

Helping Learners Embrace Change in a Multicultural Environment

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Submitted in partial fulfillment
of the requirements For ADED4P91
Foundations Of Adult Education
Bachelor Of Education/Certificate In Adult Education Program

Centre For Adult Education And Community Outreach Faculty Of Education
Brock University
St. Catharines, Ontario

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June 16, 2014

A Professional Development Workshop for Educators



Introduction to Workshop Presenters

Hello and welcome to our online workshop

We believe that our workshop will open the portal to new insights in how our students perceive us as facilitators

We plan to enlighten you with what we have learned from theorists and authors who have studied change, self-reflection and multiculturalism in the classroom

Please join us on this journey of discovery....

We hope you will find it enriching and stimulating....

Here we go.....



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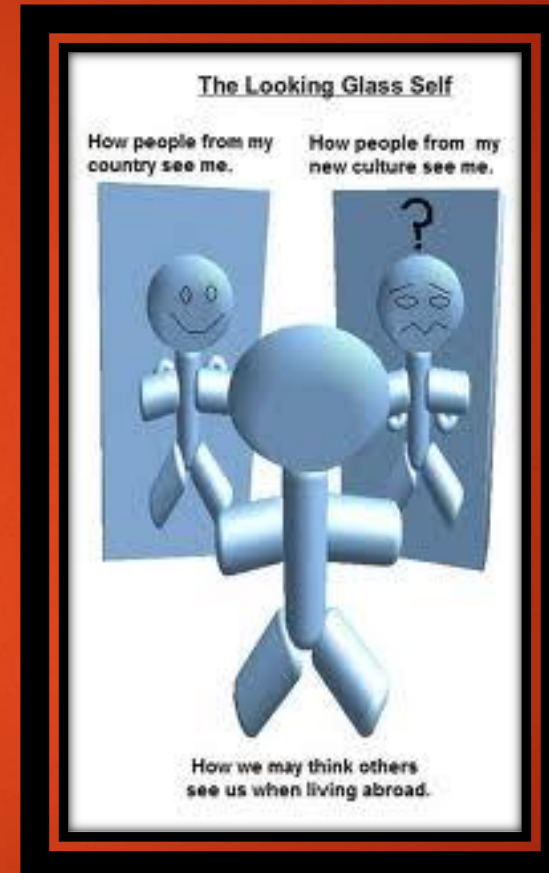
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(A) = Activity



Course Description

- The purpose of this workshop is founded on the notion that a need exists for educators to see themselves in their learners eyes in order to foster a culturally inclusive learning environment.



Why Learning Goals?

- The purpose of providing learning goals is twofold.
 - First, you will have a more comprehensive understanding of the values that guide the workshop – important information in order to make an informed decision on whether the workshop targets individual needs (Brookfield, 1995).
 - Second, learning goals assist the evaluative indicators of a successful initiative.



Learning Objectives

After this workshop, you will be able to:

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1. Discuss the purpose of creating relationships amongst students of diverse cultural backgrounds
2. Identify cues from students struggling to connect with the English language
3. Relate cultural agency to conflict from a student's perspective
4. Propose options in handling students' learning styles
5. Describe solutions for students to reflect on experiences
6. Describe risks associated with lack of cultural values and beliefs
7. Describe cultural dynamics that formulate existing pedagogical practices
8. Introduce initiatives that empower student learner relations to course content



References

- **Books**

- Teaching to Transgress, bell hooks (1994)
- Becoming a Critically Reflective Teacher, Stephen Brookfield (1995)

- **Videos**

- [Stephen Brookfield on Creative & Critical Thinking 1:03:58](#)
- [Multiculturalism 3:31](#)
- [Classroom Meeting Cultural Understandings 3:08](#)
- [Multicultural Teaching 8:45](#)
- [Power of a Dream-Multicultural Education 4:27](#)
- [bell hooks: Cultural Criticism & Transformation 6:02](#)
- ["Teaching Critical Thinking: Informing your Reflective Practice" 1:31:41](#)
- [School from a Student's Perspective 6:50](#)
- [Multicultural education and Social Justice 7:23](#)



Content Progression

The following is an overview and order in which the content of this course will progress

- Your journey will begin with self-reflection to get to know yourself better
- The journey will continue as you begin to understand the importance of how learners perceive you and other learners
- It will progress to a point where it involves the affect of a mixed culture amongst learners
- Finally, the journey will not end, but take on a new light of collaboration through the positive effects of embracing change

**“SUCCESS IS A
JOURNEY, NOT
A DESTINATION...”**



What are you hoping to gain?

