

Challenges in Addressing Multicultural Issues

INTRODUCTION

This week, you will continue to learn about challenges related to multicultural approaches to curriculum, instruction, and assessment. One way to do so is to investigate the scholarly literature on these topics. Another way is to talk with *primary sources*: those who have experienced the challenges. In this unit, you will conduct interviews with two people from diverse cultural backgrounds; these interviews will inform your learning about challenges faced firsthand by learners in educational settings.

[u06s1] Unit 6 Study 1

Weekly Planner and Reflection Journal

Use the Weekly Planner and Reflection Journal to help you keep track of your activities so you stay organized and meet all required deadlines. The tool also contains a section for you to record your reflections on your learning goals and experiences for the week. This space provides a private, informal area for you to record your thoughts on your strengths and challenges as they relate to inclusivity and diversity in learning environments. Your entries won't be read, responded to, or graded by the instructor; however, you are strongly urged to make weekly journal entries, as you will need this content to complete the Unit 10 Course Reflection assignment.

As you prepare your weekly reflection entry, remember to connect at least one of Brookfield's Four Lenses to your entry:

- Autobiographical experiences.
- Eyes of students or clients.
- Relevant theories.
- Colleagues' perceptions.

Complete the Weekly Planner and Reflection Journal to track your activities.

[u06s2] Unit 6 Study 2

Develop Your Toolbox

Readings

Use the Internet to complete the following:

- Academic Coaching and Writing. (2013, September 9). The structure of your literature review [Blog post]. Retrieved from <http://www.academiccoachingandwriting.org/dissertation-doctor/dissertation-doctor-blog/iv-the-structure-of-your-literature-review/>
 - You will likely conduct several literature reviews in your graduate program. For this course, your literature review will require relatively few sources. You will use the thematic organization described in the blog post. *Thematic* means that you first look over your selected articles, noting the concepts, general themes, theories, and so forth that are important for your project, and then group and summarize them in your paper. There is some helpful information for this week's assignment in the final few paragraphs, and the information on organizing literature reviews will help you as you in future courses. Consider bookmarking or downloading the post.

- Literature Review Process.

- Although intended primarily for doctoral-level learners working on dissertations, it provides helpful links on researching and writing processes for literature reviews that you might apply to smaller-scale literature reviews like the one you are completing in this course. For an optional enrichment activity, familiarize yourself with the content available on this page.

If you find these resources particularly helpful, remember to add them to your ongoing list of resources that you started in Unit 1.

[u06s3] Unit 6 Study 3

Culture and Instructional Design

Readings

Use the Capella library to complete the following:

- Boykin, A. W. (2014). Human diversity, assessment in education and the achievement of excellence and equity. *The Journal of Negro Education, 83*(4), 499–521.
- Higbee, J. L., Schultz, J. L., & Goff, E. (2010). Pedagogy of inclusion: Integrated multicultural instructional design. *Journal of College Reading and Learning, 41*(1), 49–66.
 - The authors describe a university study they conducted on an inclusive model for designing instruction. As you read, consider how the principles of this instructional design model could be applied in your own setting.

Use the Internet to complete the following:

- Changing Minds.org. (n.d.). Cognitive dissonance. Retrieved from http://changingminds.org/explanations/theories/cognitive_dissonance.htm
 - For many people, discussions of cultural differences may cause a bit of discomfort; this is typically due to cognitive dissonance. This article will help you prepare for conducting your interviews this week
- Davis, M. (2016, September 8). Preparing for cultural diversity: Resources for teachers [Blog post]. Retrieved from <https://www.edutopia.org/blog/preparing-cultural-diversity-resources-teachers>
 - Originally published 2016 © Edutopia.org; George Lucas Educational Foundation.
 - This blog post includes links to resources on cultural diversity and multicultural approaches to instruction. Although they may be largely focused on P–12, think about how you might apply what you learn to your own setting.

What If I Am Neither an Instructional Designer Nor a Classroom Teacher?

As a reminder, in Unit 1 you used the KWL chart to help situate your professional role in the general framework of curriculum, instruction and assessment. It will be helpful to review your KWL chart before you begin the readings in this study activity, as it will help pinpoint the relevant information.

Specialization-Specific Resources

This media piece provides a starting point for further learning. Note that some of the readings in your area of specialization may be required for successful completion of your course. Others are recommended or optional enrichment. Refer to your unit studies for required readings.

