

# **Beyond the Digital Roster: Promoting Multicultural Awareness & Education in the Online College Classroom**

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ALEIKUM  
MERHABAHAU  
Niltze  
Sawubona  
Namaste  
Nde-ewo  
Aloha  
God  
Salaam  
SALEMETSIZ  
JAMBONAY  
HABARI  
Gott  
Hello  
Hi  
Ciao  
Ahoj  
xin  
Salam  
ANNU  
Zdraveite  
Ha-Se-Yo

HALO  
God  
aleikum  
Guten  
Mojen  
Zdravstvuyte  
Konnichywa  
Yasou  
napot  
Sawasdee  
Salam  
BAINUU  
Young-Ha-Se-Yo

HOH  
Bonjour  
SALAMA  
Namaste  
HOLA  
Shwmae  
Avauxeni  
Buna  
dan  
Ohayo  
Tutob  
D  
Grüß  
Marhaba

NiDiahvää  
Bongu  
chao  
päivää  
Sveiki  
dhuit  
Avuxeni  
Buna  
Dobro  
Dobro  
Grüß

adai

Hafai

Salve

# LEARNING OBJECTIVES

- Describe and identify increasingly diverse learners
- Define and describe multicultural education
- Analyze importance of multicultural education in online classrooms
- Generate strategies to promote mindfully multicultural environments in online classrooms

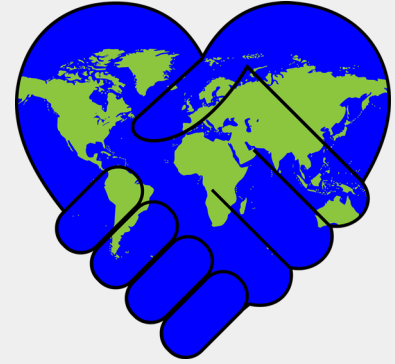
# Activity: Do you Agree or Disagree?

1 - Colorful graphics and images are enough to ensure all students feel welcome in my online classroom.

2 - I always pronounce student names correctly when speaking with them on the phone.

3 - My course content reflects a wide range of diverse authors, backgrounds, and cultures.

# Application and Reflection



*“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.” -*

*Nelson Mandela*

# Increasingly Diverse Classrooms

Rising Numbers of Online Students (more than 6 million taking at least one online course) (Online Learning Consortium, 2017)

Increasingly diverse student ages

- Millions of K-12 students learning online
- Millions of students over age 40 (Preston, 2019)
- Retirees are studying in large numbers

# What is Multicultural Education?

According to Gollnick & Chinn (2017) -

“[m]ulticultural education is a construct that acknowledges the diversity of students and their families and builds on the diversity to promote equality and social justice in education” (p. 19)

# Why Does It Matter?

*For multicultural education “to become a reality in the formal school situation, the total environment must reflect a commitment to multicultural education”*

*(Gollnick & Chinn, 2017, p. 25)*



$$\begin{aligned} &= \sum_{n=2}^{\infty} \int_0^1 \frac{(\ln x)^{n-1}}{x} dx = \sum_{n=2}^{\infty} \frac{(-1)^{n-1}}{(n-1)!} \int_0^1 \frac{(\ln x)^{n-1}}{x} dx \quad (10) \\ &= \sum_{n=2}^{\infty} \frac{(-1)^{n-1}}{n(n-1)!} \int_0^1 \frac{(\ln x)^{n-1}}{x} dx \quad \text{numerical calculation!} \\ \text{La g\^et} &: \int_0^1 e^{-x} dx = \ln 2 \quad (\text{Laplace 1772}) \end{aligned}$$

