

EDU 320E MULTICULTURALISM AND EDUCATION

January – February 2018
Lecturer: PhD. Sergio Marín
E-mail:

Office Hours: TBA

Prerequisite: open to all language levels; taught in English.

Audience: University of Sydney students

Class meetings: Monday to Thursday from January 17th to February 15th 2018. Time TBA

Contact hours: 36

Internship / shadowing hours: 12

Course Description:

This course examines the impact of the dimensions of diversity: age, gender, race, ethnicity, origin, social class, religion, language and other aspects of social identity in the teaching / learning process. Migration flows have turned any classroom into a meeting point of cultures. Students will make a key practical approach in their professional development.

Learning objectives:

- To raise awareness on multicultural education components.
- To identify key components in social, political and economic issues affecting educational practices.
- To provide students with theoretical tools and examples for teaching practice in a multicultural educational reality.
- To analyze various individual realities and how they affect the performance of a class or group.
- To put into perspective the new ways of applied multicultural education.
- To frame education, teaching and learning impacts in the community.

Course contents:

PART I – MULTICULTURAL EDUCATIONAL SYSTEMS

INTRODUCTORY UNIT: General Concepts: Humankind, bodies and tradition. Types of education. Intelligences and needs. Identities.

UNIT 1: Identity, Society, Culture. Competences / Intelligences. Languages and Communication.

UNIT 2: Cultures and Societies. Languages and Communication. Dimensions of diversity. Communication between/among cultures and individuals. Stereotypes.

UNIT 3. What's education? Teaching and schooling. Teachers, students and the community. The politics of education. Contrasting Educational Systems: past, present and future.

UNIT 4: What is multicultural education? Types of multiculturalism. Socio-demographic, economic and technological imperatives for intercultural education. Migrations.

UNIT 5: Approach, method and techniques. Dimensions of diversity: gender, age, ethnicity, capabilities, nationality, geographic variants, income, health, physical appearance, pigmentation. Diversity and its impact on education and society.

UNIT 6: Technology, education and society. New and classic models and approaches. E-Learning? MOOCs. Disability. Special needs.

UNIT 7: Cross-cutting education: consumerism, environmental awareness, health education, sexual education, road-safety education, peace education, other.

WORKSHOP: The multicultural classroom. Differences and their impact on the curriculum. Scheduling and lesson planning. The multicultural classroom management. The assessment process.

Bibliography: Compiled by lecturer

Complementary bibliography: In addition to journal articles, students will receive a selection of material from the following sources:

Bennett, C. (1995). *Comprehensive multicultural education: Theory and practice* (3rd ed.). Massachusetts: Allen & Bacon.

Fred Schultz, Ed. (2010) *Annual Editions: Education, 01-02* (28th edition). Guilford, CT: McGraw-Hill/Dushkin.

Gary Fenstermacher & Jonas Soltis (1999) *Approaches to Teaching* (3rd edition). New

York: Teachers College Press.

Chandler, Daniel Technological or Media Determinism.

<http://www.aber.ac.uk/media/Documents/tecdet/tecdet.html>

Graham, E. L. (2002). *Representations of the post/human: monsters, aliens and others in popular culture*. New Brunswick, New Jersey: Rutgers University Press.

Grant, C., & Sleeter, C. (2006). *Turning on learning: Five approaches to multicultural teaching plans for race, class, gender, and disability*. Upper Saddle River, NJ: Prentice-Hall.

Gorski, Paul C. (2001) *Understanding the Digital Divide from a Multi cultural Education Framework..* The Multi cultural Pavilion. On-line: <http://www.edchange.org/multicultural/net/digdiv.html>

Hilliard, A. & Pine, G. (1990, April). *Rx for Racism: Imperatives for American's schools*. Phi Delta Kappan, (593 - 600).

McLaren, P. L. (1994). *Revolutionary multiculturalism*. Boulder, CO: Westview Press.

