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Tinukwa C. Okojie-Boulder

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FACULTY MEMBERS' AND GRADUATE STUDENTS' PERCEPTIONS OF
MULTICULTURAL EDUCATION IN THE COLLEGE OF EDUCATION

By

Tinukwa C. Okojie-Boulder

A Dissertation
Submitted to the Faculty of
Mississippi State University
in Partial Fulfillment of the Requirements
for the Degree of Philosophy
in Instructional Systems and Workforce Development
in the Department of Instructional Systems and workforce Development

Mississippi State, Mississippi

August 2010

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By

Tinukwa C. Okojie-Boulder

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MULTICULTURAL EDUCATION IN THE COLLEGE OF EDUCATION

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COLLEGE OF EDUCATION

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The study examined faculty members' and graduate students' perceptions of multicultural education and to ascertain which demographic factors had the most influence on participants' perceptions. This study also examined whether there were any significant differences between faculty members' and graduate students' perceptions of the concept. Validity of the quantitative instruments was determined by a panel of experts. Internal consistency and reliability was calculated using factor analysis, Cronbach's alpha and test/retest reliability. A mixed method research design was used in this study which included a combination of quantitative and qualitative methodologies. The surveys were completed by 313 graduate students and 48 faculty members, while 10 faculty members and 13 graduate students participated in semi-structured interviews. Descriptive and inferential statistical analyses were conducted to analyze the quantitative data and the qualitative data collected were transcribed, coded and analyzed.

The findings showed that faculty members and graduate students exhibited a positive perception of multicultural education and that there were some significant differences between faculty members' and graduate students' perceptions of the concept.

The results also showed that no demographic variables had an impact on faculty members' perceptions while race and department had an impact on graduate students' perceptions. The findings also revealed that faculty members believed that faculty bore the most responsibility for integrating multicultural education in the classroom.

The study showed that a combination of instructional strategies was used to infuse multicultural education in their courses and no formal evaluations were used to assess whether graduate students were receptive to the multicultural content being taught. Faculty indicated that they received little support from their department heads and college administrators to apply multicultural initiatives. Moreover, a number of factors motivated faculty members' efforts to teach about multicultural education and these included traveling to foreign countries, learning about multiculturalism during their graduate studies and having an interest in the topic. Lastly, recommendations for further research and recommendations for the College of Education were presented in this study.

DEDICATION

I dedicate my dissertation to my family who have supported, encouraged and endured throughout the dissertation process. I thank my mother, Dr. Mabel CPO Okojie and father, Paul DC Okojie, who instilled a thirst for learning and the importance of diligence and commitment. In particular, a special thank you to my mother for serving as a pseudo major advisor, mentor and babysitter and for her assistance and guidance throughout this process.

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CHAPTER I

INTRODUCTION

Multiculturalism is considered a multifaceted term that incorporates a plethora of social constructs such as race, religious affiliation, sexuality, gender, ethnicity, linguistic diversity and disability (Tiedt & Tiedt, 2005). Since the 1970s, educators have raised awareness about this ideology as a theory and approach for endorsing diversity, enabling minorities and underprivileged groups, and dealing with problems associated with inequality (Al-Haj, 2005). Multiculturalism is an issue that has raised much debate in the academic arena, with some educators and education policy makers advocating that multiculturalism be integrated into pedagogical practices, while others viewed multiculturalism as divisive and unnecessary (Bennett, 2003). Additionally, there is a concern that discussions about multiculturalism were often fueled by political agendas which often distract from the educational focus. Nevertheless, multiculturalism has become a prominent topic in the educational arena in America.

A vital issue for educators involved providing an operational definition of multiculturalism to better enable them to apply its principles in their teaching practices. However, a lack of agreement on the definition of multiculturalism made providing an operational definition difficult and this impeded the development of a feasible method of implementing multiculturalism within school systems (Bennett, 2003). Educators should endeavor to address issues of disparity and bigotry in the classroom by having a clear definition of multicultural education (Bullard, 1992).

Another problem related to the scope of multicultural education was whether it should focus on ethnicity and race or include other social constructs such as gender, sexuality, religion, disability and language (Grant, Elsbree, & Fondrie, 2004). Tierney (1994) asserted that the definition of multiculturalism was usually depicted in terms of ethnicity in America. This definition provided a narrow view of multiculturalism by focusing solely on ethnicity and ignoring other social constructs such as class, gender and sexual orientation (Tierney). Another definition of multiculturalism was provided by Hartman & Gerteis (2005) who described the concept as a strategy that educators could use to address diversity to make social conditions equal. Multiculturalism was also defined as an approach that enabled individuals to examine one's cultural heritage and other's people's cultural backgrounds (Sims, Perrnell-Arnold, Graham, Hughes, Jonikas, Jo, Onaga, & Sardinas, 1998). Additionally, Pedersen (1991) defined multiculturalism as an approach that examined a diverse group of people without claiming that one group was better than the other.

Despite the different rhetoric used to describe multiculturalism, the overarching theme that was encapsulated in these definitions was the notion that multiculturalism endorsed inclusion and equity in all aspects of life. Equally important was the need to develop schools where students regardless of their cultural heritage are perceived as valuable contributors to the pedagogical process (Parkay, 2006). The primary method of applying multiculturalism to teaching and learning was through multicultural education.

For the purpose of this study, the definition provided by Banks (2004) was used as a guiding principle. According to Banks, multicultural education is an approach that allows teachers to help students build on their knowledge about culture and diversity, and

to reduce prejudice. It also required teachers to change their teaching practices to incorporate various instructional strategies in ways that were considered inclusive in order to promote diversity and equity (Banks, 2004).

In this chapter, gaps in existing literature and the educational benefits of multicultural education as strategies for teaching and learning were discussed to provide a rich background that would help readers understand the problems of this study. The significance of this study, delimitations and limitations of the study were also addressed.

Background of the Study

Gaps in Multicultural Educational Research

Research revealed that there was minimal educational research on the application of multicultural principles in higher education. Specifically, there was a gap in research that addressed how students received and reacted to multicultural philosophy and how faculty perceived multicultural education (Asada, Swank, & Goldey, 2003). Grant, Elsbree, and Fondrie (2004) conducted a meta analysis of 180 research articles on multicultural education and found that the bulk of the research on multicultural education focused on K-12 teachers and student teachers. Grant et al. (2004) also found that the studies that pertained to the implementation of multicultural education in other academic areas in higher education were limited. The results from the meta analysis research showed that studies primarily focused on single variables such as race, gender and class as opposed to analyzing the relationships among these social constructs (Grant et al.). The analysis also showed that the majority of research used qualitative or ethnographic

methodology to collect data, and the few studies that were reviewed did not examine the use of technology to integrate multicultural education into teaching practices.

Therefore, the aim of this dissertation was to address the gaps in previous research by exploring faculty and graduate students' perceptions' of multicultural education in a higher education institution. The rationale for this was provided by researchers who maintain that open discourse on multicultural education is needed to develop and "advance research on the implementation of multicultural education" (McCray, Wright, & Beachum, 2004, p. 116) in order to encourage effective multicultural teaching and learning strategies.

However, critics of the theory asserted that the goals of multicultural education might be overzealous, especially in an educational climate in which teachers experience difficulties teaching the curriculum and struggle to maintain standards imposed by governing agencies (Lopez, Freed, & Kijai, 2003). Thus, it would be prudent for educators to consider whether multicultural education should be considered a necessary part of the American education system and if so could its principles be applied and integrated practically into everyday teaching and learning? Thus, this prompted the question whether multicultural education is beneficial? This question is considered below.

Is Multicultural Education Beneficial?

The objective of this study was to examine faculty members' and graduate students' perceptions of multicultural education. Multicultural theorists have argued that faculty members and graduate students have a poor perception of the concept because they do not recognize its benefits (Gayle-Evans & Michael, 2006). The arguments for and

against multicultural education tend to focus on political repartee rather than the feasibility of its application in education, with both sides expressing uncertainty as to whether the movement would result in a different type of hegemony or a more inclusive society. A different type of hegemony could result in new dominant groups consisting of ethnic minorities wielding power over the previously dominant group.

In contrast, advocates of multiculturalism maintain that the movement could create equitable societal conditions for all ethnic groups. The inherent problem in assessing the merits and feasibility of multicultural education stemmed from educators focusing on possible problems that could arise from embracing multicultural education as opposed to the positives. Nevertheless, multicultural education could help teachers to overcome the difficulties brought about by cultural differences by providing teachers with the skills to address diversity in order to develop an inclusive learning environment for all students (Miksch, Bruch, Higbee, Jehangir, & Lundbell, 2003).

Proponents of multicultural education maintain that its primary objectives are to decrease bigotry and achieve equity for all social groups. Multicultural education could enable teachers to create an environment in which all individuals are treated equally (Jay, 2003). It is considered a pedagogy that endeavors to develop a school system that works alongside individual differences as opposed to alienating them and provides teachers with the means to deal with an ever-changing societal structure as more people immigrate to America. It also included strategies that enabled teachers to address the issue of diversity in multi-ethnic and cultural classrooms.

Conversely, there are risk to applying multicultural concepts, according to McLennan (2001) who asserted that the established culture might be eliminated thus

creating a false universal culture as opposed to an equitable one (McLennan, 2001).

However, Parekh (2000) argued that:

cultural diversity alerts us all to new forms of human fulfillment; that it is a constituent and condition of human freedom; that it fosters 'objective goods' and great intellectual and moral virtues' such as self-knowledge, self transcendence, self-criticism, humility, tolerance, sympathy, and intellectual and moral imagination. (p. 987)

Multicultural education requires cultural and societal changes to facilitate equity and acceptance as opposed to tolerance. It also includes pedagogical strategies that are aimed at changing the epistemology of educational practices. It was important to add that the disagreement between multicultural theorists make implementing it effectively in educational systems problematic. According to McLennan (2001), "multiculturalism might not be a coherent theory as such but it is an unsettling syndrome to which liberal-capitalist states and society cannot respond without facing and changing themselves" (p. 989).

