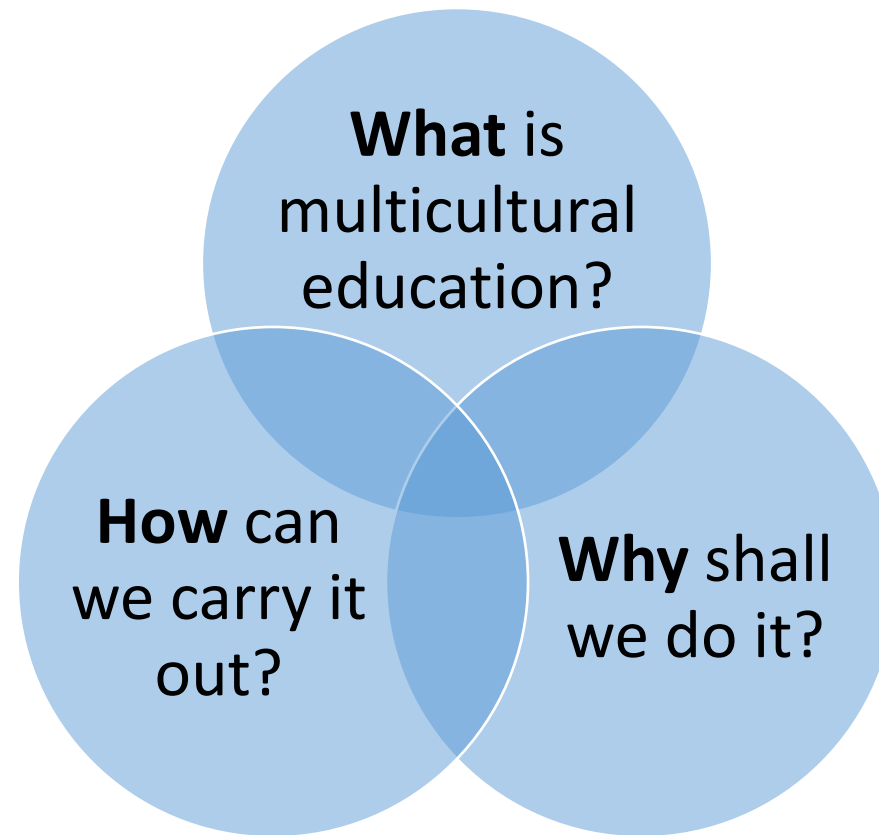


Multicultural Education

Petra Vallin

Multicultural education



TASK 1:

- Walk around the classroom and read all the definitions of „multicultural education“. Choose ONE which represents YOUR own approach to „multicultural education“. Stand next to the definition which you prefer.

Definition

„Multicultural education refers to any form of education or teaching that incorporates the histories, values, beliefs, and perspectives of people from different cultural backgrounds. At the classroom level, for example, teachers may modify lessons to reflect the cultural diversity of the students in a particular class. In many cases, “culture” is defined in the broadest possible sense, encompassing race, ethnicity, nationality, language, religion, class, gender, sexual orientation, and “exceptionality”—a term applied to students with specialized needs or disabilities.“

(The Glossary of Education Reform, available on <http://edglossary.org/multicultural-education/>)

Multicultural vs. Intercultural education

„**Multicultural education** uses learning about other cultures in order to produce acceptance, or at least tolerance, of these cultures.

Intercultural Education aims to go beyond passive coexistence, to achieve a developing and sustainable way of living together in multicultural societies through the creation of understanding of, respect for and dialogue between the different cultural groups.“ (UNESCO

Guidelines on Intercultural Education, available on <http://unesdoc.unesco.org/images/0014/001478/147878e.pdf>)

TASK 3:

- Get into groups of 5 and discuss together the goals of multicultural education. Try to make a list of 4 – 7 objectives.

The goals of multicultural education

- Creating a safe, accepting and successful learning environment for all
- Increasing awareness of global issues
- Opening windows to various cultures
- Strengthening intercultural dialog
- Teaching students that there are multiple historical perspectives
- Encouraging critical thinking
- Preventing prejudice and discrimination

Advantages of multicultural education

- Helps students to develop positive self-image.
- Allows multiple perspectives and ways of thinking.
- Fights against stereotypes and prejudice.
- Teaches students to critique society in the interest of justice.
- Promotes equity in education.

