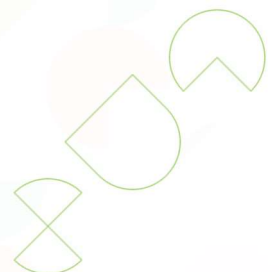




**EBSN**  
Professional  
Development  
Series

# **Diversity & Interculturalism -** **OER**

**EBSN PDS FOR BASIC SKILLS TEACHERS – 2022 SEPTEMBER (V3)**



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## Welcome to Diversity & Interculturalism

Hello and welcome to Diversity and Interculturalism! This resource has specifically been designed in tandem with the Diversity & Interculturalism MOOC to assist you in teaching in the multicultural classroom to enhance your teaching practices when working with adults of basic skills. It will introduce you to many topics including Cultural Sensitivity and equip you with diverse teaching tools to be applied in your teaching context. It has been developed as part of the EBSN project in tandem with DRILLE and the Maltese Ministry for Education and South East Technological University.

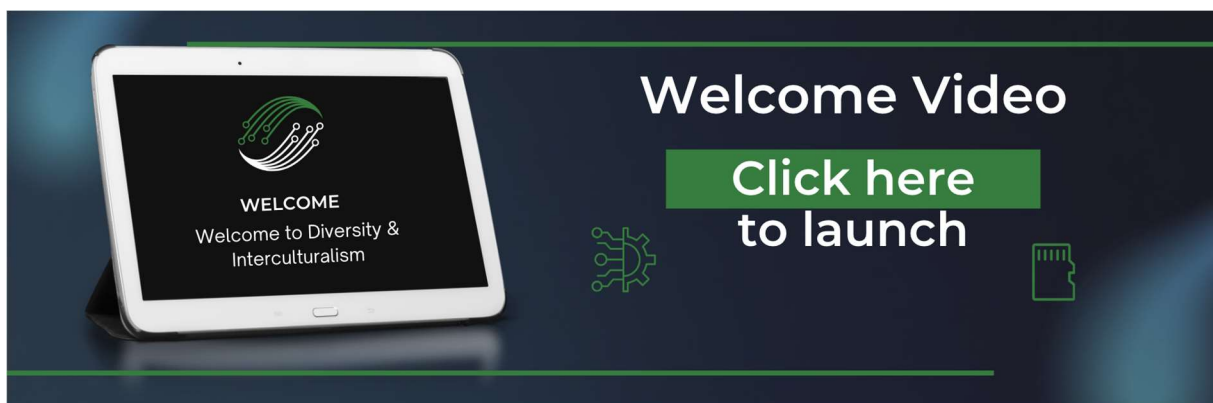
### Learning Objectives

By the end of this OER, in a multicultural setting, you will be able to:

- Identify cultural bias
- Develop self-reflexivity of one's own cultural context
- Identify various micro-aggressions
- Celebrate diversity by using learners' cultural backgrounds as a teaching resource

### Welcome Video:

Take a look at the Welcome Video below taken from the corresponding Diversity & Interculturalism MOOC:



## Topic 1: An Introduction to Diversity & Multiculturalism

*Welcome to An Introduction to Diversity & Multiculturalism!*

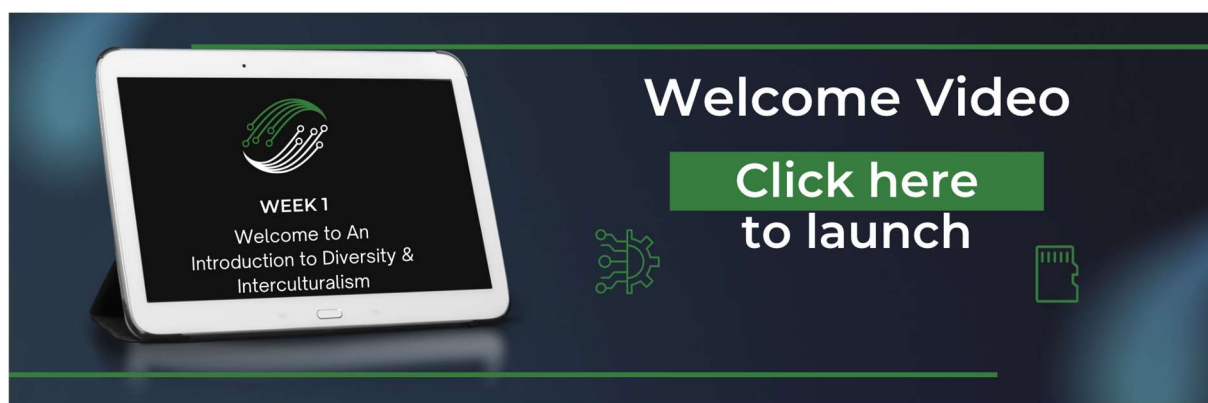


When you complete this topic you will be able to:

1. Identify your own culture and other cultures
2. Explore Diversity, Equality & Inclusion
3. Recognise and reflect upon your own cultural biases

In this topic, you will learn about identifying your own culture and other cultures. You will be introduced to cultural biases and the work of the European Union in this area. You will get the opportunity to reassess your own personal perspectives and apply this to your teaching context.

