Multicultural Education in Early Childhood
Syllabus

- Lecturers: Ching-Ting Hsin/ Professor Email: cthsin@mx.nthu.edu.tw
  Guest speaker: Catherine Compton-Lilly/ Professor of Univ. of South Carolina, USA
- Time: Thursday 7 8 (15:30-17:20)
- Classroom: N201, 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

	● 十二年國教 19 項議題融入							
融入議題	■	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		家庭教育		國際教育
		品德教育		（含數位學習）		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	9/14	Introduction and grouping Multicultural literacy Scale: Pre-test	
2	9/21	Why multicultural education for young children matters? Theories to multicultural education	Derman-Sparks, C1 Souto-Manning, C1 Hsin & Yu, 2021 Turn in a question on the first reading
3	9/28	Teacher's Day	
4	10/5	Constructing social identity Hidden curriculum: Blue eyes and brown eyes experiment	Derman-Sparks, C2 Video clip
5	10/12 Guest speaker	Critical race theory (CRT) Culturally relevant pedagogy (CRP) Culturally sustaining pedagogy (CSP) Funds of knowledge and home literacies	Yosso, 2005 Paris, 2014 (Lason-Billings, 1995) (Moll et al., 1992) Turn in a question on the readings
6	10/19	Share reflections on school experiences	Turn in self-reflection on school experiences
7	10/26	Field trip to Indigenous workshop and elementary school (12:15-5pm)	

8	11/2	**Ethnicity diversity and fairness** Curriculum for Indigenous children in Taiwan	Hsin, 2016 Hsin, Yu & Lee, 2021
9	11/9	**Ethnicity diversity and fairness** Resources of and curriculum for immigrant children	Chang & Hsin, 2020 Turn in field trip reflection
10	11/16	**Social class and fairness** Curriculum for low SES family	Wu, 2009
11	11/23	**Gender diversity and fairness** Diverse family Curriculum Story books: gender and LGBT family Board game: Many kinds of families	Derman-Sparks, C9 Prepare for the study of a cultural group
12	11/30	**Different abilities and fairness** Video: Including Samuel (60 mins) Prepare for the study of a cultural group	
13	12/7	Share the study of a cultural group	Turn in study of a cultural group
14	12/14	(no class, had class on 10/26) Prepare for multicultural texts design	
15	12/21	Share multicultural activities, games, books, or video clips, or other texts Multicultural literacy Scale: Post-test	
16	12/28	Review of the class	Turn in multicultural education design

- 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 10/19
(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.

(5) Each one shares her/his experience for 3 minutes in class.

2. Reflection on the field trip (20%)

(1) Determine group members by drawing a lottery. Each group has 2-3 members.

(2) 1-page, single-spaced, due 11/9

(3) Use concepts and theories in readings, handouts, and class discussion.

3. Study of a cultural group (20%)

(1) Choose 5-6 people to form a group.

(2) 2-pages, single-spaced, due 12/7

(3) Seek information from literature and/or interviews about the challenges this group face, such as lack of information, voice about this group, misinterpretation, stereotype and bias and so on.

(4) Seek information from literature and/or interviews about the knowledge and resources this cultural group can contribute to the society and school curricula.

(5) Use concepts and theories in readings, handouts, and class discussion.

(6) Each group uses PPT to present 15 minutes.

4. Multicultural education design (30%)

(1) The same group with assignment 3, due 12/21

(2) Use the results of the study to design multicultural activities, games, books, video clips, or other texts.

(3) Each group uses PPT to present 10 minutes on 12/22.

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.

● Your engagement in the class is very important for this course. Inform the teacher when you will be absent from the class and ask your classmates' help to catch up the class you missed.

● The teacher and the TA will supervise your participation in the class. If you are found once not engaged in the class or doing things not related to the class, it will count as 1-hour absence (absent for 2 hours counts as 1 class absence).

● You are free to use digital devices (laptop/tablet/cell phone) to do things related

to the class. If you are found <u>twice</u> that you use digital devices to do things not related to the class, you are not allowed to use digital devices any more.

- If you are <u>absent for 5 and more classes</u> (including sick, personal, menstrual leaves and no show), you will fail this course.

- 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

1. Chang, H.-T. & Hsin, C.-T.* (2020). 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*, 23(3), 109-140. [in Chinese]
2. 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.
3. Compton-Lilly, C. & Gregory, E. (2013) Conversation currents: Family literacy. *Language Arts, 90*(6), 464-472.
4. 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]
5. Hsin, C.-T.*, & Yu, C. Y. (2021). Literacy and identity development of Indigenous Rukai children. *Journal of Literacy Research, 53*(3), 313-335.
6. Hsin, C.-T.*, Yu, C. Y., & Lee, C.-Y. (2021). Teaching strategies and effects of an Indigenous culturally integrated phonological curriculum for young children. *Taiwan Indigenous Studies Review, 29,* 25-54. [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.
9. Wu, Y.-L. (2009). Developing multicultural social-class program for young children. *Curriculum and Instruction Quarterly, 12*(2), 47-76. [in Chinese]

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.

本課程生成式 AI 使用方式

基於透明與負責任的原則,本課程鼓勵學生利用 AI 進行協作或互學,以提升本門課產出品質。根據本校公布之佈的「大學教育場域 AI 協作、共學與素養培養指引」,本門課程採取有條件開放,請註明如何使用生成式 AI 於報告,說明如下:

● 學生可於「study of a cultural group」報告中的引用文獻後,簡要說明如何使用生成式 AI 進行議題發想、文句潤飾或結構參考等使用方式。請勿直接使用 AI 所產出的文句,直接使用將視為抄襲。若經查核使用卻無在作業或報告中標明,教師有權重新針對報告重新評分或不予計分。

● 在本課程的其他三項作業「Self-reflection on school experiences」、「Reflection on the field trip」、「Multicultural design」中,學生以引用課堂所學觀念為主提出反思和設計,不得使用生成式 AI 工具撰寫作業。

● 本門課授課教材或學習資料若有引用自生成式 AI,教師也將在投影片或口頭標注。

修讀本課程之學生於選課時視為同意以上倫理聲明。