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Chapter 1 : About “ Bill Howe on Multicultural Education

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Chapter 2 : Annual Editions: Multicultural Education, 14/e by Fred Schultz

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Multicultural Education for Exceptional Children. The number of persons under the age of 18 will increase from 64 million in to 67 million in the year . The number of babies born in . Young people from the least well off demographic groups form a growing segment of the child population. In , over , people under the age of 20 legally immigrated to the United States. Children and Their Families, Black Americans are the largest minority group in the United States. Black Americans are drawn from a diverse range of cultures and countries in Africa, the Caribbean, and Central and South America. Hispanic population not including the population of Puerto Rico surpassed the million mark in . The term Hispanic refers to persons of all races whose cultural heritage is tied to the use of the Spanish language and Latino culture. In the school year , approximately 4. Department of Education, In order for these students to develop to their fullest potential, educators will need to be skilled as both special educators and facilitators of multicultural education. Invisibility means that certain microcultures, including disability groups, are underrepresented in materials. This omission implies that these groups have less value, importance, and significance in our society. Stereotyping assigns traditional and rigid roles or attributes to a group. Stereotyping occurs across cultural and exceptionality groups. Selectivity and imbalance occur when issues and situations are interpreted from only one perspective, usually the perspective of the majority group. With such an emphasis, minority persons and individuals with disabilities often do not learn about the contributions of members of their cultural groups to the development of our society. Such biases prevent all students from realizing the complexity of historical and contemporary situations and developments. Unreality is most likely to present itself in the portrayal of history and contemporary life experiences. Controversial topics are glossed over, and discussions of discrimination and prejudice are avoided. This unrealistic coverage denies children the information needed to recognize, understand, and perhaps conquer the problems that plague our society. Contemporary problems faced by individuals with disabilities and those from diverse racial and ethnic groups are often disguised or simply not included. Fragmentation and isolation occur when publishers discuss issues, contributions, and information about various groups in a separate section or chapter apart from the regular text. This add-on approach suggests that the experiences and contributions of these groups are merely an interesting diversion, not an integral part of historical and contemporary developments. Language bias occurs when materials blatantly omit such things as gender, disability, or ethnic group references. Concepts include racism, sexism, prejudice, discrimination, oppression, powerlessness, power inequality, equality, and stereotyping. If teaching a culturally diverse student population, educators need to determine the microcultures that exist in the community. Schools that are on or near Indian reservations will include students from the American Indian tribes in the area as well as some non-Indians. Urban schools typically include multiethnic populations and students from middle and lower socioeconomic levels; inner-city schools are likely to have a high proportion of poor students. Teachers in Appalachian-area schools will need to be concerned about poor and middle-class families with fundamentalist backgrounds. One strategy for multiculturalizing curriculum and instruction is teaching from a multicultural perspective. This approach will probably require some major changes in the educational program. In this approach educators will take affirmative steps to ensure that cultural diversity and exceptionality are reflected in the curriculum. It should facilitate the development of attitudes and values conducive to the preservation and promotion of ethnic and cultural diversity as a positive quality of society. Gay, Without too much effort, teachers can locate supplementary materials, information, and visual aids about people of other major cultures and people with disabilities. This information should be included as part of the curriculum in every subject area, regardless of how culturally diverse the community is. Unknowingly, educators often transmit biased messages to students. Most educators do not consciously or intentionally

stereotype students or discriminate against them; they usually try to treat all students fairly and equitably. However, we have learned our attitudes and behaviors in a society that has been ageist, racist, sexist, and ethnocentric. Some biases have been internalized to such a degree that we do not realize that we are biased. Another area that teachers might investigate and change to better meet the needs of a culturally diverse student population is that of teaching and learning styles. Both teaching and learning styles can be categorized as either field independent or field sensitive. Field-independent teachers encourage independent student achievement and competition among students. Field-sensitive teachers are more interpersonally oriented and prefer situations that allow them to use personal, conversational techniques. Similarly, field-sensitive students perform better in social situations such as group work; field-independent students work well on independent projects. Not only will the educators know and understand the community, but the parents and community will know and participate in the school activities. As long as members of the community feel unwelcome in the school, they are not likely to initiate involvement. The first step in multiculturalizing the school is development of positive and supportive relations between the school and the community. Teachers can assist by asking community members to participate in class activities by talking about their jobs, hobbies, or experiences in a certain area. They can initiate contacts with families of students. They can participate in some community events. A sincere interest in the community, rather than indifference or patronage, will help to bridge the gap that often exists between the school and community. Future will demand culturally literate citizens. Thrust for Educational Leadership, 7 3 , Multicultural education in a pluralistic society 3rd ed. Curriculum for multicultural education. Issues and case studies pp. American Association of Colleges for Teacher Education. Quality Education for Minorities Project. An action plan for the education of minorities. Massachusetts Institute of Technology. Cultural democracy, bicognitive development and education. Implementing Title IX and attaining sex equality: A workshop package for postsecondary educators. Council of Chief State School Officers. Children and their families: Twelfth annual report to congress on the implementation of the Education of the Handicapped Act. Demography as it affects special education. Promising practices and future directions pp. The Council for Exceptional Children. Gollnick and Philip C. Merrill Publishing Company, , Please note that this site is privately owned and is in no way related to any Federal agency or ERIC unit. Further, this site is using a privately owned and located server. This is NOT a government sponsored or government sanctioned site.

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Chapter 3 : Annual Editions: Multicultural Education, 14/e by Fred Schultz

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The Human Right to Education: Freedom and Empowerment, Caetano Pimentel, Multicultural Education, Summer Education is an entitled right; through a phenomenological method of inquiry, the author advocates that education empowers one's thinking, learning, living, and earning.

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James A. Banks at the University of Washington Center for Multicultural Education's 30th annual symposium on April 27, (Photo courtesy of UW College of Education/Flickr).