Take a look at the Welcome Video below from the corresponding Diversity & Interculturalism MOOC:



## *Spark: Diversity*



**“Diversity is a fact, but inclusion is a choice we make every day. As leaders, we have to put out the message that we embrace and not just tolerate diversity”.**

~ Nellie Borrero

<https://blog.vantagecircle.com/diversity-and-inclusion-quotes/>

## Identifying Culture

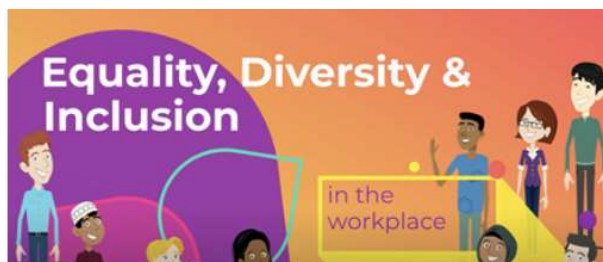


## Diversity, Equality & Inclusion

Video 1: Nathifa video about “Equality, Diversity, and Inclusion in the workplace”. We would like to introduce you to the interactive video below on Diversity, Equality and Inclusion.

In various points of the video, you will be asked to type in your answers to the questions posed.

We wish you good luck!



Interactive Video: Diversity, Equality and Inclusion video

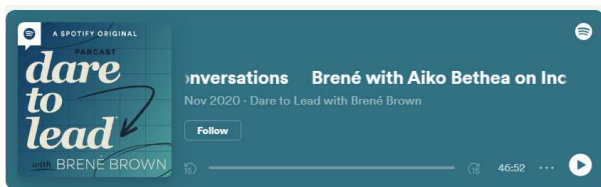
Simply click on the link below to play the video.

Video Link:

[https://app.playpos.it/player\\_v2/?type=share&bulb\\_id=1436880](https://app.playpos.it/player_v2/?type=share&bulb_id=1436880)

## Podcast

As an optional activity, take a look at this Brené Brown podcast that deals with the theme of inclusivity at work.



<https://open.spotify.com/episode/3lODQ37EurkFf0zMNhazql>

## Reflections on Diverse Sections of Society

Reflection on Diverse Sections of Society

The following Video: The Danger of a Single Story by Chimamanda Ngozi Adichie reflects on Chimamanda's childhood of reading mostly foreign books and what that meant to her.

This Ted Talk, "Danger of a Single Story," explores the natural tendency for human behaviour to group the people and things we encounter in the world into categories, but there is potential for these categories to become "single stories" that lead us to incomplete and or simplistic understandings of identities and others.

Author Chimamanda Ngozi Adichie uses the phrase "single stories" to describe the overly simplistic and sometimes false perceptions we form about individuals, groups, or countries and provides a framework for discussing the ways we think about and treat others



Please watch the video<sup>1</sup> and answer the questions below.



### *Research in Diversity Management*

For a humorous and clever look at diversity, take a look at the below video<sup>2</sup> by the esteemed Hans Rosling on how not to be ignorant about the world.



### *Conclusion*

Video<sup>3</sup>: Who am I? Think again. Heitan Patel and Yuyu Rau

1

[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?utm\\_campaign=tedspread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare)

2 <https://www.youtube.com/watch?v=Sm5xF-UYgdg>

3

[https://www.ted.com/talks/hetain\\_patel\\_who\\_am\\_i\\_think\\_again?utm\\_campaign=tedspread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/hetain_patel_who_am_i_think_again?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare)