Statement of the Problem

The problem of this study was that multicultural education has not been addressed by educators in higher education institutions in terms of integrating it into their teaching, learning and recruitment activities. Specifically, the scholars in the field asserted that most of research that examined multicultural education focused on K-12 teachers' application of multicultural education and their students' reaction to the topic. The diminutive research on multicultural education research revealed that higher education administrators, faculty and students were resistant to multicultural education because they

had a poor perception of the concept. Thus, this study was developed to ascertain faculty members' and graduate students' perceptions of multicultural education practice and the impact such perceptions had on its implementation in higher education classrooms.

Research Questions

The following research questions guided the study:

- 1 What are faculty members' perceptions of multicultural education?
- 2 What are graduate students' perceptions of multicultural education?
- 3 Who do faculty members' perceive as being responsible for enforcing the implementation of multicultural instructional strategies?
- 4 What multicultural instructional strategies do faculty members use in their classrooms?
- 5 What multicultural instructional strategies do graduate students experience in their various classrooms in the College of Education?
- 6 Do faculty members use technology to integrate multicultural education in their classroom?
- 7 What factors influence faculty members' implementation of multicultural education?
- 8 Do differences exist between faculty members' and graduate students' in their perceptions of multicultural education?
- 9 Is there a relationship among participants in their perception of multicultural education practices based on gender, race, age, department, years of experience, highest degree and educational rank?

Rationale for Research Questions Guiding this Study

Research questions one and two examined faculty members' and graduate students' perception of multicultural education. Literature on multicultural education in higher education is scarce (Grant et al., 2004) and there is resistance to integrating multicultural educational strategies at the university level (Asada, Swank, & Goldey, 2003; Marks & Smrekar 2003). According to these authors, research findings on multicultural education are inconsistent. In any educational institution, instructors and students are directly involved in implementing instructional strategies in classroom situations and multicultural education is no exception. Therefore, their views and opinions were considered to be important in order to examine the implementation of multicultural education practice. The data collected that answered research questions one and two determined faculty members' and graduate students' perceptions of multicultural education.

Research question three was designed to gather information concerning who faculty members believed were responsible for enforcing the implementation of multicultural educational principles. Practitioners in the field of multicultural education have mixed opinions about who they believed to be responsible for enforcing the concept. Theorists such as Bennett (2004) and Brown and Kysilka (2002) argued that professors should be responsible in enforcing multicultural education because they instruct students. However, William (2005) and Thompson (2004) pointed out that administrators help create the school culture and thus, should be responsible for infusing it in the classroom. It was necessary to ascertain who educators perceive as being responsible for implementing multicultural education in the College of Education.

Research questions four and five were posed to determine whether faculty members applied multicultural education principles in their teaching practices and whether graduate students believed they had been exposed to multicultural content. Using research questions four and five as guides to collect data from faculty members and graduate students provided insight into the nature and the degree of multicultural education practices, faculty members used in their teaching. A variety of multicultural instructional materials and strategies have been developed to enable teachers to implement multicultural education in the classroom; however, few universities applied them (Levine & Cureton, 1992). In addition, failure to implement multicultural education in higher education could result in graduate students not being able to interact and work successfully with individuals from diverse cultures in America's pluralist society (Banks, 2004).

Research question six was designed to elicit information on faculty members' use of technology to implement multicultural education. Implementing educational programs without infusing technology could result in faculty and graduate students being denied the benefits of using technology to facilitate multicultural education practice (Akintunde, 2006). It was therefore important to collect data that assessed faculty members' application of technology into multicultural instructional strategies. The use of technology to facilitate multicultural instructional strategies was an area that had not been examined despite the documented benefits of using technology in education (Cummins, Brown & Sayers, 2007; Grant et al., 2004).

Research question seven was used to collect data to identify the factors that influence faculty members' application of multicultural education. Identifying these

factors helped to determine methods that can be used to assist faculty members in their application of the multicultural concept. Paul (2003) argued that universities have been criticized for exhibiting insincerity when it comes to addressing multicultural education. The reasons could be due to a lack of awareness and comprehension of multicultural education; a lack of support from educational leaders, poor or no training including unwillingness for faculty to discuss sensitive topics (Asada et al., 2003; Gayle-Evans & Michael, 2006; Heard, 1999; Miller, Miller & Schroth, 1997).

Research question eight allowed the researcher to assess the differences between faculty members' and graduate students' perceptions of multicultural education. Research revealed that both faculty and graduate students resisted multicultural education because of their poor knowledge and perception of the concept (Bhargava, Hawley, Scott, Stein, & Phelps, 2004; Denevi & Carter, 2006; Ervin, 2002). Therefore, it was necessary to examine what factors influenced their perception as well as understand how faculty members and students differed in their perceptions of multicultural education.

Research question nine was used to examine participants' perception of multicultural education based on demographic variables. The data collected provided an understanding about what demographic variables influenced the perception of multicultural education and insight into how faculty and graduates differed in their perceptions. Previous studies on multicultural education typically examined the influence of a specific demographic variable as opposed to assessing how different demographic factors interact (Grant et al., 2004). This study addressed this gap by examining the influence of various demographic variables on perception of multicultural education.

Purpose of the Study

The purpose of this study was to investigate faculty members' and graduate students' perceptions of multicultural education. This study examined whether and how faculty members implemented multicultural teaching strategies, including the factors that influenced faculty members' application of multicultural education in their classrooms. Technology integration is considered important in any educational program and multicultural education was no exception. This study also explored how faculty members integrated technology into their multicultural educational practices. In order to examine similarities among participants in their perceptions of multicultural education, demographic data (gender, race, age, area of specialization, level of degree, highest degree, years of experience and educational rank) was also collected for comparison.

Significance of the Study

The findings of this study made important contributions on several levels. The research findings enriched existing literature and provided data that showed how faculty members and graduate students in higher education perceived multicultural education. This study generated information that could be used to improve multicultural education practices in the College of Education at Mississippi State University and in other higher education institutions. It also provided insight into the different types of multicultural instructional strategies, faculty members used in their classrooms and the factors that impacted their implementation of multicultural education. In addition, this study provided awareness into how faculty members used technology to facilitate multicultural instruction.

Delimitation

The study was delimited by the population and sampling methods. The population of study consisted of faculty members and graduate students in the College of Education in Mississippi State University (MSU). The College of Education included the following departments; the Department of Instructional Systems and Workforce Development (ISWD), the Department of Curriculum, Instruction and Special Education, Department of Kinesiology, Department of Counseling and Education Psychology and Department of Leadership and Foundation. The data were collected in the semesters of fall 2008 and spring 2009.

Limitation

The study was based on survey research which had a number of limitations such as the inability to probe deep enough into the participants' responses. In addition, respondents were rarely given the opportunity to ask questions when they were unsure or confused about particular question item(s) which could lead to uncompleted questionnaires. To reduce these threats, the researcher used qualitative research to support the quantitative findings and to make the study more rigorous. It also helped to overcome threats to external validity. Moreover, the study was also limited because it relied on self-reporting which could affect the honesty, accuracy and thoroughness of data collected because there might be differences in what respondents reported and what they did. Moreover, the study was limited due to the inclusion of many dummy variables in the stepwise multiple regression analysis which reduced the strength of the analysis.

Definition of Terms

The following terms that were unique to this study, subject to multiple interpretations, and/or technical were defined as follows:

- Cultural pluralism is “acceptance and encouragement of cultural, ethnic, and religious diversity within a larger society” (Ornstein & Levine, 2006, p. G. 2).
- Critical theory/pedagogy is “an interpretation of schooling that views public school systems as functioning to limit educational opportunities for students marginalized because of race, class, and gender biases...” (Ornstein & Levine, 2006, p. G. 2).
- Higher education institutions or 4-Year-and-Above Institution is defined as “any institution whose highest degree awarded in the fiscal year for which data are being reported was a baccalaureate or higher” (National Education for Center for Statistics).
- Minority group “is a group of people who, because of their physical or cultural characteristics are singled out from others in society in which they live for differential and unequal treatment and who therefore regard themselves as objects of collective discrimination” (Wirth, 1945, p. 347).
- Multicultural education is defined as an approach that brings individuals who have been segregated in education to the forefront so that they can identify themselves in the education they receive. Moreover, multicultural education is a means of fostering respect for our differences and endorsing inclusion (Banks, 2004).
- Multiculturalism is best depicted as a means for educators to promote an impartial pedagogy, democratic education and social justice (Clery-Lemon, 2003).

- Perception is “the process people use to attach meaning to stimuli” (Eggen & Kauchak, 2004, p. 250).
- Technology integration in regards to multicultural education involves using technology to facilitate multicultural teaching and infuse cultural issues into the curricula (Akintunde, 2006).

Summary

In summary, multiculturalism is a multifaceted concept that includes a range of social demographic such as race, gender, religious beliefs, sexuality, ethnicity, linguistic diversity and disability (Tiedt & Tiedt, 2005). However, the review of literature showed a lack of agreement in the operational definition of multicultural education, but for the purpose of this study, a definition provided by Banks’ (2004) was used. The author defined multicultural education as an approach that enabled teachers to build on students’ knowledge of cultural diversity to reduce prejudice. There were gaps in multicultural education research with the majority of the research focusing on K-12 faculty and students and examining perceptions of students based on gender and race.

This study was conducted to add to existing literature and address gaps in research. The literature showed that despite the evident benefits of multicultural education, teachers and students exhibited a poor perception of multicultural education. Multicultural educationalists asserted that the purpose of multicultural education is to endorse equity for all social groups and provide access to excellent education. Critics of the concept asserted that multicultural education would create more inequality rather than lessen it. The problem of this research was to explore faculty members’ and graduate students’ perceptions of multicultural education practice and the impact their perceptions

have on the application of the concept in the classroom. Nine research questions were used to guide the study and each question was developed to address gaps identified in existing research. The significance of this study was to contribute to existing knowledge and enhance multicultural education practices in higher education. This study was delimited to faculty members and graduate students in five departments in the College of Education who participated in this study. This study was based on survey research which was limited by the inability to probe participants' responses to question items on the survey.