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ACTIVITY

- Upon being introduced to the specific learning goals of the PD workshop, you will be required to post a journal entry to include your personal objectives of attending this workshop that focuses on cultural classroom contexts. At the end of the workshop, you will acknowledge whether your personal objectives were met.
- The primary focus of this activity is to help develop self-reflective techniques that are required when attempting to build connections between what we, as educators, want students to do and their own concerns and expectations (Brookfield, 1995).
- This activity will assist you when completing your evaluation of this workshop.
- **Please post your response in the forum *What are you hoping to gain?***
 - What do you hope to gain from attending this workshop?



Underlying Concepts

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The ability to stimulate strong positive emotions in students separates the competent from the outstanding college teacher.

Lowman, 1995

- hooks (1994) highlights the importance of acknowledging change in pedagogical processes if diverse peoples are to be reflected in the curricula
- Brookfield (1995) recognizes the four critically reflective lenses that aid educators in establishing critical agency in an institutional environment
- Knowing how students are experiencing learning is a crucial component to educator-student success (Brookfield, 1995)



How well do you know yourself?

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- According to Brookfield (1995), “teaching innocently means assuming that the meanings and significance we place on our actions are the ones that students take from them” (p.1)
- As an educator, you may not always have complete control in how others perceive the way you present yourself and the course content
- Frustration often occurs when you do not receive a positive response from your learners which is why it is important to reflect on your actions from a learner’s perspective



How can you know yourself?

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ACTIVITY

- Brookfield writes, "As a way of reassuring people that reflection groups are not angst-ridden ordeals involving uncomfortable disclosures of personal tragedies, I often suggest that groups start with some simple exercises" (p.146).
- **Please answer the following questions and post your response in the forum *How can you know yourself?***
 1. What am I proudest of in my work as a teacher?
 2. What do I most need to learn about in my teaching?
 3. What would I like my students to say about me when I am out of a room?
 4. What methods do I employ in the classroom that help to facilitate my understanding of student engagement?
 5. How can I improve my initiatives at teacher-student facilitated learning?
 6. Why is it important that I reflect on my teaching practices?



How's your journey so far?

Remember to judge yourself
before you are judged,
evaluate yourself before you
are evaluated and be ready
for the greatest investigation



Do you assume what you do is right?

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- Brookfield (1995) writes that we make assumptions that are not necessarily reliable and we may believe they are common sense since “we’ve been doing this for years” (p.4)
- Watch this video below:
 - ["Teaching Critical Thinking: Informing your Reflective Practice" 1:31:41](#) (use this link in case the video below malfunctions)



Rationality and Relativity of Concepts

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- Contemporary efforts at creating an environment that is inclusive of students from diverse cultural backgrounds are not being reflected in current pedagogical processes (hooks, 1994). The cultural mosaic that presently exists calls for a shift in paradigms.
- The proposition that the most influential method of unearthing existing educational hierarchies and power dynamics in the classroom by experiencing student learning is not unfounded.
- Brookfield quotes, “the first responsibility of critical teachers is to research what students know, speak, experience, and feel, as starting points from which an empowering curriculum is developed” (1995, p.93). In order to foster a culturally inclusive learning environment, it is imperative that educators empathize with students’ viewpoints.



What do I understand about multiculturalism?

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ACTIVITY

- Brookfield comments, “...people are generally unwilling to speak up for fear of gaining a reputation as a troublemaker or of looking stupid” (1995, p.101). Within both hooks (1994) and Brookfield, it is argued that securing a learning environment that promotes a level of connectivity between learner and peer can only be established once participants feel a certain level of inclusivity.
- As learners, all thoughts and beliefs are encouraged and will promote later discussion in which we analyze the concept of “multiculturalism” in the classroom context. We may unknowingly hold the same beliefs as our peers but are fearful of discussing our thoughts in a large group setting.