## Topic 2: Cultural Sensitivity and Microaggressions

### *Welcome to Cultural Sensitivity and Microaggressions*

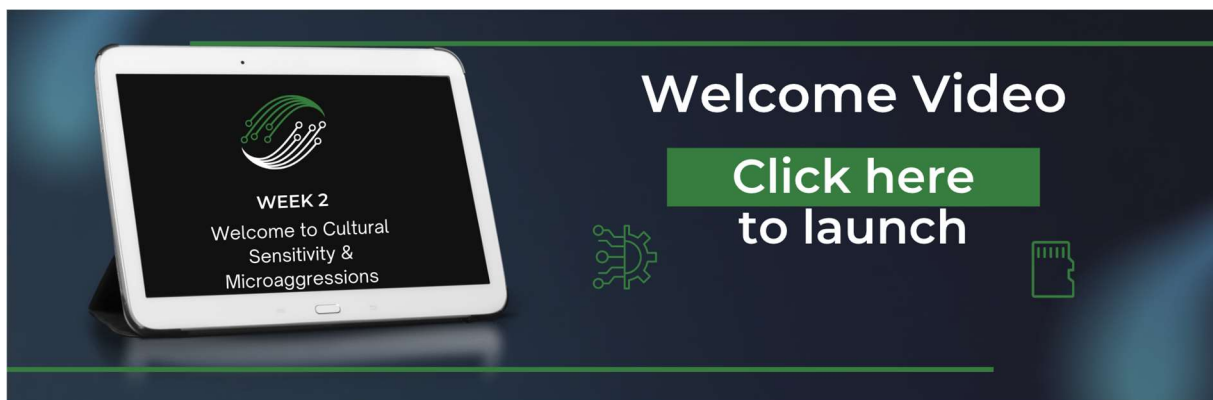


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Welcome to Cultural Sensitivity and Microaggressions. When you complete this topic you will be able to:

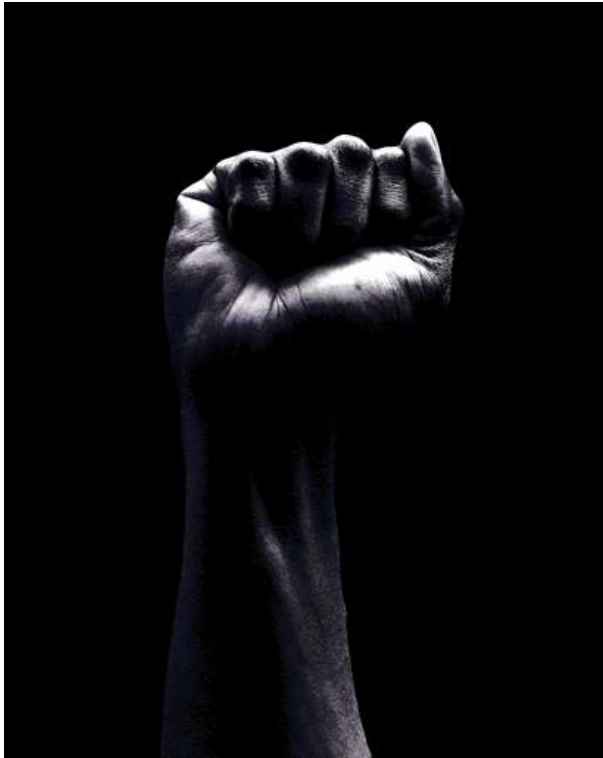
- Identify various types of microaggressions
- Develop various interpersonal skills to be used in a cross-cultural context
- Develop self-reflexivity of one's own cultural context

Take a look at the Welcome Video below taken from the corresponding Diversity and Interculturalism MOOC



<sup>4</sup> Photo by [Clay Banks](#) on [Unsplash](#) is licensed under [Creative Commons 0](#)

## Microaggressions



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Often, we tend to think that we as educators would be respecting the diversity in our classrooms, so long as we avoid saying/doing anything that could be considered overtly sexist, racist, homophobic (ex. Blatantly claiming that one race is smarter than another or stating that women are inferior to men, etc.). Whilst this type of behavior is indeed inexcusable, even more subtle language can cause learners from marginalized groups to feel uncomfortable in their learning environment. This phenomenon is described by the concept of micro-aggressions, of which there are 3 types. Micro-aggressions are commonly found during various daily scenarios, and are, in some ways, more nefarious than overt discrimination, since they are often carried out by well-meaning individuals.

The short video<sup>5</sup> below deals with the topic of MicroAggressions

<sup>5</sup> <https://www.youtube.com/watch?v=BJL2P0JsAS4>



The below tables summarise some themes related to Micro-aggressions. Take a look at the tables below which provide an overview of themes, microaggression and the message that is being sent.

## Themes of Race-based Microaggressions

Theme	Microaggression	Message
Myth of meritocracy	"Everyone can succeed in America if they work hard enough."	People of color are lazy and/or incompetent and need to work harder.
Pathologizing cultural values	Dismissing an individual who brings up race/culture at work/school.	Leave your cultural baggage outside.
Second-class citizen	A taxi cab passes a person of color to pick up a White passenger.  "You people."	You're likely to cause trouble and travel to a dangerous neighborhood.  You don't belong and are a lesser being.
Environmental	Television shows/movies without representation of people of color.	You are an outsider. You don't exist.

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## More Examples

Type	Microaggression	Message
Gender	"Smile! You're too pretty for people to not see your smile."  A female doctoral student continues to receive emails from potential participants addressed "sir."	Your appearance defines what people think of you.  It is unlikely for someone of your gender to pursue an advanced degree.
Sexual Orientation	"I like you, but why do others have to shove it in our faces?"  "So who's the man in the relationship?"	The LGBTQ experience is offensive and abnormal.  Implies that a "normal" relationship must involve a man and a woman.
Disability	Without being asked, a man helps a disabled person board the train.	You can't function independently.