Ng-A-Fook, Nicholas (2012) *Living a Curriculum of Hyph-E-Nations: Diversity, Equity, and Social Media*. Multicultural Education Review, Vol. 4, No. 2, pp. 91-128

Kassimeris, K. (2011) *The Politics of Education. Challenging Multiculturalism*. Routledge.

Rosenblatt, LaurieAnne (2004) *Please Check Your Baggage: Considering Cultural Biases and Critical Issues in the Adult ESL Classroom when Using Computer Technology*. Critical Multicultral Pavilion. On-line: http://www.edchange.org/multicultural/papers/biases_esl.html

Spring, Joel (2000) *The Intersection of Cultures: Multicultural Education in the United States and the Global Economy* (2nd edition). New York: Mc-Graw-Hill, 2000.

Spring, Joel (2004) *How Educational Ideologies are Shaping Global Society*. Mahwah, N. J.: Lawrence Erlbaum.

Vavrus, M. (2002). *Transforming the multicultural education of teachers: Theory, research, and practice*. New York: Teachers College Press.

Wink, Joan (2000). *Critical Pedagogy* (2nd edition). New York: Longman.

Course Evaluation:

40% Exam
30% Projects
30% Participation and Homework Assignments

Final letter grades will be assigned using the following scale, expressed in terms of the percentage of total possible points earned:

10 = Matrícula de honor

9 – 9,9 = *Sobresaliente*

7 – 8,9 = *Notable*

5 – 6,9 = *Aprobado*

0 – 4,9 = *Suspenso*

Attending the course but not taking the exams = *No presentado*

Missing class more than permitted = *No asistencia*

Please find as a reference the following grading scale conversion. However, it is ultimately the responsibility of the student's home university or institution to determine the final grade equivalencies.

Matrícula de Honor = A+	Suspenso = F
Sobresaliente = A	No presentado = Incomplete (attended classes but did not take final exam)
Notable = B	No Asistencia = Incomplete (enrolled in the course but did not attend class)
Aprobado = C	

Evaluation of the internship / shadowing: Successful completion of the internship / shadowing will be determined by various factors including feedback from the host school.

Class Attendance: class attendance is obligatory, it is checked every class day and it is reflected in the course attendance sheet that is sent to the University.

An **85%** of attendance is required for the successful completion of the course. Not missing any class will be considered positively.

If a student exceeds this limit, the grade in the transcript for this subject could appear as “not attended course”.

Justified absences: Medical Certificates: certificates will be considered only if issued by a physician (not notes from the family explaining the student absence). The certificates must include the exact dates for which a student should be excused for having missed classes.

English expression

The students should express themselves -both orally and in writing- in good formal English. Particularly in the written partials and quizzes, as well as the presentations, good academic writing is essential. Bad, sloppy academic writing (misspellings, deficient syntax, etc.) will be penalized.

Auditors: Courses cannot be taken as auditors, thus attendance is possible only for students enrolled in a specific class.

Tardiness: It is expected that students arrive to class on time and that they return directly to class after any given break. Arriving 10 minutes late (or more) and/or early class departures are considered unexcused absences and will be taken into account as half absence.

Class Protocol: Students are required to be involved in class activities. They are expected to show their preparation by participating in discussions, by asking relevant questions, being critical and analytical with the contents presented in class as well as by sharing their ideas and opinions. In class the student is required to maintain a polite demeanor always and under every circumstance. *Students are asked not to eat in class and to put their cell phones on silence.*

Special Accommodations: Students with special needs who require reasonable modifications, special assistance or accommodations in this course (either for properly following-up classes, to take exams, etc.) should direct their request to Academic Coordination during the first week of the course.

Schoology: This course will be based on a LMS platform where the documentation and attendance will be checked.

Practical school-based experience schedule: On January Thursday 18th students will receive their personal schedule with the information about the school, how to get there and contact person.