Multiculturalism

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- **Watch this video below: Please post your response to the following questions in the forum *Becoming comfortable within a multicultural context*.**
 - As an educator/student, do you feel that your classroom is inclusive of culturally diverse students? How do you know? What does multiculturalism mean to you? What ways do you think you could incorporate multiculturalism?



[Multiculturalism 3:31](#)

(use this link in case the video malfunctions)



Well, have we lost you or are you inspired?

Take a moment and think about what you've learned so far

*You have to answer to yourself.
Be proud of the answers you give.*



The journey continues...



Self-Reflection (hooks, 1994)

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Self-reflection is used in order to create an environment that is welcoming of diversity. Examples include, but are not limited to:

- acknowledging that teaching styles may need to adjust to a variety of learning types
- paradigm shifts and the need to create a forum for students to voice their fears, to discuss what they are doing, how they are doing it, etc.
- making educators aware of the need to unlearn racism, to learn about colonization, and the need to create a democratic liberal arts learning experience
- creating a safe environment to prevent prolonged silence or lack of student engagement



Self-Reflection (Brookfield, 1995)

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Self-reflection is used in order to create an environment that allows us to view ourselves and through the lens of students. Examples include, but are not limited to:

- self-reflection, introspection, critical reflective lenses occur through various means (i.e. journals)
- viewing ourselves as educators through critically reflective lenses to alert us of distortions
- knowing something of how students experience learning; learning about how the student thinks (i.e. surveys, student portfolios, letters, journals)





Collaboration and Contemplation

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GROUP ACTIVITY

- Students often feel uncomfortable discussing matters in both large and small group settings and do not initiate conversation even when prompted. The educator is not always aware of how their teaching methods are affecting the student in question and dismiss the student as inattentive.
- For this activity, read the case study ([click here](#)). You will discuss with your assigned group how to resolve such an issue by reflecting on the context of this workshop. Group discussions help see others' perspectives. This activity will act as a segue into how educators should utilize self-reflective initiatives to assist students in being successful learners.
- The case will center on a student's inability to participate in classroom discussions due to an educator's utilization of materials that primarily focus and/or illustrate interests of the dominant group.
- **Below are some questions to prompt the discussion for posting to *Case Study*:**
 - What is the problem? Who is at fault? What initiatives should/could have been taken to resolve the issue?



Have you gained some new insight?

Are you beginning to
think more about
who you are and
what you do?

That awkward moment when
someone asks you to tell more
about yourself, and you're like:



OH GOD,
WHO AM I?



Establishing Deeper Educator-Learner Relationships

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ACTIVITY

- As the workshop draws to a close, you will watch a short video ([click here](#)) that speaks to the importance of self-reflectance as an educator and how this will contribute to deeper educator-learner relationships.
- Think about how self-reflection and “seeing through students’ eyes” helps create a multicultural sound environment and helps students’ success in the classroom
- **Post your thoughts on methods that are most useful and least useful in a classroom context by building off methodologies raised in the workshop and video to *Educator-Student Relationships***