## More Examples

Type	Microaggression	Message
Religion	"You don't look Jewish!"  Although not explicitly celebrated, a public school displays Christmas decorations in December.	All Jewish people look the same.  In America, Christianity is the most important religion. Those who practice others are outsiders.
Class	"That's ghetto."	Being poor is associated with negative/undesirable characteristics.

## *Internal Dilemma*

### Internal Dilemma

Experiencing a microaggression can be traumatic for those on the receiving end and may lead to the following intrusive cognitions

- Did I interpret that correctly?
- Did she say what I think she said?
- What did he mean by that?
- Should I say something?
- Saying something may make it worse.
- They'll probably think I'm overreacting.
- Speaking up is going to hurt more than it helps.

### Psychological Consequences

Experiencing a microaggression may have the following associated psychological impact

- Anxiety
- Depression
- Sleep Difficulties
- Diminished Confidence
- Helplessness
- Loss of Drive
- Intrusive Cognitions (e.g., internal dilemma)

- Diminished Cognition

The above materials have been adapted from Brea M. Banks, PhD, University of Nebraska Medical Centre

Below is an introductory training presentation related to Microaggressions which you may find helpful.

'The Impact of Micro-aggressions – An Introductory Training' – Brea M. Banks –  
[https://cehs.unl.edu/images/EdPsych/nicpp/NICPP\\_microaggression\\_presentation\\_2015-06-02.pdf](https://cehs.unl.edu/images/EdPsych/nicpp/NICPP_microaggression_presentation_2015-06-02.pdf)

Before we go into the designing phase, we first invite you to post your thoughts on what can be used within the classroom in your teaching context and what could potentially be used online in the discussion forum.

## Microaggressions in the Classroom

Microaggressions in the classroom committed against students representing a diversity of groups continues to be a challenge at many institutes of education across Europe.

Some students report that they are often subjected to microinsults and microinvalidations by faculty (and other students) based on race, ethnicity, religion, nationality, sexual orientation, gender expression, gender identity, disability, age, socioeconomic status, and other diverse dimensions. Inappropriate jokes; malicious comments singling-out students; setting exams and project due dates on religious holidays; and stereotyping are but a few examples of microaggressions that some European students continue to experience.

This short video<sup>6</sup> deals with the topic of Microaggressions in the classroom

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<sup>6</sup> <https://youtu.be/ZahtlxW2CtQ>





### *The Raven Approach*



**Photo by Cristina Glebova on Unsplash is licensed under Creative Commons 0**

The R.A.V.E.N. is a five-step approach for addressing microaggressions that can be implemented if you come up against microaggressions in everyday life. You can also use this approach to teach your students how to deal with such transgressions.

- 1) Redirecting the conversation or interaction,
- 2) Asking probing questions,
- 3) Values clarification,
- 4) Emphasising your own thoughts, and
- 5) offering concrete Next steps.

1. Redirect the interaction with the goal of immediately stopping the conversation to prevent further harm from occurring. For example, observers can do so by intervening and asking the aggressor if they could “speak with them for a moment.” If the microaggression occurs in a public space, like a physical or virtual classroom, then the message should be direct, “I’d like to pause this conversation right here, because I’m concerned with the language that is being used.” Observers could also immediately correct and pull them aside depending upon the level of seriousness of the message. Regardless of the approach that observers decide to take, they should remember that they need to intercede to stop harm from occurring.

2. Ask probing questions to the aggressor to help them understand their statements and actions and how they can be perceived as rude, threatening, or harmful. Because racial microaggressions are often the consequences of implicit bias, aggressors are not always aware that their statements and actions are harmful. Therefore, asking probing questions can be an effective way to create the cognitive dissonance that is necessary to recognize that their statements or actions are problematic. For example, observers could ask: “I think I heard you say that student barely speaks English and doesn’t belong in college. What did you mean by that?” or “I want to make sure I understand you, were you saying that non-native English speakers shouldn’t be in college?” In most instances, these questions will prompt the aggressor to reflect and reconsider what they said.

3. Values clarification is the third step in the R.A.V.E.N. Values clarification involves identifying shared organisational values (e.g., trust, diversity, inclusion, safe spaces, welcoming environments, treating everyone with dignity and respect) and conveying to the aggressor that their actions or statements are not aligned with these values. Every organisation has a mission statement or set of principles, values, or standards of community that are designed to guide actions and behaviours. Often, classrooms also have standards of expected behaviour set forth in the syllabus. Thus, observers can appeal to these values by saying, “At the beginning of the semester, we all agreed to create an environment that was safe and welcoming. The statement you just made is not aligned with these values.” or “What you said is not aligned with our institution’s values of equity and inclusion.”