Activities to strengthen multicultural education in your classroom

- The ladybird
- Červená Karkulka
- Štrúdl
- Riverbanks
- Labels

The ladybird activity

- **Instructions:** Get into group of 5 and discuss about who you are and what you like. Try to write at least 5 things you have in common into **the dots!** The **legs of the ladybird** are reserved to the facts about you that are unique within your group.
- **Reflection:** This activity teaches the pupils to respect and appreciate the others. It helps them to realize we all have something unique but on the other hand also something in common.

Červená Karkulka

← ČERVENÁ



BABIČKA →



MODERN FORMS OF ASSESSMENT

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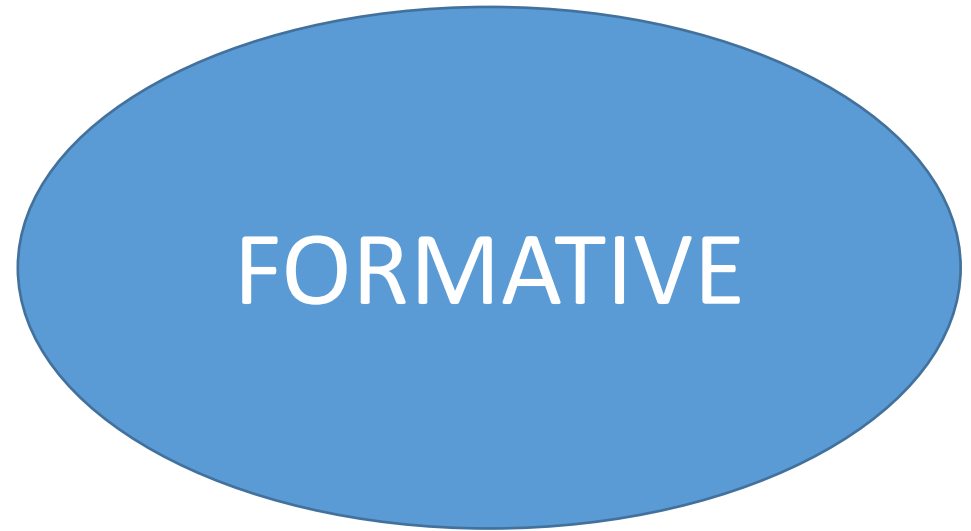
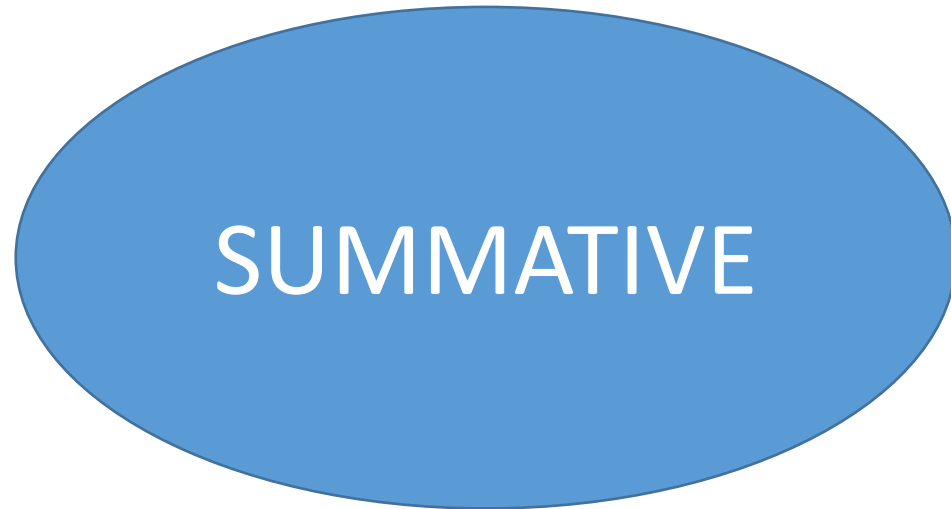
School assessment: What is it for?

- Think about your own perception of assessment. What does it serve to? Why do we have to do it? What are the main objectives of assessment? Write at least 3 reasons.
- Then share it in pairs.

What is assessment?

