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I say multicultural, you say inclusive: Working together to create diverse teaching & learning diversity practices

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Paper 87 – Workshop

I say multicultural, you say inclusive: Working together to create diverse teaching and learning diversity practices

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Abstract

Multicultural/Inclusive Learning and Teaching (MILT) re-examines and expands what is taught, attends to who is in the classroom, and is transparent about why this matters. It embraces the lived experience of our students, their families and their communities, connects with concepts of social justice and power, and genuinely and humbly engages students in investigating, engaging, and integrating diverse ways of thinking and doing. In MILT, educators need to develop innovative, novel, sustainable, aligned learning/teaching approaches fostering cultures of learning.

But first, we need to speak with one another as teachers – saying what we believe, value, know (and don't know) about our students, classrooms, campuses and communities. During this segment of the workshop, participants will engage in small group analysis of short case studies adapted from US and UK classrooms. Taking time to engage divergent thinking, gain comfort in articulating the substance of conflict, and make use of problem-solving frameworks to address the immediate moment embedded in the case studies.

Then, to be present when our students enter into hot moments, intense conversations, refuse perspective taking or enter into making new meanings as they study and interact, we need to become adept in re-shaping discussions, in revitalizing assignments and humanizing course policies so that we prompt respectful and challenging, creative and meaningful, engaged and transformative multicultural/inclusive learning. Here, the full group will review the case studies in light of concerns beyond the immediate moment – the next steps: for a current term, for a next term, for this course, for other courses, for the teacher, for the department.

To close the workshop, participants will write about their own teaching in light of prompts provided by the facilitator and drawn from work by six foundational MILT teacher scholars: Myles Horton, Stephen Brookfield, Doris Gomez, Craig Nelson, Ira Reid, and Carolyn Shrewsbury. A packet will include cases, discussion resources and a bibliography with the closing prompts.