4. Emphasising your own thoughts and feelings is the next step in the model. Oftentimes aggressors fail to recognize that a racial microaggression is not only harmful to the person or persons who were directly targeted but also to those who are present to observe it. Thus, when intervening, it is important to not only empathise with those who were targeted but also emphasise your own thoughts and feelings about the harm that has been done. Using “I” statements (e.g., “I think,” “I feel,” “I was hurt,” “I was disappointed.”) followed by an explanation of how the aggressor’s words or actions may have hurt a targeted person or group can be an effective way to do so. For example, one could say “I was saddened

to hear you say that about people from Valencia Hills. I think someone from that community would be hurt by what you said.” or “When you said that John was ‘articulate,’ I felt like you were implying that John spoke better than you expected him to speak.”

5. Next step is the final action, where one suggests what the aggressor can do to correct or change their behaviour moving forward. This can include a range of actions designed to address the harm that has been done as well as to reduce future harm. These actions can include offering an authentic apology to the person or persons who were targeted, being more mindful of their actions in the future, and guiding them to resources on implicit bias and microaggressions.

The R.A.V.E.N. is not intended to be a sequential process but rather a framework to guide thinking and actions to disrupt racial microaggressions when they occur. The framework also works best when actions and statements are unconscious in nature and not intentionally racist as the latter requires a direct and stern response. Ultimately, we find that individuals benefit from having a framework such as this to consider what they would do. Otherwise, they are likely to do nothing. Microaggressions are harmful, so don't be a bystander...do something.

Adapted from How to Respond to Racial Microaggressions When They Occur by Frank Harris III J. Luke Wood cmaadmin (EDU)

### *Developing Cross Cultural Communication Skills*

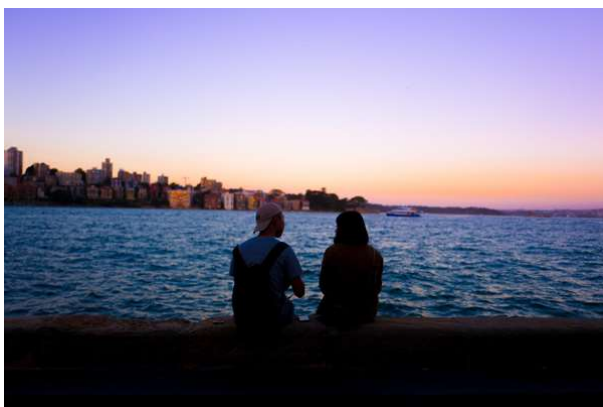


Photo by Steven Coffey on Unsplash is licensed under Creative Commons 0

The following top ten tips have been taken from a blog posting by Chrysos a Human Resources consultancy firm.

In today's diverse workplace, communication issues can take on an added dimension of complexity. Every culture has its own set of tacit assumptions and tendencies when it comes to face-to-face interactions, and trying to get your point across effectively can sometimes be difficult. Even when a language barrier doesn't exist, cross-cultural communication can be challenging. Here are our top ten tips for effective cross-cultural communication:

### **1. Maintain etiquette**

Many cultures have specific etiquette around the way they communicate. Before you meet, research the target culture, or if time allows, do some cross cultural training. For example, many cultures expect a degree of formality at the beginning of communication between individuals. Every culture has its own specific way of indicating this formality: 'Herr' and 'Frau' in Germany, reversing family and given names in China and the use of 'san' in Japan for men and women etc. Be aware of these familiarity tokens and don't jump straight to first name terms until you receive a cue from the other person to do so.

### **2. Avoid slang**

Not even the most educated non-native English speaker will have a comprehensive understanding of English slang, idioms and sayings. They may understand the individual words you have said, but not the context or the meaning. As a result you could end up confusing them or at worst, offending them.

### **3. Speak slowly**

Even if English is the common language in a cross cultural situation it's not a good idea to speak at your normal conversational speed. Modulating your pace will help, as will speaking clearly and pronouncing your words properly. Break your sentences into short, definable sections and give your listener time to translate and digest your words as you go. But don't slow down too much as it might seem patronising. If the person you're speaking to is talking too quickly or their accent is making it difficult for you to understand them, don't be afraid to politely ask them to slow down too.

### **4. Keep it simple**

In a cross cultural conversation there's no need to make it harder for both of you by using big words. Just keep it simple. Two syllable words are much easier to understand than three syllable words, and one syllable words are better than two syllable words. Say "Please do this quickly" rather than "Please do this in an efficacious manner."

## **5. Practice active listening**

Active listening is a very effective strategy for improving cross cultural communication. Restate or summarise what the other person has said, to ensure that you have understood them correctly, and ask frequent questions. This helps build rapport and ensures that important information doesn't get missed or misunderstood.

## **6. Take turns to talk**

Make the conversation flow more freely by taking it in turns to speak. Make a point and then listen to the other person respond. Particularly when people are speaking English as their second language it's better to talk to them in short exchanges rather than delivering a long monologue that might be difficult for them to follow.

## **7. Write things down**

If you're not sure whether the other person has understood you properly, write it down to make sure. This can be particularly helpful when discussing large figures. For example, in the UK we write a billion as 1,000,000,000 but in the USA, it's written as 1,000,000,000,000.