If you are in the Teaching and Learning Program, which is based on a personal, customized approach rather than specializations, we encourage you to explore the range of P–12 specialization-specific resources in this presentation as appropriate to your interests.

Click **Specialization-Specific Resources** to view the media piece.



Specialization-Specific Resources

BEGIN ACTIVITY ↗

 Transcript

Learning Components

This activity will help you achieve the following learning components:

- Assess information for academic strength.
- Analyze literature on multicultural issues.
- Compare academic theories and practices.
- Critique relevant issues related to teaching in a multicultural way.
- Evaluate academic research related to inclusivity and diversity in an educational setting.
- Identify challenges and benefits of a multicultural approach to curriculum, instruction, and assessment.

[u06s4] Unit 6 Study 4

Discussion and Assignment Preparation

Conduct brief interviews with two people who have different cultural backgrounds from yours. There is no particular cultural difference that is required; you may freely select interviewees from various backgrounds. The people you interview do not need to be educators. You may find it helpful to review the Curriculum, Instruction, Assessment section of the Definitions [DOC] in preparation for your interviews to help you answer any questions your interviewees may have. In your interviews, investigate cultural issues or challenges they have experienced in their education with regard to:

- The curriculum they have studied.
- The instruction they have received.
- The assessments they have completed.
- How your interviewees coped with the challenges they experienced and whether their coping strategies were effective.

You will report on these interviews in the Multicultural Issues Interview Data discussion in this unit.

Continue to work on your literature review assignment this week. It is due on Sunday evening.


[u06a1] Unit 6 Assignment 1 »

Literature Review

Overview

For the past several units, you have been focusing on the skills of locating, reading, and interpreting scholarly literature. To demonstrate the skills you have developed, for this assignment you will create a literature review addressing how multiculturalism affects curriculum, instruction, and assessment.

As a scholar, you are developing and demonstrating several academic skills by completing both parts of this assignment. Creating an annotated bibliography of articles (Part 1) shows your ability to focus on the main components of an article and to think critically about empirical studies. Developing a literature review that is an integrated discussion

of the literature that you read (Part 2) shows that you can think in a big-picture way; synthesizing what you read into main ideas to draw conclusions and make recommendations demonstrates higher-order thinking. [Tutorials](#) [Support](#) [Log Out](#)  Leslie Bethea 6 ▾ frequently apply these skills as a master's-level scholar-practitioner. A literature review begins where your annotations end. The purpose of doing the annotations is to identify the major themes in each of the articles. Then, the literature review combines those themes into an integrated whole. A template with appropriate headings is provided for your use; it is optional but strongly recommended.

Assignment Instructions

1. Locate 4–5 articles—at least 3 of which are not among the readings in this course—on multiculturalism and how cultural issues inform curriculum, instruction, and assessment. Be sure to include both empirical articles and other types of articles about which you learned in the Unit 5 studies. Use articles published within the last five years.
2. Complete Part 1: Draft an annotation for each article. Annotations are short summaries that encompass the main information from the article. For empirical articles, include the purpose of the study, data collection and analysis details, and the findings. Identify any limitations of the study. For other types of articles, describe the author's main premises. Refer to Sources and Evidence (linked in Resources) for further guidance with format and content.
3. Complete Part 2: Provide a 2–3 page summary in which you synthesize the research. This should be an integrated discussion of the literature you read versus a list of article summaries; combine the substance of articles into a thematic whole. In this case, the theme might be one particular issue related to multicultural issues related to curriculum, instruction, and assessment.

Again, in writing a synthesized summary:

- *Do* identify the theme or issue and discuss it, using citations from the articles. In your discussion, draw overall conclusions based on the literature you read, make recommendations for teaching practice, and connect the practice in your own setting to the research.
- *Do not* write a list of the main points of the articles as your summary.

Combine Parts 1 and 2 into a Word document and submit it.

Additional Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current edition APA style and formatting.
- **Length:** 5–6 double-spaced, typed pages of content (plus title and reference pages).
- **Font and font size:** Times New Roman, 12 points.

Resources

Literature Review Scoring Guide.

Literature Review Template [DOCX].

Sources and Evidence.

APA Style and Format.

Literature Review Process.

Capella University Library.

