

Activity 2: Schooling, Identity and Culture - 55 m. – LO 2,3

| Students' activity | Timing | Teacher's Actions | Students' Actions | Related to Session's ILO |
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| <p>2. Schooling, Identity and Culture</p> | <p>55m</p> | <p>The instructor begins by briefly introducing the concepts of multicultural education and intercultural education. These terms are often treated synonymously but there are some differences. The first is geographical. Intercultural education is the term preferred in Europe, with the exception of the UK and Finland. Both multicultural and intercultural education can take many different directions, and traditional and more progressive versions of both multicultural and intercultural education can be found. The more traditional and conservative approaches focus on learning to get along and learning about different cultures. The more critical approaches focus on social justice as a core value, on furthering democracy and working against prejudice and discrimination. The critically oriented</p> | <p>Students actively listen to the presentation.</p> | <p>2,3</p> |



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| | <p>approaches of both intercultural and multicultural education of today address the culturally diverse classroom as including the intersections of ethnicity, race, class, gender, religion, language, disability, and sexual orientation. In this broad sense we are all part of a culturally diverse society, and intercultural and multicultural education is for all students, not only for minority and immigrant students. (5 minutes)</p> <p>The instructor continues by sharing data on increasing diversity in societies and schools, making use of statistics from their own country, town/city. The instructor asks the students to recall the different countries or ethnicities that were represented in the classes they attended as a primary and secondary school student. What other forms of diversity can we find in the classroom? The instructor writes down the examples of diversity on the white board or white board app. (5 minutes)</p> <p>The instructor reminds students that depending</p> | <p>Students share their recollections of diversity in the classes they attended as a younger student. (This can take place verbally or using a white board app.)</p> <p>Students actively listen to the presentation and make connections to personal experiences.</p> | |
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| | <p>upon the historical moment or local culture, some culturally-based groups may be seen as “the other” and may experience themselves as having lower status. This could apply to any individual or group that is seen as “different” in some way.</p> <p>The instructor shows the video “Microaggression” (1:01) Microaggression - YouTube</p> <p>The instructor invites the students to respond to the video. Have they ever witnessed or been part of a microaggression? How can microaggressions be disrupted? (10 minutes)</p> <p>The instructor then presents on achieved status and ascribed status. Context will assign certain identities a specific <u>status</u> or perceived value. -An achieved status is one that is acquired on the basis of merit. It is a position that is earned or chosen and reflects a person's skills, abilities, and efforts. -An ascribed status, on the other hand, is beyond an individual's control. It is not earned, but rather is something people are</p> | <p>Students watch the video and then engage in discussion about its relevance and how to disrupt it. (In an online classroom, students could post anonymously on a white board app if they have witnessed or been part of a microaggression. This can be followed by open group discussion about ways to disrupt it.)</p> <p>Within their pairs, students follow the instructions of the educator and complete the tasks.</p> | |
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| | <p>either born with or have no control over. (10 minutes)</p> <p>The instructor puts students into pairs and asks them to share with their classmate the following:</p> <p>(1) Share an experience when your 'ascribed identity' (your citizenship, your gender or another element of your identity that was 'given' to you) placed you in a relatively '<u>higher</u>' status than others around you. What were these circumstances? How did this make you feel? (5 minutes)</p> <p>The instructor then asks the students to answer another set of questions. (2) Can you remember another occasion when this <i>same</i> element of your identity placed you in a <u>less</u> favorable position? What were these circumstances? How did this make you feel? (5 minutes)</p> <p>The instructor acknowledges that schools and teachers have essential roles to play in (a) recognizing all forms of diversity and encouraging their students to appreciate</p> | <p>Students actively listen to the presentation and make connections as both learners and future educators.</p> | |
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| | <p>this diversity and work inter-culturally, (b) to protect those students who may be seen as “different” and ensure that they are not made invisible nor bullied; (c) to use inclusive and diverse curriculum and pedagogy.</p> <p>The instructor presents the following points, periodically checking in with students on their views.</p> <ul style="list-style-type: none"> -By not recognizing diversity among learners, or de-valuing their language or culture in the curriculum and schooling system, you “subtract” cultural resources from them. -When socio-cultural and political constructions in the curriculum are silent on issues such as gender and sexual orientation, students are left in the hands of the hidden curriculum. Typically, the hidden curriculum stigmatizes deviance. -There can be an invisibility of disability among teachers and students. It is common for representations of disability to be negative ones. In American and British literature – Moby Dick, Glass Menagerie, A Christmas Carol: disabled | | |
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| | <p>persons are presented as “vengeful”, weak and fragile. Films, humor, charities can also reinforce many stereotypical views of persons with a disability.</p> <p>Schools have an essential role to play in breaking through such stereotypes. (20 minutes)</p> | | |
| Preparatory tasks for Students(if they needed): | Responses to the discussion question before class (either on paper or in an online discussion group). | | |
| Teacher’s preparatory actions: | <p>Cue video on microaggressions. Microaggression - YouTube</p> <p>For an online session, the instructor can set up a white board app for student sharing of diversity in their schooling classrooms, and memory of microaggression experience.</p> <p>For an online session, a platform with a possibility for breakout rooms should be used. The instructor can use a common board (http://jamboard.google.com/ or https://padlet.com/, for ex.) for noting the results of the student work during the debrief period.</p> | | |
| Notes: | <p>Ideally the instructor will research statistics on diversity in the country and city/town. This kind of diversity could take many forms. The instructor might think about what forms of diversity are not represented.</p> <p>As the topic of microaggressions will be a sensitive topic for some students, the instructor will have to judge whether the learning environment is ‘safe’ enough for students to share this information. In an online platform, students have the option to share this anonymously, but no student should be encouraged to do so if they are uncomfortable.</p> | | |