## **8. Avoid closed questions**

Don't phrase a question that needs a 'yes' or 'no' answer. In many cultures it is difficult or embarrassing to answer in the negative, so you will always get a 'yes' even if the real answer is 'no'. Ask open-ended questions that require information as a response instead.

## **9. Be careful with humour**

Many cultures take business very seriously and believe in behaving professionally and following protocol at all times. Consequently they don't appreciate the use of humour and jokes in a business context. If you do decide to use humour make sure it will be understood and appreciated in the other culture and not cause offence. Be aware that British sarcasm usually has a negative effect abroad.

## **10. Be supportive**

Effective cross cultural communication is about all parties feeling comfortable. In any conversation with a non-native English speaker, treat them with respect, do your best to communicate clearly and give them encouragement when they respond. This will help build their confidence and trust in you.

## **TED Talk - Cross cultural Communication | Pellegrino Riccardi | TEDxBergen**

To conclude this topic, Pellegrino Riccardi is a cross-culture expert who helps bridge the cultural and interpersonal gaps that may exist within people and organisations. During a TEDx conference in Bergen, Norway he explains cross cultural communication in relation to his personal experiences as a traveller and his background living in three different countries. Riccardi defines culture as a system of behaviours. Check out his video<sup>7</sup> below.



<sup>7</sup> <https://www.youtube.com/watch?v=YMyofREc5Jk>

## Topic 3: Celebrating Differences and Similarities in the Multicultural Classroom

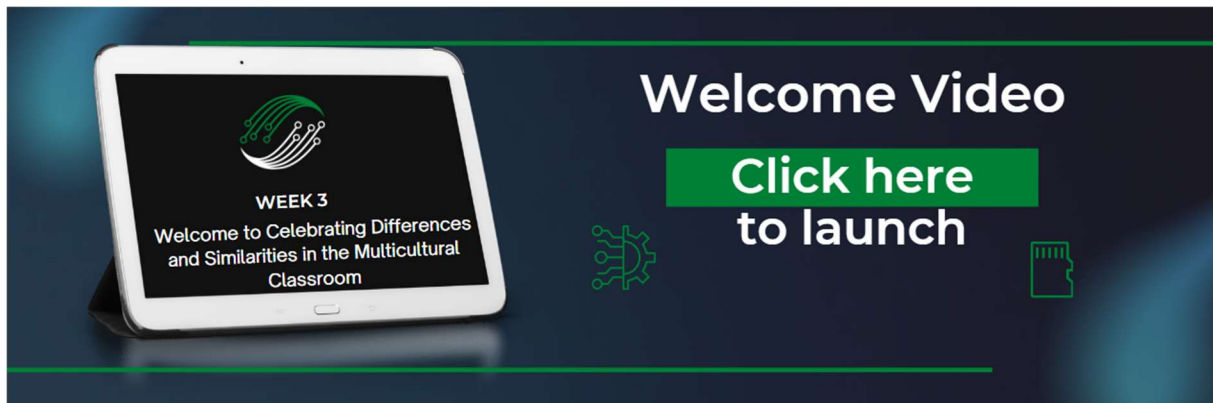
### *Welcome to Celebrating Differences and Similarities in the Multicultural Classroom*



At the end of this topic you will be able to:

1. Identify your own misconceptions on different cultural backgrounds
2. Identify with new terms related to culture awareness
3. Reflect on the need of a multicultural curriculum

Take a look at the welcome video below from the corresponding Diversity & Interculturalism MOOC





## *Introduction to Culture and Behaviour*



Photo by Sven Fischer on Unsplash is licensed under Creative Commons 0

### TED Talk: How Culture drives Behaviours

As an introduction to this unit watch the following TED talk given by Julien S. Bourrelle<sup>8</sup> on the link between culture and social behaviour. Julien mentions 'cultural glasses' as a filter through which people interpret the world around them. Can you think of a situation where you have realised your 'cultural glasses'?



Today, the world around us is becoming more of a global village as people are increasingly connected. This has brought with it many positive aspects but also many challenges. Many of those positives are found in acceptance but is this really happening? Does everyone really feel included?

<sup>8</sup>

[https://www.ted.com/talks/julien\\_s\\_bourrelle\\_learn\\_a\\_new\\_culture?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/julien_s_bourrelle_learn_a_new_culture?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare)

Take a look at the following TEDx video<sup>9</sup> and why it is important that children are taught to respect each other's differences. Mariana Chartier shares with us her experience in searching for respect and the values she has learnt, even if it is only at 9 years of age. Mariana is a 9-year-old girl that has always been enthusiastic for school and passionate about defending her ideas. Since she was little, she has thought that everyone deserves to be treated the same.



### *The Cultural Competence Continuum*

Watch the following video clip<sup>10</sup>.

The presentation within the video focuses on recognising what ideologies we have as educators when it comes to cultural competence and how this may impact learners within our classrooms.