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# Activity

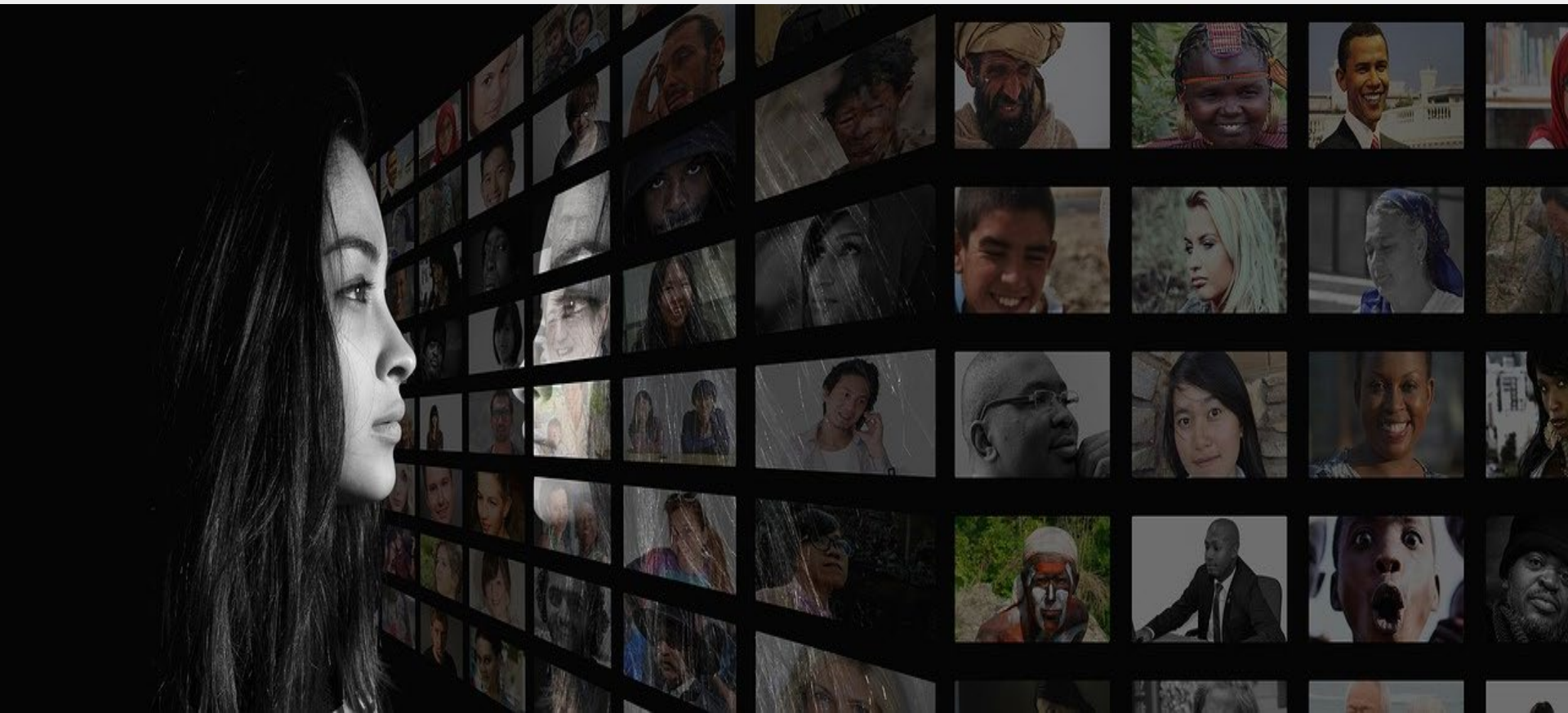
Work to visualize the composition of the class and participants.

