

**IMPACT OF TEACHERS' PERCEPTION AND PREPARATION TOWARDS MULTICULTURAL  
EDUCATION IN CLASSROOM LEARNING**

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### Central Research Question

1 <sup>st</sup> article: Multicultural Education: Historical Development, Dimensions, and Practice
Title of the second journal article: Teachers' perceptions and preparation.
<p>Common content: The two articles focus on the importance of making changes in the current education system to incorporate racial, ethnic, gender, and social class. According to the first article, some gaps were created by racial differences (Banks, 1993). It gives an example of the case of African Americans whereby negative events which occurred during slavery are still being given too much attention leading to negative classroom learning.</p> <p>On the other hand, the second article investigates the attitudes of teachers, especially those who hold that their cultural practices are better than for a certain group of students. The teacher should be trained to view all these differences as opportunities instead of assuming that some are better than others (Ahmed, 2016). According to the two journals, the change should focus on changing school and classroom management and the curriculum should be changed. Some content tends to favor a certain diversity while demining other cultures. In such a situation, it means that normal classroom learning will be affected (Banks, 1993). The first article has given an example of teaching past events that are related to slavery and the second also focuses on considering some of the content as more special than others.</p>
<p>Article differences: The first difference is that one of the articles investigates the history of USA so that to determine the source of multicultural differences in the country (Banks, 1993). The second looks at the nation as a source of opportunities which has attracted people from various parts of the world into the country. Past events such as slavery leads to inequality in the country especially when some groups are considered more superior than others. People who come from different parts of the world bring in diverse cultures. However, an institution</p>

fails to address the differences by focusing to the original culture of the nation. Another major difference between the two is that one focuses on the teaching skills owned by pre-service teachers while the other one focuses on various dimensions so that to attain the goals of multicultural education (Ahmed, 2016). Pre-service teachers lack the necessary knowledge to deal with a diverse class therefore their cultural beliefs dominate the learning activities. The other 1<sup>st</sup> article emphasis on equity pedagogy when dealing with people from diverse cultures, religion, race, ethnicity and color (Banks, 1993). Another key difference between the two is that the first article emphasis on equity when teaching both male and female learners. The second article has not paid attention to gender differences and has mainly focused on culture which includes how one culture can dominate all other cultures.

Relation to proposed study: The study's main goal is to improve classroom learning process through ensuring that all learners are treated equally despite of their cultural differences. In the classroom learning especially in USA which is considered as a 'multicultural boiling pot', the education system should be a key factor when doing away with all types of differences among teachers and learners.

The first point that the two articles have emphasized on is changing the entire education system so that to incorporate various cultures. This should begin with the school administration with the aim of doing away with an equal treatment within a school setting. The content being taught should also be integrate all cultures and present them in a positive manner to the learners. This includes doing away with contents which trigger inequalities such as slavery.

My topic will focus on gender equality in classroom learning: Gender should also be considered whereby both males and females should be given equal learning opportunities.

According to the nation's history, females were neglected in the past. The education system should completely do away with such differences. Females who come from marginalized cultures not only face the problem of unequal treatment due to culture but also due to their gender.

My topic looks into processes of improving teacher training processes. There should be changes in teacher training whereby teachers should be trained on the importance of embracing cultural differences and at the same time on how to avoid applying their cultural beliefs to judge students. Pre-service training should focus on creating awareness among teachers, equipping them with the necessary classroom handling skills and the necessary classroom learning skills. They will also work as a team to promote learning in the school as each teacher's cultural diversity will be considered in communication processes.

The topic looks into bringing democracy in classroom learning. According to the content of the article, both teachers and learners should accept their cultures therefore should not select a single culture to determine the process of classroom management. Various cultures should be used to develop classroom policies which should be adhered to in all learning processes. By doing this, none of the learners will feel left out therefore creating equal opportunities for all learners in class.

The topic looks at teachers as key influencers in the learning process and also building unity among learners in classroom learning. By changing their perception towards a multicultural class, they will possess the necessary knowledge on effective ways of handling all learners.

The learning process involves building intrinsic motivation among learners. The teacher can promote this by making every student to feel accepted. This will also encourage teamwork among the learners. The institution will not have a problem with dealing with indiscipline

issues since all students regardless of their cultural diversity will be included in making school and classroom policies.

Banks, J. A. (1993). Multicultural education: Historical development, dimensions, and practice. *Review of research in education*, 19, 3-49. <https://www.jstor.org/stable/1167339>

Ahmed, H.A. (2016). Teachers' perceptions and preparation. Department Curriculum and Instruction, School of Education, University of Minnesota. *Journal of Education and Practice*. <https://files.eric.ed.gov/fulltext/EJ1099450.pdf>