- **Feedback** to students (and their parents) about the quality of their work at school
- **Motivation** for further work
- **Process of collecting various information** about a child in order to help the teacher to improve his teaching
- **Teacher's competence** to diagnosticate the child's problems and needs
- **Students' competence** which enforce their own independence on teacher and adults in general

Two different kinds of assessment



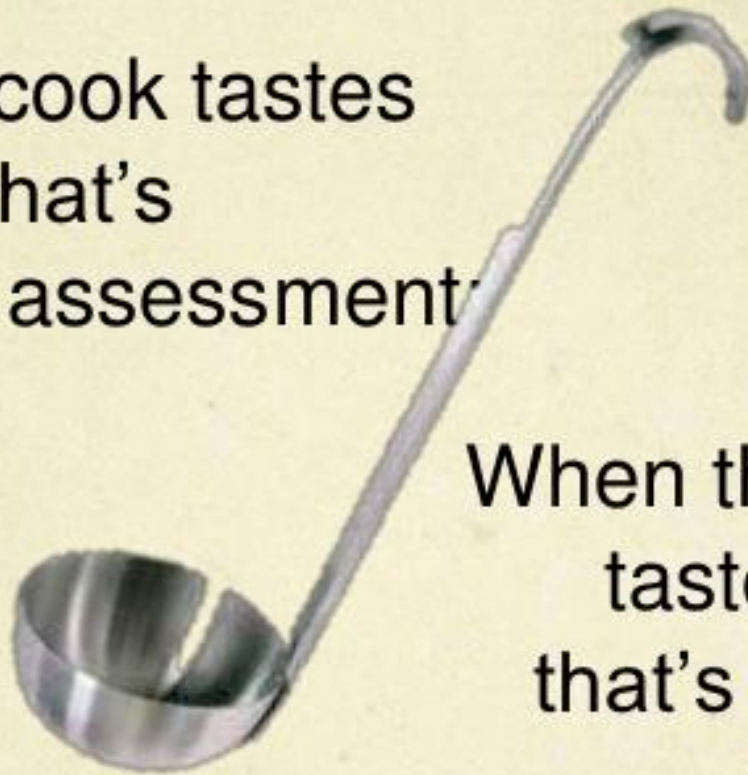
Summative assessmnet

- The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.
- Examples of summative assessments include:
 - a midterm exam
 - a final project
 - a paper
 - a concert
- Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in courses.

Formative assessment

- the goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.
- formative assessments help students identify their strengths and weaknesses and areas that need more work
- help teacher recognize where students are struggling and address problems immediately
- examples of formative assessments include asking students to:
 - draw a mind map in class to represent their understanding of a topic
 - write one or two sentences identifying the main point of a lecture

When the cook tastes
the soup, that's
formative assessment



When the customer
tastes the soup,
that's **summative**
assessment

---Paul Black

frequently cited as a forefather of formative assessment
research

General recommendations

- Be positive (Everybody needs a positive feedback.)
- Use self-assessment.
- Try to compare the results within one individual child (progress), not only within the group.
- Evaluate the process, not only the product.
- Use some kind of assessment every lesson.

Various forms of assessment

- portfolios
- rubrics
- checklists (self-assessment for students but also for teachers)

► All these forms should motivate learners to take an active role in their learning.

Portfolios

- **Collection** of students' work
- Can involve essays, papers, photos (of a poster), pictures, self-assessment, recorded presentations etc.
- Serve mostly **for setting learning objectives** for one particular student

Rubrics

- Useful when traditional pen-and-paper tests are replaced (or supplemented) by the **more varied forms of outcomes** (posters, presentations, role-plays, essays, papers etc.)
- Rubrics have **2 features**: measurable criteria (ex.: accurate biological classification, punctuation) and descriptors to rate the quality of performance (ex.: poor, average, good, excellent)
- Rubrics can be **developed by teachers, team of teachers** but also in cooperation with **learners**! Learners know then exactly what it is expected from them.

Example: Poster assignment

Good morning everybody!

We're going to work in groups of 4 today. Each group will become a travel agency. Each travel agency will prepare a tour in the Czech Republic for foreign tourists. The tour will be presented on a poster you will make in groups.

I'm looking forward to your posters very much 😊.

Petra

Checklists

Checklists are an extremely useful tool **for developing awareness of your aims** and the child's aims, and helping you work towards achieving these. They can help you to:

- Systematically work through areas of difficulty and **areas that need support**
- Measure **progress** and record outcomes
- **Involve the child**, by making the work you are doing a joint venture between the adult and the child.

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