CHAPTER II

LITERATURE REVIEW

Introduction

The purpose of the study was to examine faculty members' multicultural awareness in the College of Education at Mississippi State University to ascertain how they integrate its principles into their teaching activities. The secondary goal of the study was to explore student's perceptions of multicultural education. This study also examined how faculty members use technology to apply multicultural education in their classrooms. This chapter expounded on the previous chapter to include a detailed description of multiculturalism and multicultural education using the problem statement and research questions as a guide. The literature review included a discussion of the history of multiculturalism, a theoretical framework of multicultural education, and research works on multicultural instructional strategies. A discussion of other pertinent research literature in higher education was examined in this chapter. This chapter provided an understanding of the term multiculturalism and its importance in higher education and the rationale for the study, research questions and methodology.

Situating Multiculturalism

Multiculturalism is a modern philosophy that bears similarities to Marxism and critical theory ideologies. Marxism, in particular provides inherent historical similarities for the multiculturalism paradigm, as each doctrine developed as result of inequality in

the society. According to Karl Marx, all institutions rest on an economic base and that human history is essentially the struggle for economic and social control (Elias & Merriam, 2005). Although, Marxism focused primarily on social, economic and political reforms, its axioms have important implications in education. Brookfield (2001) acknowledged that “Marx is the towering intellectual figure - simultaneously foundation and fulcrum - for the writers who fall into the category of what most people now call critical theory” (p. 8). Marxism served as a point of reference for critical theorists and other philosophers who believe that education should serve all students, address culture and raise consciousness about inequality in society (Brookfield, 2001). Marxist philosophy embodies the idea that the bourgeois (dominant group) controlled educational and governmental institutions to serve themselves while alienating the proletariat (subordinate group) (Gutek, 1997). This inequality in education suggested that the dominant class had better access to superior education opportunities than the subordinate classes. Explicitly, Marxist philosophy held:

...that the task of a genuine education, based on the principles of scientific socialism that he developed, required the exposure and eradication of “false consciousness” from the minds of the proletariat. False consciousness was the product of a dominant class ideology, which was imposed on and accepted by the subordinate class. For example, the ruling class will claim that its political and economic principles are universally true; schools should transmit these general universal truths and values to the young. For Marx, these dominant class principles were a form of ideological brainwashing in capitalist schooling. (Gutek, 1997, p. 236)

Marxism supports the belief that inequality in society is inherent in all aspects of societal infrastructures. Furthermore, Marxists endorse the view that the superstructure subscribed to a particular form of curriculum which, consciously or inadvertently, perpetuates a particular form of class relations. This ethos is evident in multiculturalism - a philosophy that strived to close the gap between the marginalized and non-marginalized or in Marxist terms between the bourgeois and proletariat. Moreover, Marxists contended that this inequality meant that education did not serve all individuals, only the privileged few (Gutek, 2004).

Critical theory was another perspective also influenced by Marxism; a tenet that primarily supports change in educational systems. Critical theorists maintain that schools operate to restrict education opportunities for students marginalized because of class, race, and gender (Ornstein & Levine, 2006). The underlying precept of critical theory is that schools helped to regurgitate the dominate group's ideology to maintain economic, political, and social control. Advocates of critical theory philosophy such as Giroux and Giroux (2006) and Kanpol and McClaren (1995) asserted that the role of education is to raise consciousness and awareness about inequality in social establishments. Thus, according to critical theorists, the role of education extended beyond pedagogy and andragogy to incorporate social reconstruction and change. This ideology has significant implications for schools because it called for the transformation of school systems that were heavily reliant on standardized tests and rote memorization. Parallels could be drawn between critical theory and multiculturalism in that the two ideologies promoted equity in education, addressed cultural differences in the school system and social justice for all students.

Multicultural education is a process that attempts to recognize individuals marginalized in education and in society (Asada et al., 2003). It also supports instructional strategies that require learners to be analytical and emphasize the importance of communication between diverse groups. Similarly, critical theorists stress that adequate schooling should be accessible to all individuals regardless of individual differences such as race, disability, gender, sexual orientation, ethnicity and socioeconomic status. Schools should involve parents and communities in the subject being taught (Asada et al.). Critical theorists also maintain that schools should teach students about diversity and acceptance, including critical thinking and ethics of equality.

Critical theory philosophy addresses issues of multiculturalism in American classrooms by recognizing that knowledge should not be imparted from a single standpoint but from multiple viewpoints. Critical theorists believe that students need to share their stories to develop a link to their social and economical backgrounds (Ornstein & Levine, 2006). Specifically academic institutions could integrate multicultural education into their teachings by drawing on student's cultural heritage. An American multicultural society provides many versions of the American experience rather than an officially approved one (Ornstein & Levine). Different racial, ethnic and language groups could learn about their own history or story rather than having it told for them (Ornstein & Levine). Advocates of this philosophy state that students who are allowed to explore their identities and learn about others are better able to deal with discrimination as well as refrain from it.

Multiculturalism developed from philosophies discussed above; however, the lack of agreement on the definition of multiculturalism makes providing an operational

definition difficult. A review of the literature indicated that the definition of multiculturalism was usually depicted in terms of ethnicity. Defining culture in terms of color is narrow and ignores other social aspects that contribute to creating culture (Tierney, 1994). Defining multiculturalism in terms of racial identities with more emphasis on equity for African Americans also provides a narrow definition of multiculturalism (Tierney, 1994). Hartmen and Gerteis (2005) defined multiculturalism as a means of addressing differences in order to make social conditions equal.

Multiculturalism was depicted as an approach that enabled individuals to examine one's cultural heritage and other's people's cultural background (Sims et al., 1998). In a general sense, multiculturalism can be depicted as an ideology that embodied fundamental concepts such as cultural diversity, equity pedagogy, critical theory and cultural pluralism.

Despite the different rhetoric used to describe this ideology, the overarching theme encapsulated in these definitions is the notion that multiculturalism endorses inclusion and equity in all aspects of life, specifically in education. Evidently, there are differences in the depictions of multiculturalism; however, whether people use multiculturalism in a limited or broad sense, multiculturalism is generally accepted as the foundation to achieve social justice in a democratic society (Lee, 2003). This study adhered to a definition of multiculturalism provided by Banks (2004), that multicultural education is an approach that allows teachers to help students build on their knowledge about culture and diversity, and to reduce prejudice. It also requires changing teaching practices and school systems to accommodate diversity and achieve equality (Banks, 2004).

Historically, inequality and seclusion in education could be traced back to the colonial period in America where different school systems existed for the wealthy and the poor. Boys from affluent families had access to better schools (Latin grammar schools) that offered more than basic education while underprivileged children (girls and boys) attended primary schools to learn reading, writing, arithmetic and religion. The drive and support for equal education began with Horace Mann who proposed the development of common schools to enable all children regardless of socio-economic status to gain access to education (Ornstein & Levine, 2006). Mann made the connection between public education and democracy by maintaining that public schooling would help to develop law abiding citizens. In supporting the provision for common schools for everyone meant that all children had access to the education system which signified a move towards an inclusive education (Ornstein & Levine). By providing a public education, women had more opportunities to learn and teach in schools. The earliest inclusive education initiatives began with addressing differences between rich and poor, and boys and girls in the late 1800s.

Moreover, in the latter half of the 19th century, education for freed slaves (African Americans) became the focus point for educators and activists. Consequently, multicultural education emerged as a result of the civil rights movement and equal education initiatives in the 1960s (Clemons, 2005). This was a time in educational history when there was an explicit campaign for the desegregating of schools. A large portion of the population (mainly blacks) were indentured which meant that there were no formal edification provisions for blacks in America, especially in the southern states. Multicultural education developed as a reaction to this racial inequity, (Clemons, 2005)

but currently multicultural education stresses equality for all individuals. In charting the history of multicultural education, Banks (2004) described four stages that led to the onset of multicultural education; monoethnic courses, multiethnic studies courses; multiethnic education and multicultural education. During the late 1960's, there was a demand for teachers of color and African Americans to be recognized in school curricular (Banks, 1994).

During this period, America also experienced a wave of immigrants entering the country which forced schools, colleges and universities to accommodate the changing student population in their educational offerings. The primary approach at this stage was to provide monoethnic courses which included African American and Native America history courses (Banks, 2004). In the second stage, multiethnic studies courses were developed as the numbers of ethnic groups expanded to include groups such as Jewish and Polish Americans. The drive for ethnic studies in the 1960s sprung from the civil rights movement with disgruntled minority students demanding changes in higher education (Hu-Dehart, 2004). These ethnic groups also insisted that the curriculum included courses that addressed their cultures and beliefs. This stage denoted the actual emergence of multicultural education due to development of ethnic courses during this period (Banks). This approach was similar to multicultural education in that its purpose was to recognize many ethnic groups in academic settings. The third stage, multiethnic educations showed the difficulties teachers and students experienced in their attempts to teach a multiethnic curriculum.

Despite the efforts to develop diversity courses, minority students were still failing academically and were forced into lower academic tracks, primarily because they

did not excel at the standardized bourgeoisie and Anglo IQ tests (Banks, 2004). These problems led to the onset of multicultural education as educators recognized that the provisions of ethnic courses were ineffective and that more emphasis should be placed on changing the school setting in its entirety (Banks, 2004). The focus of the movement shifted from impoverished and minority students and was extended to include women, religious groups, people with disabilities, religious groups, and different social groups such as Appalachian Whites (Banks). The education reform became more robust to include all unrepresented groups. In the subsequent years education was made available to children with disabilities, with support from the federal government laws specifically the “Education for all Handicapped Children Act of 1975 (EAHCA)” and “Individual with Disabilities Education Act (IDEA) of 1990”.

Likewise, there were other activities that also impacted the need for an equitable education system (Tiedt & Tiedt). The women’s suffragettes who fought for the rights for women to be treated fairly and to be able to vote and function equally in society. Moreover, the advent of bilingual education also marked a movement towards inclusion and multicultural education. A different assessment of the historical development of multicultural education was provided by Tiedt and Tiedt. The concept derived from five existing paradigms which include assimilation, human relations and ethnic studies, integrated multicultural education, global and international education and social activism (Tiedt & Tiedt). Assimilation was depicted as an early movement towards the multicultural initiative and it showed the prevalent mindset in early America. The idea behind assimilation was that everyone needed to adapt to the “norm”, that is to adopt the

mainstream culture. This included learning the appropriate behavior, language and enforcing the view that everyone should be culturally alike.