<sup>9</sup> [https://www.youtube.com/watch?v=\\_qtpmi4yzSs](https://www.youtube.com/watch?v=_qtpmi4yzSs)

<sup>10</sup> <https://www.youtube.com/watch?v=zbqtB38JCAE>



## *Focusing on a Multicultural Curriculum*



This photo by Jerry Wang on Unsplash is licensed under Creative Commons 0

### Why Do We Need a Multicultural Curriculum?

Multicultural education is highly focused on bringing together students from all backgrounds and promoting collaborative learning. However, there are many more reasons to implement a multicultural curriculum in our classroom.

A multicultural curriculum exposes students to various cultural values through activities, lectures, discussions, etc.

It allows students to identify cultural as well as physical differences.

It also develops a sense of respect amongst classmates.

Implementing a multicultural curriculum at a young age nurtures students to reflect on their cultural diversity with pride.

It implants patience, liberalism, and individualism in students.

It fosters friendships, encourages interaction, and improves communication skills.

A multicultural classroom boosts student engagement and improves the attention span.

Students who are taught through a multicultural curriculum tend to have better confidence.

A multicultural classroom is hence, more inclusive and positive.

It also promotes critical thinking and problem-solving skills.

It enables students to understand the need to accept diversity and eliminate racism and issues based on ethnicity or diverse groups for a better future.

Eventually, a multicultural curriculum produces better thinkers and improves academic performance.

Not just students, teachers who provide multicultural education reap many benefits as well:

Interacting with students from different cultures accelerates the professional growth of a teacher.

It provides the teacher with an opportunity to learn something new with each class.

Catering to the needs of multicultural students makes a teacher more conscious, patient, and positive.

It also keeps the teacher up to date and ready to face challenges.

It nurtures a teacher's experience and enhances the social as well as communication skills.

Continuously inspiring the students to be open-minded and accepting improves the outlook of a teacher.

It gives the teacher a great chance to elucidate issues of diversity, racism, ethnicity, etc., and connect such ideas to education.

## *Ways to Implement Multicultural Education in the Classroom*

In a rapidly changing world, it is becoming more and more important to promote education programs that cater to the needs of diversified students. Here are some methodologies that can be adopted within your classrooms.

### **1. Understand Your students**

First and foremost, it is very important to understand the cultural backgrounds of all your students. It helps in knowing all the cultures to address and lessons to plan.

You can get to know your students by interviewing them on the first day of the class.

You can also go through their personal records.

To understand the students better, you can also ask the previous teacher about them.

### **2. Identify their Strengths and Weaknesses**

As an effective multicultural teacher, it is your responsibility to identify the strengths and weaknesses of your students to know how to eliminate them. You can do so by:

- Checking previous academic records
- Individually interviewing each student, and
- Frequently assessing the student's performance in the class.

### **3. Encourage Them to Share Real-Life Experiences**

Organising casual sessions where students share their past stories and experiences help them open-up, relate with each other, and build strong communication skills.

### **4. Organise Open Discussions**

Selecting a current cultural or social issue and holding an open discussion on them allows the students to share their thoughts, be better listeners, and know about the issues faced by other communities.

### **5. Plan Group Activities**

Planning group activities that focus on teamwork and collaboration help overcome cultural barriers, increase student involvement, and embrace cultural differences in a class.

## **6. Cultural Food Swap**

Occasionally, you should ask the students to bring their cultural food for lunch and swap it with one another to help them embrace and know about various dishes.

## **7. Encourage Cultural Storytelling**

Every household has some folktales that are told to its children. Ask the students to share their cultural stories and draw moral lessons from each one of them.

## **8. Hold Multicultural Seminars & Events**

Bringing in guest speakers from different cultural backgrounds by organising seminars and events helps boost multicultural education at its best.

## **9. Schedule a Monthly Culture Day**

You can encourage students to wear their cultural dresses once a month to help them learn about other students' backgrounds.

## **10. Celebrate Native Festivals**

Celebrating cultural festivals also helps each student feel valued and eventually make the classroom culturally responsive.

These methodologies and others will be tackled in further detail in the upcoming Unit.

For more information visit: <https://www.cuemath.com/learn/multicultural-education/>

These are just some tips which can help make a classroom more culturally responsive which will be focused further upon in the following module.