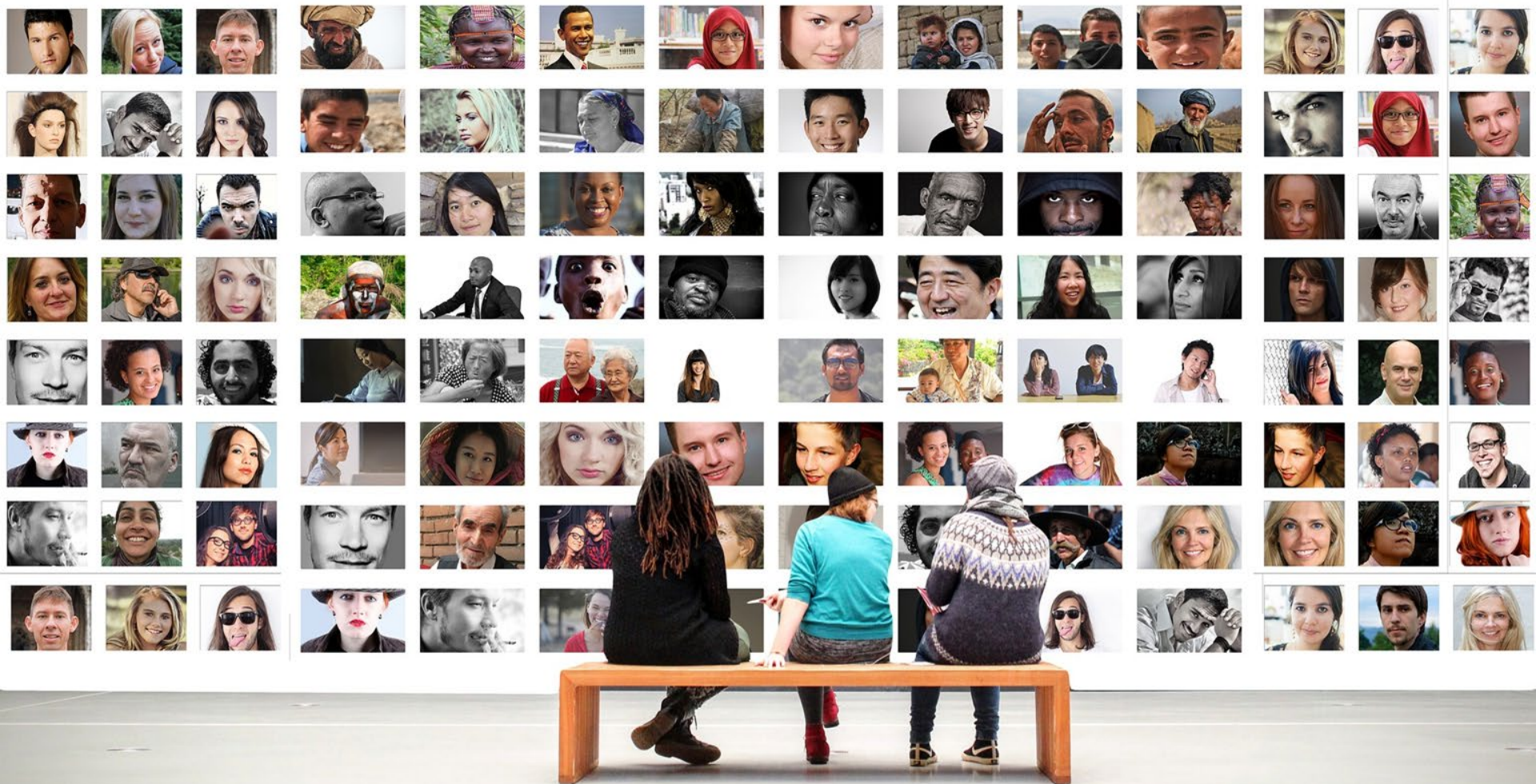
How attuned were you to the cultural diversity in the classroom?

How did you know everyone felt welcome? Spoken to?

For how many students in your class was English not their first or only language?











# Reflection: Teaching Strategies and Inclusivity

**How to support a broad, balanced, and  
mindfully multicultural online classroom?**



# Toolkit - Teaching Strategies and Approaches



## TIP 1: REFLECTION QUESTIONS

### Actively question and reflect on personal practices.

- What messages might my language and/or course content convey?
- What messages might my course content convey?
- What steps might help me more deliberately celebrate unique backgrounds and experiences in my classroom?
- Do I maintain similarly high expectations for all of the students in my courses?

QUESTIONS ---> CURIOSITY, AWARENESS, ACTION

## TIP 2: FOCUS ON FIRST IMPRESSIONS

**Actively evaluate course shells from the perspective of students.**

- For a student in this course, what might seem unclear or confusing?
- How might I more intentionally welcome all students upon entry?
- Does my course layout model inclusivity at all times?
- Are all components of my course accessible to all students?

## TIP 3: ONGOING AND ACTIVE EVALUATION

**Utilize assessment tools to help evaluate course shells, content, and ourselves for inclusivity and multicultural competency.**

SEE: RESOURCES DOCUMENT FOR SAMPLE TOOLS

## TIP 4: ASSIGNMENT ASSESSMENT

**Meaningful choice is empowering, strengthens assignment relevance, and conveys respect for students.**

- Create room for student choice and voice in assignments
- Proactively offer alternatives when appropriate
- Ensure supplemental resources represent a range of gender, ethnic, and racial groups

## TIP 5: COLLABORATION AND FEEDBACK IMPROVEMENT CYCLES

- Share course design feedback with design teams (formally and informally)
- Raise awareness of potential oversights and opportunities
- Raise concerns associated with relevance and inclusivity

*“Do the best you can until you know better. Then when you know better, do better.”*

*- Maya Angelou*

## TIP 6: PERSONALIZATION

- When greeting students, make note of preferred names/pronouns.
- Actively seek out what makes students unique.
- Share personal anecdotes and narratives to humanize interactions.
- Express interest in cultural backgrounds and the etymology of unusual names.
- Suggest students read all posts, even if they don't formally respond.