Human relations and ethnic studies developed during the period of the human rights movement which led to the civil rights campaign and in turn the human relations initiative in education. This model was essentially focused on individual self-worth and striving to help individuals to excel. Ethnic studies were developed out of this initiative which included Black and Hispanic studies. Human relations courses were a method of teaching people how to succeed in a culturally mixed environment. Moreover, ethnic studies stressed the importance of honoring one's heritage.

Integrated multicultural education appeared in the latter part of the 1970s, when multicultural teaching strategies were integrated in teaching practices from kindergarten to university level. Currently, multicultural education includes extensive topics that comprised human relations, ethics, morality, and pedagogy (Tiedt & Tiedt, 2005). The National Council of Accreditation of Teacher Education (NCATE) has also incorporated multicultural education into their educational standards and the drive for multicultural education led to published scholarly work such as *Multicultural Teaching*, the first textbook to explore multiculturalism in schools. Global and International education was designed to make people aware of worldwide concerns, not just to focus on national issues and aimed to link cultures across the globe in creating an intercontinental learning community. Finally, social activism is concerned with social reform, changing commonly held beliefs in society. This was a novel approach to multicultural education because it called for action, fighting for one's beliefs (Tiedt & Tiedt). This aspect of multicultural

education dealt with the reform of social systems such as education to overcome prejudice and imparity.

In summary, the history of multiculturalism and multicultural education movement was succinctly described by Brown and Kysilka (2002) as initially devised to accommodate culturally and linguistically diverse groups, impoverished and disabled students in education. The movement changed to a human relation, ethnic and women studies approach, to enable individuals from varying milieus and to include other demographics like gender. Presently, although multicultural education is now common place in educational institutions, covering as it does; areas beyond race, (linguistic diversity, and disability to include gender, religious discrimination, the underprivileged and sexuality); made it a contentious approach to education. The underlying theme is the provision of equal education for all, which should be reflected in the school system, curriculum and in the teachers' behaviors. A secondary theme is social reform which entails using education to change society as whole and actively combating injustice. The subsequent section explained the theoretical framework of multicultural education.

Multicultural Education: Theoretical Framework

The purpose of this study was to examine faculty members' and graduate students' multicultural awareness in the College of Education at Mississippi State University. Therefore, it was necessary to discuss the various multicultural theories to provide a background to the study. This section of the chapter focused on the definitions and underlying assumptions of multicultural education. The review of literature revealed that the leading scholar in the field of multicultural education is James A. Banks (2004) and his depiction and philosophy of multicultural education was chosen as the theoretical

framework for this dissertation. However, competing concepts of multicultural education were also addressed. Banks (2004) offered a vigorous description of multicultural education, defining the concept in terms of dimensions that consist of the following; content integration, knowledge, prejudice reduction, equity pedagogy, and an empowering school culture and social structure. These dimensions were described in detail below:

- *Content integration* refers to how teachers integrate examples, information, and data from different cultures or social background into their daily teaching practices in all subject areas
- *Knowledge construction* refers to how educators could assist students to develop an awareness of cultural differences and the factors that influence culture.
- *Prejudice reduction* focuses on students' attitudes towards discrimination and how these attitudes could be changed by adapting teaching strategies and resources.
- *Equity pedagogy* addresses the changes educators need to make in their teaching practices and curricular to accommodate students from diverse cultures.
- *An empowering school culture and social structure* refers to reforming the school system to eliminate discrimination and advocate fairness.

The primary objective of multicultural education is to modify all academic institutions so that students from different cultural, ethnic and racial will experience educational equity (Banks, 2004). The fundamental theme of Banks' multicultural education is to enforce parity through institutional change. The change must be systemic; specifically, school, college and university policy makers, administrators and teachers

need to change their practices; instructional methods and materials, teaching and learning approaches, viewpoint and actions. This level of change is difficult to achieve because it requires curricula modification coupled with the problem that many secondary and higher educator teachers have a limited understanding of multicultural education (Banks, 2004).

Furthermore, many educators viewed the integration of multicultural education in their curricula, simply as including topics about minority groups and women.

Multicultural education requires more than a change in content. Banks argued that multicultural education involves changing one's perception of reality and thinking and not solely about celebrating various ethnic and cultural individuals (Banks, 2004).

Multicultural education theorists affirmed that our individual differences augment society and provides individuals with access to different cultures and the possibility to learn about various customs.

According to Banks (2004) the purpose of multicultural education is to provide:

- learners with the opportunity to perceive theirs and other learners' cultural backgrounds in order to provide the learner with better self-awareness.
- enable students to learn about different people's customs because greater contact and interaction between different groups leads to mutual understanding and deference for others.
- lessen prejudice in schools and communities suffered by individuals as result of their inimitable physical, ethnic, and cultural characteristics.
- facilitate learning and not distract from essential education such as mathematics, English and science but to enhance these subjects by incorporating multicultural literature.

- promote desegregation and inclusiveness in education.

Multicultural education should not be separate from mainstream curricular but instead should be implemented alongside it. Banks' multicultural education theory requires educators to reform the educational system but not to the detriment of the mainstream curriculum. Multicultural education could be integrated into the daily pedagogical and andragogical practices to create an enriched learning environment that supports critical thinking and self awareness (Banks, 2004).

Milner (2005) advocated a similar view to Banks by conceding that multicultural education should be viewed as a vital aspect of the curriculum, especially to give minority students the opportunity to learn about the contributions of individuals from their own social group not only about contributions from the dominant social group. However, Milner acknowledged that multicultural education was often viewed as a movement that can only be applied to white teachers who work in schools that have a predominantly minority population. In schools where the majority of students and teachers were not white, multicultural education is seen as unwarranted.

Multicultural theorists assert that multicultural education serves all students regardless of race or ethnicity to cultivate their skills, knowledge and attitudes to prepare them to function successfully in a diverse American society (Banks, 2004). Milner (2005) conducted research to ascertain how an African American English teacher in a predominantly white suburban high school implemented multicultural education into her curriculum and teaching activities. The author used a case study approach which included classroom observations and interviews with the teacher. The findings from the interview revealed that the instructor proactively taught students about literary works written by

minority authors. The teacher encouraged students to reflect on their readings and present their ideas drawing on their own personal experiences. The teacher recognized that the contributions of women are often neglected in education. The researcher concluded that for multicultural education to be effective, the educator needs to transform both the curriculum and teaching strategies to allow students to draw on their own experiences and family background. However, this research was limited because its findings could not be generalized to all teachers and thus further research was required to determine how multicultural education was received in different contexts such as in suburban and rural schools (Milner).

An equally prominent multicultural education theorist and advocate, Christine Bennett (2003) defined multicultural education as an instructional strategy as opposed to a philosophy. This approach to teaching was founded on egalitarian doctrine and principles (Bennett) that multicultural education can be used for nation building and developing individuals who embrace differences. Proponents of multicultural education contend that the purpose of education is to cultivate a student's academic and interpersonal abilities and to develop their potential to become functioning citizens in a diverse society (Bennett).

Bennett's multicultural education theory is broken down into four interrelated components; equity pedagogy, curriculum reform, multicultural competence and teaching towards social justice. The first component, equity pedagogy, embodies the concept that education should be accessible, uniform and non-discriminatory to all students, especially ethnically diverse students, students with disabilities and underprivileged students (Bennett). The second component, curriculum reform requires an expansion of traditional

mainstream courses that were mainly monoethnic (in the United States) to include multiethnic and international viewpoints (Bennett, 2003). This component emphasized the importance of content change or content integration referred to by Banks (2004), whereby diversity is incorporated into the student's program of study.

Moreover, the third factor, multicultural competence, stressed the need for educators and students to possess pertinent knowledge to enable them to develop their own cultural awareness and familiarity with other cultures. This facet of Bennett's theory focused on individuals' behaviors and perceptions of themselves and others. Bennett (2003) maintained that multicultural competence shuns the idea of division between indigenous and conventional cultures but endorses the inclusion of both to increase understanding and exposure to a variety of cultures. Finally, the fourth element of Bennett's (2003) multicultural education theory, teaching towards social justice, highlights the necessity to dispel racial, gender and disability typecasting. The aim of this component is to address bigotry by acknowledging and respecting differences while exploring similarities among social groups.

The purpose of multicultural education involves creating an environment that endorses multi-ethnic group interaction to eradicate stereotypes and therefore reduce disputes (Talmadge, Reiff, & Oliver, 1998). According to Bennett (2003) the necessity of multicultural education is evident because excellence in education cannot be attained in schools without an equal education. Bennett espoused similar values and objectives to Banks' approach in supporting the democratic values that promotes equality in academic offerings. However, Bennett acknowledges that while multicultural education principles

are idealistic, this reasoning should not prevent educators from enforcing its principles in education (Bennett).

Tiedt and Tiedt (2005) acknowledged that schools, colleges and universities faced different multicultural problems that might be associated with race, religious bigotry, disparity in attainment, linguistic diversity, sexism and disability. Although multicultural education is all encompassing, each school could adapt multicultural education principles to match their individual needs. Multicultural education theory is designed to counter cultural prejudice by encouraging students to explore their cultural identity in the classroom, a view also upheld by Banks and Bennett. Multicultural education is a process of developing students' intellectual and emotional well-being. Similarly, Brown and Kysilka (2002) proposed a similar point of view but emphasizes an additional factor; global education which involves thinking about global issues.

The wide-ranging nature of the multicultural education movement generated some criticisms from educators who maintained that if multicultural education embraced all individual differences, then the initial goal of the movement would be neglected because it failed to provide a practical approach to managing diversity in education (Stotsky, 1999). Multiculturalism was also vilified from both right and left wing political parties, religious groups and educators. The commonly held opinion by critics is that multicultural education encourages differences as opposed to uniformity. Explicitly, they (the critics) admonish that schools do not need multicultural education to address diversity but a common curriculum and history to unify society (Al-Haj, 2005; Stotsky, 1999). Moreover, the reconstructivist nature of multicultural education philosophy also makes it difficult to implement in educational systems because the changes advocated by

fell outside the realm of the school administrators' and teachers' duties (Al-Haj; May 2005). Its core values demand societal change which requires collaboration between communities, businesses, and education institutions which is not feasible at the best of times.