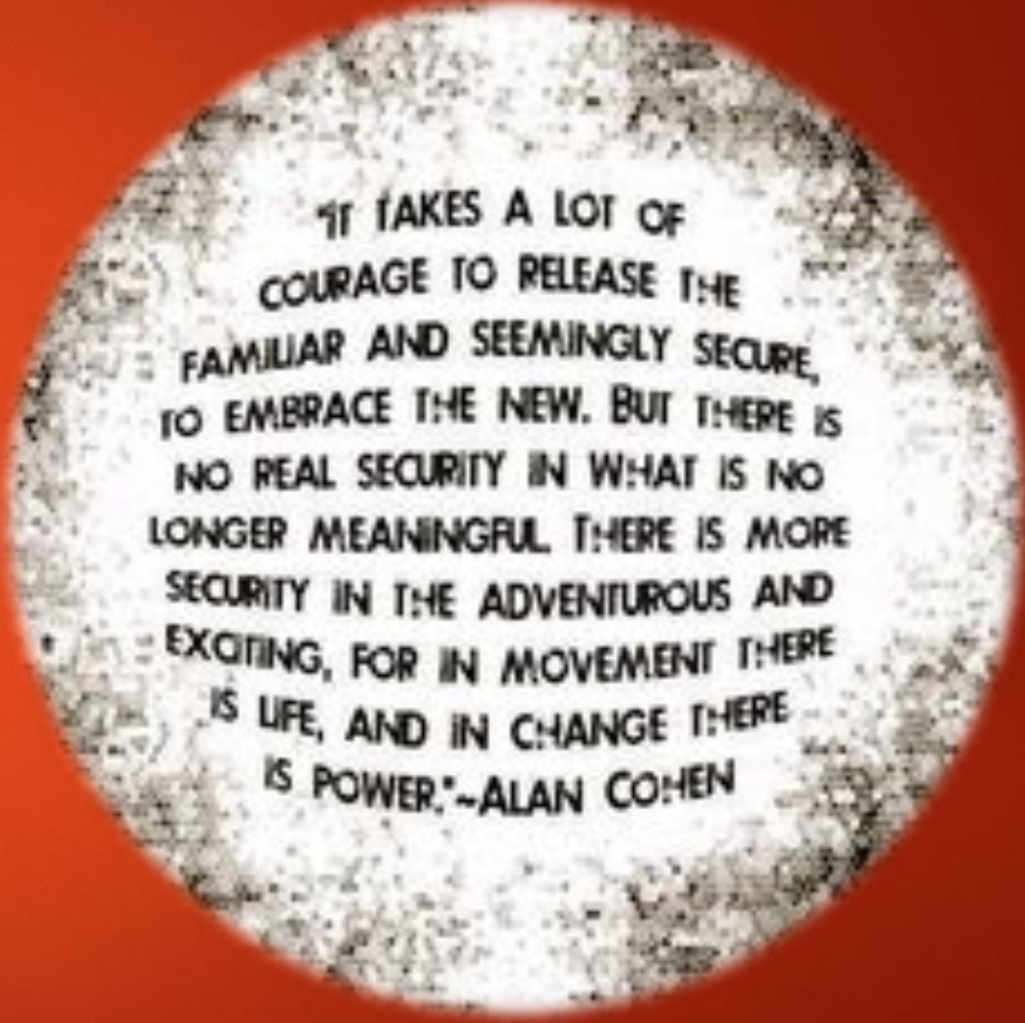


Yes, we're almost done....

Theorists, authors and videos can provide many insights to the workshop topic, but at the end of the day, it's what you take away from it that matters most.

We hope you enjoyed the never-ending journey of self-reflection and multiculturalism in the classroom.

Can you make room for change so students can follow?



"IT TAKES A LOT OF COURAGE TO RELEASE THE FAMILIAR AND SEEMINGLY SECURE, TO EMBRACE THE NEW. BUT THERE IS NO REAL SECURITY IN WHAT IS NO LONGER MEANINGFUL. THERE IS MORE SECURITY IN THE ADVENTUROUS AND EXCITING, FOR IN MOVEMENT THERE IS LIFE, AND IN CHANGE THERE IS POWER."-ALAN COHEN



Conclusion

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It was the intention of the events of this workshop to provide you with theoretical, conceptual and practical tools to assist you when you enter a classroom with mixed cultures

Through the help of renowned authors, Brookfield and hooks, and other related resources, and applying learned concepts and ideas through activities and discussions, it is expected that you will exit the workshop with a new worldview on how to help students cope with the differences surrounding multiculturalism

In closing, and to quote Brookfield (1995), “Of all the pedagogic tasks teachers face, getting inside students’ heads is one of the trickiest. It is also one of the most crucial” (p.92). As this was the driving force of this workshop, we hope we were successful in enlightening you!



Evaluation of Workshop

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You will now be given the opportunity to evaluate the events of the workshop as you reflect on the learning experience, content, new worldview and what worked and what didn't. This will provide us with insight on the success of the workshop events and any modifications that may be necessary to allow improvement in future.

This will allow you to reflect back when you first started the workshop and what has changed or stayed status quo in your mind.

Your responses are anonymous.

Thanks for taking the time to do this.

Please take a moment to complete the survey.