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## Topic 4: Teaching Techniques and Strategies

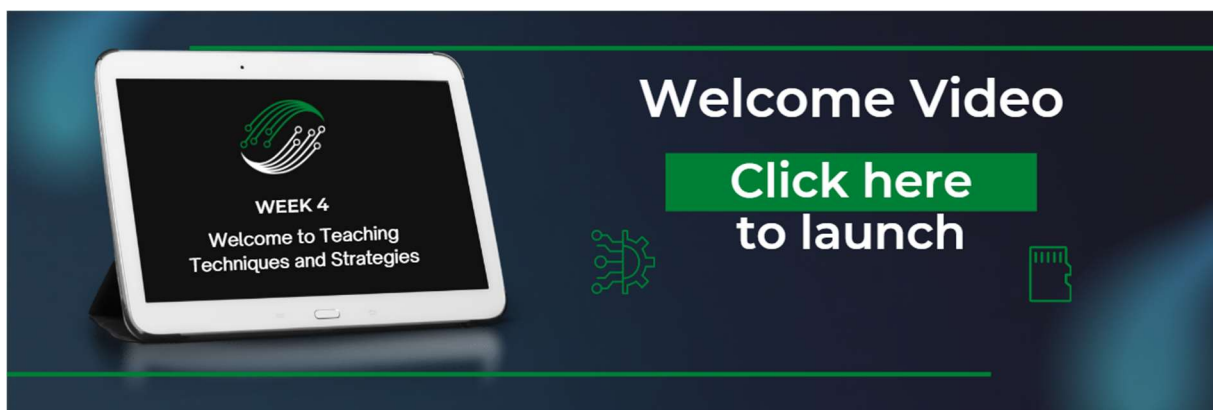
### *Welcome to Teaching Techniques and Strategies*



By the end of this topic you will:

1. Reflect on your own teaching practice and methodology
2. Learn about new teaching tools and methods
3. Raise awareness on teaching a multicultural class

Take a look at the welcome video below from the corresponding Diversity & Interculturalism MOOC



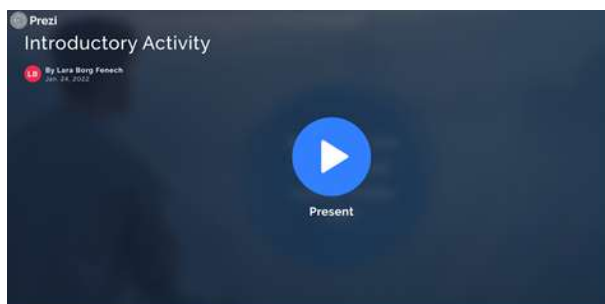
## Introduction to Teaching Techniques



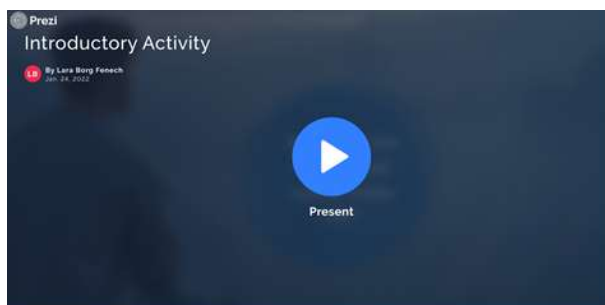
This photo by Alexander Hafemann on Unsplash is licensed under Creative Commons 0

Spark: What are the things that really make me?

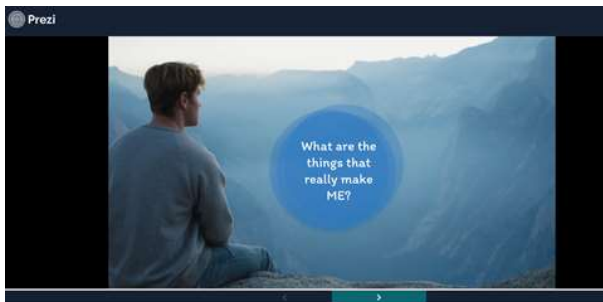
**Step 1.** Click on the [following link](#) which brings you to an interactive Prezi developed by Lara Borg Fenech. You will see the below screen when you click the link



**Step 2.** Click the present icon in the middle of the screen to begin the presentation.



**Step 3.** Navigate through the presentation by clicking on the arrow button at the bottom of your screen.



## Teaching Styles

### Teaching Styles

Check out the short video below to learn more on teaching styles! Although the presenter is focusing on teaching English as a foreign language, several important points are raised. Listen to the recording carefully and take notes on the 5 teaching styles mentioned in the presentation!



After watching the video you may use the following table for your personal reflection on your own teaching style!

	Authority style	Demonstrator (Coach) style	Facilitator style	Delegator style	Conductor style
Advantages					
Disadvantages					

## Teaching a Multicultural Class



In a similar approach to the 'What are the things that really make me?' Prezi we looked at earlier, watch the following presentation<sup>11</sup> by Lara Borg Fenech on teaching in a multicultural task! The presentation will give insights into teaching competencies, tips and strategies and some adult learning concepts.

Again, simply click on the play icon to begin and navigate using the arrows at the bottom of the screen.



<sup>11</sup> <https://prezi.com/view/eUINvZjeweU2uL3m2reS/>

Interactive content within this presentation can be accessed by clicking on the play icon.



7 ways to celebrate a multicultural class

Seven Ways to  
Celebrate a  
Multicultural  
Classroom



Next take a look at the [following presentation](#) which details 7 ways to celebrate a multicultural class and reflect upon how you might implement some of these in your teaching practice.

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