Despite the criticisms, educational institutions should be responsible for providing edification that is comparable to the learner's social context (Marloes & Egbert, 1998). This could be accomplished by employing minority faculty to broaden and introduce different ideas and opinions in educational institutions (Marloes & Egbert). This approach to education enabled learners, especially minority learners, to recognize themselves in the curricular being taught (Marloes & Egbert). The notion that multicultural education is "divisive and racist" (p. 13) is a myth because the fundamental ideology behind the concept is the provision of an inclusive education for all (Elhoweris, Parameswaran, & Alsheikh, 2004).

However, May (2000) argued that multiculturalism is flawed theoretically and practically because it is beleaguered by an idealistic fixation on culture to the detriment of more pertinent structural issues in education. There is a need for a critical approach to multiculturalism which accepts the power struggle between races as opposed to ignoring it. The current multicultural education movement recognizes that evidently some ethnicities have more options than others. A valid multicultural education model should move away from the one theory fits all approach and concede that culture must be assessed in terms of power and inequity. The minority identity would be lost in order to adapt to the dominant culture which is an unavoidable cost of belonging to a new society. Thus, there is no merit to multicultural education because it only serves to strengthen

stereotypes (Clegg, 2000; May, 2000). Forcing colleges and universities to address diversity would lead to umbrage and stigmatization and would have an adverse effect on the quality of educational provisions and attainment (Clegg).

Furthermore, equal education reforms such as multicultural education are destined to fail because its advocates assume that schools cause or help to create inequality but this is not the case, instead schools tend to proliferate inequality that exists in society. The unequal conditions in school are propagated by an unequal social class system and a capitalist society (Gintis & Bowles, 1988). The notion of eradicating school systems of prejudice and discrimination is futile because reformists are not attacking the root of the problem. The solution should involve making the struggle for equality, political and to target the system itself (Gintis & Bowles).

In summation, there are evident commonalities deduced from each of the approaches discussed; however, each theorist emphasized different doctrines. Multicultural education is about system change to achieve social justice and equity in education (Banks, 2004; Bennett, 2003, Milner, 2005). Milner called for further research in the field and recognized that multicultural education should cater to all students not only white students. Multicultural education involves raising consciousness about prejudice as means of eradicating it and boosting students' self-esteem (Tiedt & Tiedt, 2005). However, multiculturalism is criticized for creating more division than unity amongst races, including providing an unrealistic approach to tackling equality in education (Al-Haj, 2005; Gintis & Bowles, 1988; May, 2000). The subsequent section provided an analysis of multicultural education in higher education.

Multicultural Education in Higher Education

Multicultural education paradigms in K-12 school policy and curricular continues to progress, while its progress in higher education institutions (HEIs) remains sluggish. Grant, Elsbree and Fondrie (2004) conducted a meta analysis of 180 research articles on multicultural education within higher education. They found that the majority of research on multicultural education focused on teacher preparation programs and K-12 teachers and students while studies in higher education were lacking. Moreover, previous research failed to examine multicultural education in regards to technology and multiethnic populations (Grant et al., 2004). The findings from the meta analysis revealed that studies focused on single variables such as race, gender, and class as opposed to analyzing the relationships among these social constructs (Grant et al.). The analysis also showed that the majority of research used qualitative or ethnographic methodology to collect data.

However, Bennett (2004) argued that despite the fact, research focused predominantly on secondary education, the findings were still applicable to higher education institutions (HEIs). HEIs have until recently ignored research and literature on cultural diversity and its impact on college campuses (Bennett). Levine and Cureton (1992) conducted a survey that examined how colleges and universities integrate multicultural education and their multicultural actions. The researchers surveyed 270 colleges and universities that were considered to be typical of American higher education institutions. They found that less than half of the HEIs surveyed included multicultural education in their programs and offered ethnic and gender courses. In addition, more than half of the colleges and universities (54%) integrated multicultural concepts in specific courses such as English, history, and social sciences.

Most of the HEIs reported that they were endeavoring to increase their minority faculty population in their recruitment efforts. The researchers concluded that the HEIs' labors to implement multicultural education are inconsistent. Multicultural activities were evident in public universities more than private, four-year institutions more than 2 year schools, research universities more than other types of universities, and middle Atlantic and western schools more than southern and northeastern colleges (Levine & Cureton, 1992). HEIs approach to infusing multicultural education primarily involved offering ethnic (African American, Hispanic, Native American courses) and women studies.

Moreover, Marks and Smrekar (2003) conducted a study aimed at ascertaining faculty perceptions of diversity, specifically to determine how important multicultural education was to them; the resources they needed to integrate the ideology into their classrooms and whether they applied the concept in their classroom. The study involved creating a workshop for faculty who taught in a small, rural university. Participation in the workshop was voluntary and the participants were informed several times about the workshop prior to its scheduled date.

Marks and Smrekar (2003) sent several reminders to faculty but only eight out of 38 attended the workshop. The workshop entailed having discussions about diversity and watching videos about diversity and multicultural education. The participants were given a questionnaire before and after taking part in the workshop. The research findings of the pre-survey revealed that faculty had a vague understanding of the concept and did not define multicultural education in terms of social justice and inclusion or pedagogy. Moreover, faculty's approach to implementing multicultural education in the classroom was in the form of Banks' (2004) contribution approach which focuses on celebrating key

ethnic figures. The findings from the post-workshop survey indicated a change in faculty perceptions about their knowledge and multicultural teaching practices. Those who claimed that they infused multiculturalism in their teaching indicated that they needed to do more in their classrooms causing Marks and Smrekar (2003) to conclude that faculty exhibited an increased understanding of multicultural education.

However, participants in Marks and Smrekar's (2003) study also stated that they required more time to implement multicultural education effectively and that there was a dire need to recruit more minority students and faculty at the college. The participants in the study also indicated that it would be useful for students to complete their internship in a university located in an urban setting where the student population was more diverse to acquire experience in dealing with diversity. Above all, research participants stated that openly discussing diversity and strategies for infusing multicultural education in the classroom is vital. They (participants) added that more information and training was needed to help them learn about diversity issues and an example of a multicultural education model that the faculty could emulate to make the implementation of the concept more effective would be useful.

Likewise, the key to understanding the role diversity plays in higher education was to examine various types of institutional environments (Bennett, 2004). A reason for the poor response to diversity issues was due to the perception held by administrators. Specifically, administrators exhibited a lax attitude towards diversity – believing that people solved their problems on their own and no intervention was warranted or that color-blind or race-neutral policy was the best strategy (Bennett, 2004). In addition, HEI administrators experienced similar challenges that K-12 teachers encountered in that they

were uncertain about their role in addressing diversity. Administrators were hesitant to tackle faculty's opinions and actions that might cause racial prejudice and/or maintain the belief that racial discrimination did not exist.

Lastly, administrators failed to perceive the value of cultural diversity in college campuses because Eurocentric curricula were prevalent in the majority of HEIs which contributed to discrimination and segregation (Gordon, 1992). Nevertheless, HEIs need to tackle these difficulties in order to experience the benefits of multicultural education (Bennett, 2004). Milem and Hakuta (2000) acknowledged four primary areas in which diversity benefited the college campus which included "student learning and development, transformations of colleges and universities in terms of their missions, preparation of students for work in a global economy, and societal benefits in terms of preparing students for a racially diverse democratic society" (p. 85).

Research studies showed that all students could benefit when multiculturalism was infused in campus programs because students are taught how to succeed in a global society (Bennett, 2004). Having heterogeneous students in the university population facilitates and augments the learning environment which helps "students become better citizens in a diverse society" (Lawrie & Wessel, 2006, p. 43). However, Brown and Ratcliff (1998) argued that while multicultural education is valuable; its objectives are overextended which prevents faculty from implementing the concept effectively in their courses (Brown & Ratcliff).

Historically, there were two primary multiculturalism approaches. The first was transitional multiculturalism, an approach that viewed minority groups as second class and thus used the despotic group's curricula to indoctrinate the minority group into their

way of life. The second approach was residual multiculturalism that “reifies the word cultural and takes any form of difference as a cultural difference” (Brown & Ratcliff, 1998, p. 15). These multiculturalism approaches were both problematic because they ignored how different cultures interacted. The deficiencies in the two approaches led to a change in how multicultural education is depicted and applied. Advocates of multicultural education maintain that universities should adopt a multicultural curriculum that promotes egalitarianism and this doctrine should be infused in all courses in a program of study (Brown & Ratcliff; McLean, Heagney & Gardner, 2003). In order to accomplish this, it is vital that the faculty is well prepared and equipped to implement its infusion.

Shireman (2003) raised some important questions about how colleges and universities could be proactive in becoming culturally responsive. The author suggested that colleges carry out self assessments to determine the type of multicultural education being offered in the college and to assess how students from various backgrounds receive it. The use of self assessments would also enable colleges to examine instructors’ knowledge of multicultural education.

Another study investigated students’ opinions of multiculturalism before and after participating in an introductory multicultural class (Cruz-Janzen & Taylor, 2004). The goal of the study was to analyze and help schools enhance their approach by including multicultural education in their program of study. The researchers assessed “214 written pre and 180 post-course surveys in which candidates described their preparation in the introductory multicultural designated course” (p. 16). The purpose of study was to ascertain whether research participants considered multiculturalism to be a vital part of

their training program. Research participants were undergraduates who were either attaining teaching licensure or graduates studying for licensure. The study took place from fall 1997 to spring 2000 and the participants were given surveys before and after the course. The authors examined the responses according to racial and gender differences. The research findings revealed that “the vast majority of teacher candidates, in all three years, were more positive about the importance of multicultural education at the end of the course than at the start” (Cruz-Janzen & Taylor, p. 21).