*“Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.” - Parker Palmer*

# Personalization Tips, Ideas, and Tools

- Personalize initial discussion prompt
- Picture uploads
- Bitmojis





# TIP 7: QUALITATIVE DISCUSSION REVIEWS

- Review discussion prompts for student choice
- Encourage students to share relevant and meaningful resources
- Read all students posts (both text and subtext) and proactively address insensitive posts and culturally insensitivity
- Prioritize warmth, support, and authenticity
- Pause and review all posts for tone and clarity
- See: [NCTE Statement on Gender and Language](#)

# TIP 7: QUALITATIVE DISCUSSION REVIEWS

- Slow down, read closely, and reflect on the messages in content
- Praise in public, coach in private
- Actively explore all sides of a topic. Use questions intentionally
- Assign “topic-sides” neutrally (based on first letter of last name, first letter of first name, etc.)
- Encourage peer responses that take counter positions
- Encourage students to reflect on explicit and implicit issues of culture, diversity and inclusivity as they relate to discussion topics

## TIP 8: Quantitative Self-Checks

- Keep track of weekly discussion board responses
- Strive for consistency and equity in replies over the course of a term
- Be watchful for Merryfield's “lesson of isolates” in student responses
- Encourage students to respond to different peers each week and/or posts with no replies

# TIP 9: PRIVATE INTERACTIONS

- Avoid assuming preferred gender pronouns.
- Address students by name.
- Encourage students to share audio recordings for name pronunciations.
- Strive to pronounce students' names properly.

*“Never doubt that a small group of thoughtful committed people can change the world.*

*Indeed, it is the only thing that ever has.” - Margaret Mead*

## TIP 10: WHAT'S NOT SAID MATTERS, TOO

- Search for implicit biases that may unintentionally and unknowingly impact and influence classroom dynamics and learning.
- Intentionally and thoughtfully address all open questions, provide timely acknowledgements and responses to all emails (including those with no clear questions), and share personalized feedback on all assignments.

*“Every word has consequences, every silence too.”*

*~ Jean-Paul Sartre*





Annyeong  
 Sayonara  
 Addio  
 L'hitraot  
 Sbohem  
 Pobachennia  
 Tamredz'esanos  
 Kahle  
 Hwyl  
 Bidāya  
 Hamba  
 Goodbye  
 Revoir  
 as-salaama  
 Ma'alo  
 Tot Gönbiät  
 Jumpa  
 fawra  
 Adios  
 Slan  
 Adios  
 svidaniya  
 Laa  
 Görüşürüz  
 Donadagohvi  
 Nägemist  
 Namaste  
 Arrivederci  
 Wiedersehen  
 Adeus  
 Khuda  
 Abrah  
 Poitu  
 Sampaitu  
 Yasou  
 Dovidenia  
 Totsiens  
 Farevel  
 Zaihafiz  
 Dovidenia  
 Vertu  
 Yareinevoir  
 Ma'alo  
 Dovidenia  
 Vertu

# RESOURCES- Recommended TED Talks

“The danger of a single story | Chimamanda Ngozi Adichie. See:

<https://www.youtube.com/watch?v=D9Ihs241zeg>

“A Tale of Two Teachers | Melissa Crum | TEDxColumbusWomen”. See:

<https://www.youtube.com/watch?v=sgtinODaW78>

“Valerie Purdie-Vaughns on Unintentional Bias”. See:

[https://www.youtube.com/watch?v=EzsuWkskU88&feature=youtu.be&list=PLrMqXQ2J\\_13ubw2OiTy9FdkAYHm\\_y2Ily](https://www.youtube.com/watch?v=EzsuWkskU88&feature=youtu.be&list=PLrMqXQ2J_13ubw2OiTy9FdkAYHm_y2Ily)



# RESOURCES- Recommended TED Talks

“Expanding Teacher Self Knowledge”. See:

[https://www.youtube.com/watch?v=S977Lz6Bfs0&feature=youtu.be&list=PLrMqXQ2J\\_13ubw2OiTy9FdkAYHm\\_y2Ily](https://www.youtube.com/watch?v=S977Lz6Bfs0&feature=youtu.be&list=PLrMqXQ2J_13ubw2OiTy9FdkAYHm_y2Ily)

