

Multicultural Education in Early Childhood Syllabus

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- Time: Wednesday 8 9 (16:30-18:20)
- Classroom: 1405, Nanda Campus

- Class description

This course explores theories and issues related to creating an equal and culturally responsive learning environment for children of diverse cultural backgrounds. Also, this course stresses a learning environment where all children learn to appreciate and value diverse cultures. In this course, students will learn how gender, ethnicity, economic class, abilities/disabilities play a role in children's learning. Fairness and educational equity for all students are stressed. Furthermore, students will discover the knowledge and cultural resources that children from diverse cultural groups bring to classrooms. They then can use these resources to develop activities, games, books, video clips and other texts to help minority children to develop identity and self-esteem as well as to help dominant children to learn diverse cultures.

師培 專業 素養 指標	1. 了解教育發展的理念與實務 1-2 敏銳覺察社會環境對學生學習影響，以利教育機會均等。 2. 了解並尊重學習者的發展與學習需求 2-1 了解並尊重學生身心發展、社經及文化背景的差異，以作為教學與輔導的依據。 3. 規劃適切的課程、教學及多元評量 3-4 掌握社會變遷趨勢與議題，以融入課程與教學。 5. 認同並實踐教師專業倫理 5-2 透過教育實踐關懷弱勢學生，以體認教師專業角色。
師培 課程 核心 內容	1-(2) 幼兒教保服務與社會階層化、教育機均等、多元文化與弱勢教育 2-(3) 多元文化差異及其在幼兒教育的實踐 3-(10) 幼兒園課程規劃與幼兒園教保活動課程大綱 5-(1) 教師自我省思、溝通互動與解決問題

融入 議題	● 十二年國教 19 項議題融入							
	■	性別平等教育		生命教育		能源教育	■	多元文化教育
		人權教育		法治教育		安全教育		閱讀素養
		環境教育		科技教育		防災教育		戶外教育
		海洋教育		資訊教育 (含數位學習)		家庭教育		國際教育
		品德教育				生涯規劃教育	■	原住民族教育
	● 其他教育議題							
		藝術與美感教育		本土教育		理財教育		生活教育
		勞動教育		媒體素養教育		消費者保護教育		融合教育
		家政教育		藥物教育		觀光休閒教育		特殊教育
	■	新移民教育		性教育		另類教育		
	● 新興議題							
	媒體識讀		通用設計		修復式正義			

● Weekly schedule

Week	Date	Topic	Reading/assignments
1	9/16	Introduction and grouping Multicultural literacy Scale: Pre-test	
2	9/23	Why multicultural education for young children matters? Theories to multicultural education	Derman-Sparks, C1 Souto-Manning, C1
3	9/30	Constructing social identity Hidden curriculum: Blue eyes and brown eyes experiment	Derman-Sparks, C2 Video clip
4	10/7	Share reflections on school experiences Many kinds of families: board game	Turn in self-reflection on school experiences
5	10/14 With Prof. Compton-Lilly	Critical race theory Culturally sustaining pedagogy	Yosso, 2005 Paris, 2014 Turn in a question on the reading
6	10/21 With Prof. Compton-Lilly	Funds of knowledge and home literacies	Compton-Lilly, 2013 Turn in a question on the reading
7	10/28 With Prof. Compton-Lilly	Ethnicity diversity and fairness Curriculum for indigenous children: Atayal caption books, phonetic symbols	Hsin, 2016