Furthermore, a study carried out by Asada et al. (2003) focused on the perceptions of multicultural education of students who attended a southern university. A review of literature showed that “Appalachians are less likely to believe racism is a large problem in the United States” (p. 102) which may mean that learners in most rustic, predominantly white societies may be less amenable to multicultural education initiatives (Asada et al., 2003). The study examined the attitudes of 437 research participants in a central Appalachian higher education institution. Asada et al.’s study was important because their research participants were similar to the participants who took in this study and the researchers also examined students’ perceptions of multicultural education. The researchers reviewed various academic and non academic factors that influenced students’ viewpoints. Stratified sampling was used to select students from four different majors: human services, social sciences, business, and hard sciences to establish whether there were differences in attitudes between majors (Asada et al.). The university in the study “never established any black, Asian, Chicano, or women’s studies departments, and only a smattering of race, Appalachian and women studies are offered in a few departments” (Asada et al., p. 108).

A regression analysis was used to examine a number of variables that were grouped together; demographic factors, demographic and ideological factors, demographic, ideological and racial attitudes and demographic, ideological, racial attitudes and university factors. The instrument administered to students included three broad areas; “accentuating a pluralistic college environment, multicultural curriculum improvements, and recruitment and retention of minority faculty and students” (Asada et al., 2003, p. 106). The research findings revealed that the research participants did not strongly oppose or advocate multicultural education. Specifically, the first model, demographic factors, showed that women exhibited affirmative opinion towards multiculturalism and that those from higher economic backgrounds showed little support for multicultural education.

The researchers concluded that “older female students from modest economic conditions were more supportive of the multicultural imperative; while younger more affluent male students were the program’s largest critics” (Asada et al., 2003, p. 111). Model 2, demographics and ideological factors, revealed again that impoverished, less autocratic women were more likely to support multicultural education than their male counterparts who were affluent and believed that there was a level playing ground for everyone in America. Model 3, demographic ideological and racial attitudes, showed that “both the older and newer versions of racist ideas seem to predict the preferences for a multicultural education” (Asada et al., p. 112). Thus, if white students believed that non whites were second-rate individuals then they were less likely to advocate multicultural education.

Finally, model 4, demographic, ideological, racial attitudes and university factors, showed that university factors had no impact while racial factor had the most impact. The research results revealed that courses on multicultural education appeared to raise awareness of the concept. The authors raised the vital point that while higher education institutions should strive to integrate multicultural education in the academic practices albeit officially or unofficially, universities should avoid making multicultural education mandatory because it could have the opposite effect than intended. That is, white students could become more resistant and even less responsive to the multicultural philosophy (Asada et al., 2003).

In summary, the integration of multicultural education into higher education practices has been slow and the majority of research in this area focused on pre-service teachers and K-12 teachers (Grant et al., 2004). University and colleges applied multicultural concepts but the practice was inconsistent and limited (Levine & Cureton, 1992). A major problem was that the assimilation approach instilled in universities and colleges, prevented HEIs from making the necessary changes to the multicultural education Eurocentric curriculum. This curriculum dictated how teachers' taught in the classroom, thus, making it more difficult to address multicultural principles (Bennett, 2003; Gordon, 1992). To tackle the problem, multicultural education should be incorporated into all courses rather than having a single multicultural course (Brown & Ratcliff, 1998).

HEIs could become multicultural by acknowledging the important role culture plays in teaching and learning activities, encouraging students to discuss diversity, and forming alliances with people from different cultural backgrounds, including fostering

reverence for other people's cultures (Clemons, 2005). However, educators require help to become multicultural teachers in order to implement multicultural education effectively (Shireman, 2003). Multicultural training and courses made a difference in changing students' opinions about multicultural education (Cruz-Janzen & Taylor, 2004). Integrating diversity in the curriculum was an effective way of making "graduate education more user-friendly" (Ayers, Wheeler, Fracasso, Galupo, Rabin & Slater, 1999, p. 168). Asada et al. (2003) carried out a study that looked at demographic factors such as race, gender, location to name a few and deduced that while multicultural courses were important they should not be mandatory to avoid alienating some students. The subsequent section provided an examination of multicultural instructional strategies.

Multicultural instructional strategies

This study examined faculty members' and graduate students' perceptions of multicultural education to assess whether faculty members applied multicultural strategies in their classrooms. Therefore, this section focused on different multicultural instructional strategies. In a society that promoted liberty and social justice, the tenets of multicultural education should be easy to accomplish. However, this was not the case in the American education system, especially in higher education. The application of multicultural education has been problematic due to a lack of coherent definition of the term multicultural education and its inherent goals. A plethora of theories and approaches to multicultural education exists which makes finding common ground in the definition and aim of multicultural education difficult (Lund, 2006).

Multicultural education has often been perceived as a panacea for dealing with all forms of discrimination and even as a means of eradicating inequality, but the history of

the multicultural education movement showed that this is a futile aspiration. Instead, multicultural education should provide a way for both teachers and students to deal with differences as opposed to ignoring them. An important aspect of multicultural education entails viewing all cultures as equal and providing an education system that is not prejudicial and discriminatory. Thus, Scott and Pinto (2001) asked the question, how could educators be and remain committed to upholding the objectives of multicultural education? As a response, multicultural theorists developed an array of strategies that enabled educators and administrators to infuse the concept into their education systems.

Brown and Kysilka (2002) theorized that there were six vital components of teaching and learning that must be applied in any educational setting. They postulated that the classroom setting comprised of six elements; teaching, students, environment, curriculum, instruction and assessment. An effective teacher acknowledged how each element interacted with and influenced each other. The teacher must be prepared to change some or all of these elements to enhance the teaching and learning process. Each component could be modified to allow for the implementation of multicultural education and were described in detail:

- *Teachers* were the most important element in teaching and learning because they conveyed the curriculum in the classroom and collaborated most with students. Teachers entered the teaching profession with certain preconceptions about their occupation and the students. These preconceptions influenced their behaviors and attitudes in the classroom and affected how they delivered the official and hidden curriculum. As a consequence, becoming a multicultural instructor required

changing one's mindset and behavior including assessing one's belief system
(Brown & Kysilka, 2002)

- *Student* involved teachers acknowledging their student's cultural backgrounds and beliefs and how they differed from their own. Teachers could apply multicultural and global education doctrines by finding ways to embrace these differences in a classroom setting. Teachers could use cultural concept maps with students to assess their cultural beliefs and encourage discussion about differences in the classroom.
- *Environment* focused on the physical and psychosocial aspects of the learning environment. With regards to both aspects teachers should assess whether the classroom environment was conducive to learning especially for students with physical disabilities. Teachers and students could work together to create a multicultural environment by using cultural pictures and objects in the classroom
(Brown & Kysilka, 2002)
- *Curriculum* involved integrating multicultural and global education in the curriculum because it dictated teaching and learning processes. Teachers should view the curriculum as evolving and participate in developing and modifying it in the classroom whilst considering differences.
- *Instruction* referred to the constructivist instructional approach which was conducive to multicultural education and allowed teacher and students to exchange ideas. The approach encouraged knowledge building, accommodating learning styles and multiple intelligences and cultural influences including critical thinking.

- *Assessment* entailed using a variety of assessment tools to evaluate students as opposed to relying on one evaluation method.

In contrast, Banks' (2004) multicultural instructional strategy focused on curriculum reform and how the curriculum was conveyed in the classroom. The ideal multicultural strategy should aim to transform the whole school setting beginning with the curriculum (Banks, 2004). Banks advocated a constructivist approach because it allowed students to form their own epistemology. This multicultural instructional strategy was divided into four levels which were described below. Banks recommended that each instructional strategy were not mutually exclusive and each could be integrated to accommodate different learning environments.

Level 1-Contribution approach: is a commonly utilized method in schools and typically involves schools celebrating the accomplishments of eminent minority or ethnic heroes. This approach required no change to the curriculum and was the simplest method of infusing multicultural concepts in the classroom. This strategy often resulted in belittling ethnic cultures and did not provide students with in-depth insight into cultural differences. It skimmed the real experiences of prejudice and subjugation faced by these individuals.

Level 2-Ethnic additive approach: involved adding something novel to the curriculum such as a new course module or a book. This strategy allowed the educator to integrate new concepts into the curriculum without modifying its goals or restructuring the curriculum. However, it shared the same limitations as the aforementioned method in that it did not provide students with a detailed or critical examination of multicultural topics.

Level 3-Transformation approach: was very different to the two previous strategies discussed above because it required tremendous change in the structure, purpose and content of the curriculum. Students were provided with opportunity to analyze, depict and evaluate a particular subject from various viewpoints. It also allowed students to interact with different groups and supported the use of primary sources to give students, opportunities to receive a robust educational experience.

Level 4-Decision-making and social action approach: this strategy included all the elements of the transformation method but also encouraged students to take action related to the concept or issue they have studied (Banks, 2004). Students were encouraged to take action to reduce intolerance in their learning environments by examining their behaviors and assumptions. This approach endorsed empowerment and providing students with the impetus to enforce change.

Lopez, Freed and Kijai (2003) conducted a study to examine the teaching approaches, support and struggles of K-8 religious teachers in their efforts to cater to a heterogeneous student body in schools across America and Canada. The study was significant because it examined the use of Banks' (2004) instructional strategies. The philosophy maintained by the school embodied the idea of equity and integration. The instrument used in the study was based on Banks' multicultural education model. The model was altered for the study and the teaching approaches were divided into five categories; ethnic additive, cultural pluralism/cultural difference, self-concept development, language and racism (Lopez et al., 2003). The categories depicted the instructors' multicultural instructional activities which were described below:

- The *ethnic additive* theory encapsulated the idea that the subject of race could be included into the curricular without altering it. An example of this practice was to incorporate ethnic holidays, culturally relevant segments and courses into the curricular.
- The *cultural pluralism/cultural difference* model focused on endorsing equality in the classroom. This was addressed by accommodating the learning preferences of disenfranchised groups and embracing multicultural subjects into conventional programs.
- The *self-concept development* model was based on Banks' (1994) theory that minority groups had low self-perception and this model centered on how teachers raised the self-esteem and education attainment of minority students.
- The *language concept* model focused on the difficulties faced by subordinate groups whose first language was not English. Thus, by offering programs or courses that helped these learners learn the second language as well as maintaining their first language could enable them to excel in their studies (Banks, 1994).
- The *racism* model recognized racism as the primary source for problems minority learners had in schools and this model examined how teachers could work towards eradicating institutional bigotry and discrimination. This could be accomplished by teachers' exhibiting the proper behavior and mindset towards racial differences in the classroom.