“Cultural difference in business | Valerie Hoeks | TEDxHaarlem” See:

<https://www.youtube.com/watch?v=VMwjscSCcf0>

“Bettina Love: On Black Girls, Discipline, and Schools”. See:

[https://youtu.be/\\_HCqUCIUWlc](https://youtu.be/_HCqUCIUWlc)

Your Name is the Key! | Huda Essa | TEDxUofM. See:

[https://www.youtube.com/watch?v=TuGL9\\_Isfyg](https://www.youtube.com/watch?v=TuGL9_Isfyg)

# Assessment Tools

[Engaging Diversity - Assessment Tools](#), [Criteria for Evaluating Multicultural Literature](#)

[Racial Equity - Multicultural Competency](#)

For accessibility, see [Accessibility in Online Courses - Trends, Tips, and Tools](#).

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[Racial Equity - Multicultural Competency](#).

Accessibility: [Accessibility in Online Courses - Trends, Tips, and Tools](#)

# Personalization Resources

[Sharing Preferred Names](#) (Google Doc)

[Response Tracker](#) (Google Doc)

[Bitmoji](#)

[Voki](#)

[Vocaroo](#) (new version is in beta testing, can subscribe for updates)

[Screencastify](#)

# Diversity in our Classrooms (Articles)

“Tips and Rewards of Teaching Seniors”. See:

<https://owlcation.com/academia/Difficulties-and-Rewards-of-Teaching-Seniors>

“How Demographic Change is Transforming the Higher Ed Landscape”. See:

[https://www.higheredjobs.com/blog/postDisplay.cfm?post=1843&blog=25&utm\\_source=03\\_13\\_2019&utm\\_medium=email&utm\\_campaign=InsiderUpdate](https://www.higheredjobs.com/blog/postDisplay.cfm?post=1843&blog=25&utm_source=03_13_2019&utm_medium=email&utm_campaign=InsiderUpdate)

“How education will change to support lifelong learning”. See:

<http://www.mininggazette.com/opinion/columns/2019/03/how-education-will-change-to-support-lifelong-learning/>

“Going back to school after 50”. See: <https://hechingerreport.org/going-back-to-school-after-50/>

# Diversity in our Classrooms (Articles)

“Dear White Teachers: You Can't Love Your Black Students If You Don't Know Them”. See:

<https://www.edweek.org/ew/articles/2019/03/20/dear-white-teachers-you-cant-love-your.html?cmp=e1-enl-eu-news2-rm&M=58779536&U=1804327&UUID=d24c7e3146a8a0190e93181947ee8398>

Edutopia, Todd Finley - A Look at Implicit Bias and Microaggressions. See:

<https://www.edutopia.org/article/look-implicit-bias-and-microaggressions>

“How To Pronounce Chinese Names”. See: <http://www.cs.cmu.edu/~zhuxj/readpinyin.html>

“NCTE Position Statements”. See: <http://www2.ncte.org/statement/genderfairuseoflang/>

“My name, My Identity”. See: <https://www.mynamemyidentity.org/>

Ending the Perpetuation of Stigma, HigherEd Jobs (July 17, 2017)

# Recommended Books

[Multicultural Education in a Pluralistic Society \(Gollnick & Chinn\)](#)

[Educating African American Students: And How Are The Children? \(Gloria Swindler Boutte\)](#)

[A Critical Pedagogy of Resistance: 34 Pedagogues We Need to Know \(James D. Kriylo, Ed.\)](#)

[George Washington Gomez: A Mexicotexan Novel \(Américo Paredes\)](#)

[Pat Mora \(poetry, writing\)](#)

# Additional References

Allen, I.E. & Seaman, J. (2017). *Digital Learning Compass: Distance Education Report Enrollment Report 2017*. Available at: <https://onlinelearningconsortium.org/reports/digitallearningcompassenrollment2017.pdf>

Gollnick, D.M. & Chinn, P.C. (2017). *Multicultural Education in a Pluralistic Society* (10th Ed). Boston, Massachusetts: Pearson Education.

Online Learning Consortium. (2017). *New Study: Over Six Million Students Now Enrolled in Distance Education*. Available at: [https://onlinelearningconsortium.org/news\\_item/new-study-six-million-students-now-enrolled-distance-education/](https://onlinelearningconsortium.org/news_item/new-study-six-million-students-now-enrolled-distance-education/)

[RESOURCES DOCUMENT](#)