[u06d1] Unit 6 Discussion 1 »

Multicultural Issues Interview Data

This week, you conducted interviews with two people from cultural backgrounds unlike yours on cultural issues experienced in curriculum, instruction, and assessment during their education. For this discussion, report on those

interviews.

Tutorials

Support

Log Out

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- Provide a brief description of your interviewees. Why did you choose them specifically? Be sure to use pseudonyms when you refer to these people.
- What cultural challenges related to curriculum, instruction, and assessment did they experience in their schooling?
- How did your interviewees cope with the challenges they experienced? Were their coping strategies effective?
- Reflect on your interviews and describe your own feelings during the conversation. Did you experience any discomfort, any cognitive dissonance? How did you resolve this?
- How do you plan to apply what you learned from these interviews in your educational practice?

Make a Connection

In addition to responding to the discussion prompt, pose a question or comment on an issue that interests you. This is meant to help engage your peers and let them know how they can best support you.

Response Guidelines

These guidelines apply to your responses to other learners, which are in addition to your response to the discussion topic itself.

In your response to at least one learner, identify any similarities or differences in the experiences of your interviewees and those of your selected colleagues. To what do you attribute the similarities or differences?

Post your initial responses in the discussion area by Thursday at 11:59 p.m. (Central time zone). Comments to other learners' posts are due by Sunday at 11:59 p.m. (Central time zone).

Learning Components

This activity will help you achieve the following learning components:

- Demonstrate critical thinking skills.
- Identify challenges and benefits of a multicultural approach to curriculum, instruction, and assessment.
- Critique relevant issues related to teaching in a multicultural way.

Resources

Discussion Participation Scoring Guide.

[u06d2] Unit 6 Discussion 2 »

Check Your Progress

We are just past the midpoint of your first course in your Capella program. Congratulations on your progress!

The response for this discussion will be in a different format from most of the others in the course. There are two parts: Part 1 is a public response that you will post in the courseroom like other discussions; Part 2 is a private response that you will send only to the instructor.

Part 1: Briefly review your Unit 2 self-assessment in which you set goals for your learning in this course. Then respond to the following:

- What are some of the big ideas you have learned thus far? How does that learning move you toward your learning goals?
- What content is still least clear to you thus far? What do you need to know to clarify your understanding of that content?

Part 2: Use the courseroom message area to send a private message to your instructor. Include one of the following as appropriate:

[Tutorials](#) [Support](#) [Log Out](#)

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1. My current course grade is: __ percent (you can find this in My Grades).
 - I have submitted all of the assignments and completed all of the discussions due at this time, *or*:
2. I am late with the following assignments and/or discussions: (list specifically by activity label, such as, u04a1). My plan for completing them is as follows: (be specific about when you plan to submit the late work).
 - Ask the instructor any questions you have about your progress.

Response Guidelines

No responses to other learners are required for this discussion.

Resources

Discussion Participation Scoring Guide.

[\[u06d3\] Unit 6 Discussion 3 »](#)

Try Using Kaltura Media

In Unit 8, you will record a presentation using Kaltura Media. In this discussion, you will experiment briefly with the tool to ensure you are comfortable with it and can post your recordings to the courseroom.

Using Kaltura Media, record a quick hello message to your colleagues using any of the Kaltura tools (screen, webcam, screen and webcam, or voice). Then, embed the message into this discussion to share.

Here is the pertinent information again for your reference.

- If you have not already done so, set up and test your hardware, using the installation instructions provided by the manufacturer.
- Practice using the hardware to ensure the audio and video quality is sufficient.
- Refer to the Using Kaltura [PDF] tutorial linked in Resources for directions on recording and uploading your presentation to the courseroom.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Response Guidelines

No responses to other learners are required for this discussion.

Resources

Discussion Participation Scoring Guide.

Using Kaltura [PDF].

Updates and Handouts »

Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor »

This forum was created to provide a convenient space for you to ask questions—questions about the course, questions about expectations, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications**.

First Course Support

If you have technical questions or issues related to your First Course, please click the "Ask Your Tech" link. There, you will find additional technical resources and open forums in which you can discuss your questions with a technician and other First Course learners.

If you are experiencing issues that require immediate assistance, you may also contact Learner Technical Support. They are available to provide technical assistance 24 hours a day, 7 days a week. Please follow the Learner Technical Support link for information on how to contact technical support.

Resources

Ask Your Tech.

Learner Technical Support.