Surveys were used to collect data from research participants and 1246 surveys were returned; however 999 responses were analyzed because those teachers taught

diverse students. Research participants reported that they received their multicultural training in their undergraduate and graduate studies and/or in-service training (Lopez et al., 2003).

The researchers found that those who underwent some type of multicultural training were more interested in multicultural education than those who reported receiving no training. The research findings showed that the approximately 60% of teachers surveyed used “self-concept development model while 51%-68% of teachers used ethnic additive paradigms” (p. 51) in their efforts to address diversity in the classroom. The researchers concluded that it was obvious that the most used strategies were ethnic additive and self concept development because the other models necessitated that schools make systemic reforms (Lopez et al., 2003). This supported Banks’ theory that the ethnic additive model is most commonly used in schools as means of integrating multicultural principles. Only 9.7% reported using all the categories delineated above. However, 90% of participants expressed curiosity in multicultural training. Thus it was essential for policy makers to create and provide exceptional multicultural training for teachers (Lopez et al.).

A different approach proposed by Ladson-Billings (1994) centered on becoming a culturally relevant instructor – primarily on changing one’s attitudes and behaviors. A three year ethnographic study was conducted in a Californian school district whose student body consisted of low socioeconomic black and white students. The purpose of the study was to record the activities of highly efficient teachers of minority students (Ladson-Billings). Interviews, classroom observation videotaping, and collective interpretation and analysis were used to understand the strategies the teachers used in the

classroom (Ladson-Billings). The researcher described the practices of these racially diverse teachers as a benchmark for culturally relevant teaching. Culturally relevant teaching is defined as a teaching approach that “empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes” (Ladson-Billings, p. 18).

Culturally relevant teaching involved accommodating students’ cultural experiences and teaching to students’ strengths. This teaching methodology was applicable to all students, especially racially and ethnically, linguistically diverse and underprivileged students. Ladson-Billings (1994) developed effective cultural relevant teaching strategies based on the findings from the ethnographic study. Essentially teachers perceived themselves as a member of the community and that their profession embodied teaching in a manner that enhances students and society at large. They maintained that they helped students to connect the knowledge they acquired to their locality, including national and international communities. The teachers who participated in the study also believe that all students are able to excel and view teaching as building on knowledge not “banking” (Ladson-Billings, p. 34) information. Furthermore, research participants viewed knowledge as evolving and not stagnant, and that the impact of diversity on learning should be considered and discussed. Teachers also indicated that educators should view learning as conscious raising and that students should be allowed to evaluate what they have been taught. Teachers should be passionate about their profession and committed to helping their students become functioning members of a diverse society. Teachers should stress cooperation not rivalry amongst students.

The practices discussed above were exhibited by the teachers who participated in the study. These teachers worked against the system challenging mainstream teaching methods and adapting their teaching strategies to suit their learning environments and students' learning needs and cultural backgrounds (Ladson-Billings, 1994). However, it was important to note that Ladson-Billings' cultural relevant teaching strategies were criticized for representing excellent teaching not necessarily multicultural teaching.

Conversely, Tiedt and Tiedt (2005) put forward multicultural instructional strategies that applied to different levels of education; from nursery to higher education. Unlike the previous authors, Tiedt and Tiedt recommended a practical approach rather than a theoretical one to implementing multicultural teaching strategies. The strategies were depicted below:

- *Reading out loud* is an approach that is useful in K-12 because it is an efficient and easy way to include all students. Teachers could add a multicultural context by reading or assigning multicultural text. Incorporating multicultural literature fosters a learning environment that embraces cultural differences regardless of classroom demographics and aids to overcome cultural typecasting (Singer & Smith, 2003).
- *Meaningful discussions* helped students discuss litigious issues in a neutral environment. They recommend discussions that are student-centered not teacher-driven. They asserted that this approach could be used with students of all ages. In addition, using fact sheets, poetry and readings were effective methods of engaging students (Sleeter, 2003).

- *International pen pals* strategy encouraged students to meet many students from diverse cultures and make learning a global phenomenon. Teaching globalization from a multicultural standpoint helped to nurture social change so that education extends beyond the confines of the classroom or even the country and becomes a global trend (Sleeter, 2003).
- *Libraries* allowed students to conduct research and apply critical thinking skills. It also allowed for the combination of multicultural content in the curriculum alongside cooperative learning.

Moreover, Bennett (2003) advocated using well-established instructional methods

to facilitate multicultural teaching and these were discussed below:

- *Learning styles* stressed the importance of considering learning styles as a teaching strategy. It provided teachers with the opportunity to diversify teaching to cater to individual learning differences. “In contrast to the mainstream adage, ‘if at first you don’t succeed, try, and try again’, the Native American view is likely to be, ‘if at first you don’t think, and think again, don’t bother trying’” (Bennett, 2003, p. 201). The statement explained how culture influences the way individuals approached a task and signified the need to address these differences.
- *Cooperative learning* was an alternative to traditional teaching methods. It was an instructional method that enabled students to work in groups to complete assignments (Ormrod, 2006). The author maintained that cooperative learning was an effective method of working with a diverse student population. The approach was originally devised for desegregated schools but was now used in all schools. Studies revealed that cooperative learning was successful in diminishing

the achievement gap between minority and non-minority students (Bennett, 2003).

- *Mastery learning* is an instructional strategy that allows students to acquire an in-depth understanding about a subject before progressing onto the next topic (Ormrod, 2006). It is an approach based on the notion that all students have the ability to learn and a notion that is conducive to multicultural education theory. It involves teachers integrating multicultural concepts into manageable units to be taught. The merit of mastery learning is that students are able to excel at the each manageable unit and achieve learning outcomes and objectives.
- *Experiential learning* relied on students' experiences, cultural and social background. This approach supported multicultural concepts and was based on humanistic theory that placed the individual at the forefront of the learning experience. This strategy lends itself to multicultural principles because it allowed teachers to help the student discover knowledge.

The overall goal of these strategies was to create an encouraging, cooperative learning environment (Bennett, 2003) where students were inspired to excel to the best of their abilities. Moreover, the strategies addressed the need to integrate multicultural education in a manner that did not have a deleterious effect on the standard program of study. In addition to discussing the various theoretical instructional strategies, some multiculturalists conducted research to examine the application of multicultural teaching practices.

A strategy mentioned earlier focused on the integration of multicultural literature in the classroom. Singer and Smith (2003) conducted a study that examined university

teacher education students' opinions of the multicultural literature used in their courses. The purpose of study was to create a learning environment that would allow students to acquire an in-depth understanding of cultural differences (Singer & Smith).

Research participants attended two different universities, one of which was predominantly black and the other was mostly white. The participants who attended the black university were enrolled in a teaching methods class and the white participants were enrolled in a literature course. The students were assigned readings and asked to keep a journal about their thoughts on the readings. The study focused on student's thought after reading a multicultural text book which explored the experiences faced by a black gay protagonist.

The analysis of the journal revealed that the black students were more engaged in the textbook, while the white students who did not recognize themselves in the book disassociated themselves from the protagonist based on race and sexuality (Singer & Smith, 2003). The research findings highlighted the importance of introducing multicultural literature so that students could learn about themselves and identify with the curriculum.

Fishman and McCarthy (2005) conducted a three-year qualitative study to assess the benefits on incorporating multicultural content in a college classroom. The study involved collecting data from students enrolled in an introductory philosophy class using class observation, assigned papers and in-depth post class interviews. The class consisted of 25 students; 20 Caucasians, four African Americans, and one Indian. The instructor assigned readings from minority authors as well as typical European philosophers to the research participants. The researchers found that placing students' stories and insight

about race and racism within the context of philosophy can be productive for the students and instructor in terms of promoting multicultural understanding about race relations. The researchers also discovered that reflecting on one's own bias and comfort level when dealing with the discussions about racial conflict and the racial discord that arose in the class enabled him to create an open learning environment – one that acknowledged and accepted differences in opinions.

In summary, the multicultural strategies discussed above highlighted the need for change in existing curricular and teaching practices. The teaching and learning process which included teaching, students, environment, curriculum, instruction and assessment and could be modified to accommodate all diversity (Brown & Kysilka, 2002). In contrast, Banks (2004) focused specifically on curriculum reform and adding multicultural content to the curriculum. Ladson-Billings (1994) emphasized culturally relevant teaching strategies based on an ethnographic study conducted in a school district over a three-year period. The findings revealed that teachers who participated in the study were committed to and were passionate about their profession and value their students and believed that all students could succeed (Ladson-Billings).

A more practical multicultural instructional strategy included reading out loud, meaningful discussions, international pen pals and libraries (Tiedt & Tiedt, 2005). Bennett (2003) discussed a number of strategies, accommodating learning styles, cooperative, mastery and experiential learning. These strategies encouraged the infusion of multicultural concepts through collaboration amongst students, setting learning objectives, and utilizing cultural experiences. The next section discussed the factors that impact on faculty's application of multicultural education.

Multicultural Instructional Strategies

One of the objectives of this study was to examine the factors that impacted faculty members' integration of multicultural education in their teaching activities. This section includes a discussion of the problems associated with implementing multicultural education in the classroom and methods to overcome the problems identified, including an examination of various research conducted in this area of study.

Accomplishing all facets of multicultural education is problematic. Multicultural education theorists have unrealistically high expectations of teachers who have little or no training or knowledge of how to apply multicultural education. The problem therein lies with equipping teachers with the relevant knowledge and skills to enable them to implement multicultural education pedagogy in the classroom. In order for multicultural theories to be effective, educators must possess the knowledge and skill to be able to put them into practice. It is not enough for schools and teachers to recognize diversity but teachers must be provided with the necessary tools to manage diversity and to be pedagogically prepared in the classroom (Moll & González, 2004).

Fong and Sheets (2004) conducted a case study which explored two teachers' understanding of multicultural education and the difficulties they experienced in their attempts to apply multicultural initiatives in their classroom activities. The study used a teacher-inquiry approach to explore the viewpoints of two pre-school teachers. The teachers had 10 years teaching experience and had participated in multicultural training and also taught in a culturally mixed classroom. A mixed research design that included questionnaire, classroom observation and in-depth interviews was used to collate data.