8	11/4 With Prof. Compton-Lilly	Ethnicity diversity and fairness Resources of and Curriculum for immigrant children	Compton-Lilly, 2019 Chang & Hsin, 2020
9	11/11	University sport day	
10	11/18	Gender diversity and fairness Story books: gender and homosexual family	Derman-Sparks, C9 Turn in a question on the reading
11	11/25	Talk: Parents of homosexual family	
12	12/2	Economic class and fairness Curriculum for low SES family	Derman-Sparks, C10 Turn in a question on the reading
13	12/9	Different abilities and fairness Story books: children with special needs Video clip: Autism	Derman-Sparks, C11 Turn in a question on the reading Turn in talk reflection
14	12/16	Share the study of a cultural group	Turn in study of a cultural group
15	12/23	Share study of a cultural group Design for multicultural activities, games, books, video clips, or other texts	
16	12/30	Design for multicultural activities, games, or books, video clips, or other texts	
17	1/6	Share multicultural activities, games, books, or video clips, or other texts	Turn in multicultural education design
18	1/13	Review of the class Multicultural literacy Scale: Post- test	

- Teaching methods

Lectures, small group discussion, classroom activities, presentations of assignments.

- Assignments and evaluation

1. Self-reflection on school experiences (20%)

(1) individual work, 1-page, single-spaced, due 10/7

- (2) Reflect your experiences in school in any education level(s) base on your salient identities related to gender/sexuality, ethnicity, economic class, abilities, or other cultural groups.
- (3) Think about the following questions.
 - When did you feel affirmed or excluded by your teachers, peers, curricula, or learning materials?
 - Where, when, and how were your identities positively reinforced, valued or invisible, devalued.
 - How do these experiences deepen your understanding about issues of educational equity, privilege, and their impact on opportunities to succeed?
 - What do these experiences mean for your life as a teacher?
- (4) Use concepts and theories in readings, handouts and class discussion.

2. Reflection on the talk (20%)

- (1) Group work, 1-page, single-spaced, due 12/9
- (2) Use concepts and theories in readings, handouts and class discussion.

3. Study of a cultural group (20%)

- (1) Group work, 2-pages, single-spaced, due 12/16
- (2) Seek information about the challenges this group face, such as lack of information, voice about this group, misinterpretation, stereotypy and bias and so on.
- (3) Seek information about the knowledge and resources this cultural group can contribute to the society and school curricula.
- (4) Use concepts and theories in readings, handouts and class discussion.

4. Multicultural education design (30%)

- (1) Group work, due 1/6
- (2) Use the results of the study to design multicultural activities, games, books, video clips, or other texts.

5. Attendance and participating of classroom activities (10%)

Propose one question for class discussion from each reading. Turn in before the class. The person whose question is chosen to be discussed earns extra points.

- Readings

Books

1. Derman-Sparks, L., Edwards, J. O., & Goins, C. M. (2020). *Anti-bias education*

for young children and ourselves (2nd ed.). National Association for the Education of Young Children.

2. Souto-Manning, M. (2013). *Multicultural teaching in the early childhood classroom: Approaches, strategies, and tools, preschool-2nd grade*. Teachers College Press.

Articles

3. Chang, H.-T. & Hsin, C.-T.* (Accepted). An action research on a Vietnamese culturally-integrated anti-bias curriculum: The development of the curriculum and the kindergarteners' ethnic group relations. *Curriculum and Instruction Quarterly*. [in Chinese]
4. Compton-Lilly, C., Kim, J., Quast, E., Tran, S., & Shedrow, S. (invited column; 2019). What We Must learn from Children in Immigrant Families. *The Reading Teacher*, 73(2), 135-140.
5. Compton-Lilly, C. & Gregory, E. (2013) Conversation currents: Family literacy. *Language Arts*, 90(6), 464-472.
6. Hsin, C.-T. (2016). The effects and the process of a bicultural skill-based literacy intervention program for young indigenous children. *Curriculum and Instruction Quarterly*, 19(4), 191-228. [in Chinese]
7. Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review*, 84(1), 85-100.
8. Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race ethnicity and education*, 8(1), 69-91.

References

1. Banks, J. A. (2016). *Cultural diversity and education: Foundations, curriculum, and teaching* (6th ed.). Routledge.
2. Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd, Ed.). Teachers College Press.
3. Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491.
4. Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect home and classrooms. *Theory into Practice*, 31(2), 132-141.