 1973.

"The Innovation Cycle", H. Vonk, The Clearing House, January, 1979.

You can't go home again

VII. CURRICULUM AND PROGRAM INNOVATIONS IN CROSS-CULTURAL EDUCATION

Objectives:

Students will:

1. examine in depth the major trends in curriculum and program innovation in cross-cultural education.
2. compare innovative trends in cross-cultural education to change and innovation theory.
3. practise roleplay and problem-solving techniques.

Key Concepts:

1. ADAPTATION
2. ETHNIC STUDIES *Whence*
3. BILINGUAL/BICULTURAL EDUCATION
4. ALTERNATIVE SCHOOLS
5. COMMUNITY SCHOOLS
6. LOCAL CONTROL/SOVEREIGNTY

Methods/Activities:

1. lecture
2. simulation/role plays
3. problem-solving group tasks
4. resource people
5. visitations

Instructor Resources:

Community Schools in Canada, P. Prout, The Canadian Education Association,
Toronto, 1977.

"Rossignol School: An Example of Autonomy", R. Cummings, New Breed,
Vol. 12, No. 7, July, 1981.

Indian Control of Indian Education, National Indian Brotherhood.

Bilingual Education for Latinos, L. Valverde (ed.), Association for Supervision
and Curriculum Development, Washington, D.C., 1978.

Mother Tongue or Second Language?, D. Feitelson (ed.), International
Reading Association, Delaware, 1979.

"Education in the Mother Tongue: Tokenism Versus Cultural Autonomy in
Canadian Indian Schools", S. Clarke, M. MacKenzie, Canadian Journal of
Anthropology, Spring, 1980.

"Input into Educational Decision-Makers: A Missing Perspective", R.
Henderson, The Journal of Negro Education, Vol XLVIII, no. 2, 1979.

"Education That is Multicultural as a Change Agent: Organizing for
Effectiveness", A. Grant, Journal of Negro Education, Vol. XLVIII, No. 3, 1979.