The research findings showed that teachers perceived multicultural education to be "burdensome, confusing, intrusive, and frustrating" (Fong & Sheets, 2004, p. 11). It

also revealed that teachers could not define multicultural education, which made it problematic for them to implement it and as a consequence, teachers were resistant and guarded when they were asked to define the term multicultural education. While the teachers acknowledged the importance of addressing diversity in the classroom, they stated that it was not their responsibility to solve society's ills in their classrooms, specifically racial discrimination and social class inequality. The teachers in the study stated that there was a lack of practical guidance to help them implement multicultural education (Fong & Sheets). Therefore, when multicultural training is provided, the focus should be on students and school related issues as opposed to social reconstruction (Fong & Sheets).

Similarly, a study conducted by Miller, Miller, and Schroth (1997) examined teachers' opinions of the multicultural training they received. The researchers collected data that examined variables such as race, gender sexual persuasion and social stratification from 98 K-12 teachers. Interviews were used to collect data about teachers' perception of the merits, limitations and accessibility of the multicultural tutoring they receive. The research findings revealed that teachers believed that faculty was deficient in tackling the issues of race, gender, sexual persuasion and social stratification with regards to pedagogy. The findings also showed that research participants perceived that their department did not address problems related to culture or provide them with the pertinent knowledge and skills to deal with cultural differences. The research participants asserted that faculty exhibited more judgmental views with regards to sexual orientation and socio economic class than race and gender. Based on the findings of the study, faculty did not possess pertinent knowledge to tackle diversity. Faculty should endeavor to broaden their

knowledge base by learning about multicultural education in order to enable their students to address issues related to multicultural differences (Miller et al.). Incorporating multicultural education in teaching allowed the teachers to learn about the other cultures not just the dominant one.

Similarly, Heard (1999) developed a project that involved working with and observing teachers (pre-K-12th grade teachers) enrolled in a graduate education course who opted to assess the potential for multicultural pedagogy in their schools. The observation involved assisting teachers in a self-educating inquiry project approach to enable teachers to understand how to apply multicultural pedagogy in the classroom (Heard). This self-inquiry approach helped teachers make connections between theory and practice and education reform (Heard). The researcher found that selected teachers believed when the class consisted of all Caucasians or African American students, there was no need for the multicultural curricular and instructional methods. Heard concluded that there is a need for teachers to change their multicultural epistemology before they can instill multicultural ideology in their classroom.

Gayle-Evans and Michael's (2006) review of literature revealed that the teachers resisted multicultural education because they deemed the issue of multicultural education to be too sensitive to discuss while others did not perceive a need for it. While there were those that supported multicultural initiatives, there were teachers who felt threatened by it. Gayle-Evans and Michael conducted a study that ascertained pre-service teachers' awareness of multicultural education. The researchers' administered a pretest and posttest to 32 research participants. The research involved administering a pretest to assess pre-service teachers' awareness of multicultural issues, then the participants completed a

course in multicultural education and field training in a school with diverse students and then a post-test was administered. The results revealed that few participants had an awareness of multicultural education, with 26 participants stating that they received no multicultural training (Gayle-Evans & Michael, 2006). The participants also stated as a result of their lack of training they felt unprepared to teach diverse students. However, there was an increase in participants' multicultural awareness due to the improvement in results on the posttest when compared to the pretest results.

Moreover, research participants were asked about the value of including multicultural concepts in the school curriculum and found that students who supported its inclusion cited benefits to students and the school. The researchers acknowledged that their study was limited due to the small sample size which affects generalizing the results to all teachers in the school. The findings also showed that a lack of multicultural training prevented future teachers from being able to tackle diversity in the classroom. Therefore, courses on multicultural education were needed to provide teachers with the knowledge and skill to integrate multicultural concepts in the classroom (Gayle-Evans & Michael, 2006).

Although, the majority of studies and literature pertained to K-12 schooling, the conclusions drawn from the literature can be applied to higher education (Bennett, 2003). Creating multicultural universities is a noble idea, but Paul (2003) argued that such campuses might foster an artificial sense of deference between social groups. One of the problems with implementing multicultural education is that universities often paid lip service when it came to addressing diversity, with most universities simply changing their admission policies to increase minority enrollment (Paul, 2003). This strategy is

contradictory to multicultural ideologies because it sends the message that people of a certain race are favored over others. Many universities use a single loop action approach which involves increasing minority enrolment and employing more minority faculty.

The problem with focusing on enrolment means that the real problems are not being addressed. Higher education institutions need to recruit minority students who are competent to create an equal learning environment and not to fill a minority enrollment quota (Marks & Smrekar, 2003). Paul (2003) proposed a new approach referred to as the double-loop action strategy to better tackle diversity issues in higher education. This approach focused on making structural changes in universities by seeking to understand what institutional values could be enforced to create an equal opportunity campus.

An additional problem is the failure to provide support to both faculty and students to drive multicultural curricular (Marloes & Egbert, 1998). Becoming a multicultural educator is problematic, novice and experienced educators in K-12 and higher education express uncertainty about the possibility of teaching a culturally diverse student population (Grant et al., 2004). Thus, teachers require support to enable them to make the interpersonal changes required to implement multicultural instructional strategies.

Overcoming Problems Associated with Multicultural Instruction

For multicultural education to be effective in the university environment administrators need to drive the cause forward (William, 2005). This section includes a discussion of different methods devised to address problems related to multicultural instruction and multicultural education should be integrated into the curricula. A new trend in higher education institutions entailed employing senior diversity officers (SDOs)

to drive the cultural diversity initiative forward on university campuses (William, 2005). The university administrators from presidents to department heads should bear the responsibility for supporting and effecting multiculturalism and diversity in Higher Education Institutions (HEIs) (William, 2005). HEIs must exhibit unwavering dedication to multicultural education and ensure that any multicultural strategies implemented are filtered through SDOs to educators and students (William, 2005). This approach would require changes in the university organizational infrastructure (William, 2005).

Another approach to helping administrators and faculty develop an equitable academic environment involved developing a departmental committee to manage diversity issues (Denevi & Carter, 2006). The authors enlisted the aid of a multicultural issues committee to develop a 6 week graduate course designed to teach adults about multicultural education and diversity in a private K-12 school. There was a need for the course based on the growing need to possess knowledge in multicultural education but with a lack of training in the field, faculty's knowledge of the topic was deficient. The approach to teaching multiculturalism used in the study involved using lecture, assigned readings, discussions, tutorial (meetings) and projects to help teachers apply their learning to their daily teaching experiences. The project was designed to ascertain whether the seminar created an "us versus them" situation and found that in the beginning this was evident, but encouraging an open platform for discussion meant that those feelings abated.

During the study the authors faced a number of challenges from faculty, primarily that some believed that multicultural education was only applicable to "minorities and so-called hippies" (Denevi & Carter, 2006, p. 22). Those that held this opinion resisted

taking part in the seminar and were all white, while faculty of color were reluctant to participate because of an unwillingness to discuss racial issues with white faculty. The seminar was assessed using faculty and staff evaluations and observations and the findings showed that on-site training was more beneficial to faculty than off-site training because teachers were given the opportunity to adapt multicultural content to the specific needs of their schools.

The task of understanding diversity is difficult and educators should be allowed to synthesize the information they acquired to enable them to put the information to good use in their work settings and to be effective multicultural educators. In order for multicultural education pedagogy to be infused effectively into the school culture there must be strong support from the school administrators and leaders. Faculty members need access to pertinent materials and resources in order to infuse diversity in the curriculum (Ayers, Wheeler, Fracasso, Galupo, Rabin, & Slater, 1999).

In summation, the main problem associated with multicultural instruction was the lack of knowledge and skill to implement it effectively in the classroom (Gayle-Evans, 2006; Heard, 1999; Miller et al., 1997). Teacher resistance to multicultural education and a lack of support from administrators further compounded the problem (Elhoweris et al., 2004). However, some educators have suggested that higher education institutions could support faculty to become multicultural teachers by providing on-site multicultural training and use senior diversity officers and online teaching resources (Denevi & Carter, 2006; William, 2005). The next section includes a discussion on the use of technology to enable its integration in the classroom.

Educational Technology and Multicultural Education

Research studies that examined how technology could be used to enhance multicultural teaching were sparse (Grant et al., 2004). Therefore, this study addressed this gap by examining how faculty members used technology to facilitate their multicultural teaching. When discussing instructional strategies, it is vital to acknowledge the role technology played in enabling educators to improve instruction and to enrich academic content. This section focused on the importance of technology in education, the use of technology to endorse multicultural theory, problems with using technology, and techniques for using technology to infuse the multicultural content in the classroom.

In this technological era, it is prudent for educators to use the technology available to them to its full potential in order to best serve learners and society at large. Educational institutions and businesses have recognized the obvious benefits of using technology in all aspects of their lives. Computers play an important role in how individuals live, work, and learn (Shelly, Cashman, Gunter, & Gunter, 2004). The growth of technology usage and reliance has prompted educational institutions to recognize the various ways technology could enhance and support the instructional experience for both the teacher and the learner. Educational technology includes all the pedagogical processes, resources, tools and materials used to enhance teaching and learning (Lever-Duffy, McDonald, & Mizell, 2003) while also incorporating the methods of designing, developing, implementing, assessing and maintaining technology effectively to ensure meaningful learning. Educational technology could assist teachers in achieving excellence in teaching (Lever-Duffy et al., 2003).

It is therefore necessary for educational institutions to place a high premium on educational technology in order to ensure that the technology is successfully integrated in

pedagogical and andragogical practices, especially in the field of multicultural education. Technology could and should be used to facilitate multicultural education philosophy (Damarin, 1998). Education technologists need to devise strategies to enable them to use technology to address equity in education (Damarin). However, the use of technology to implement multicultural education was an area that has scarcely been addressed in the academic arena.

Technology could help instructors bring diversity into the classroom – using the Internet and multimedia to provide varying viewpoints from diverse backgrounds (Banks, 2004). For instance, an instructor of philosophy in higher education could combine technological resources to present ideas from philosophers that include Aristotle and Plato, and also the works of Mary Wollstonecraft who advocated equality for women and/or Angela Davis and Patricia Hill Collins, renowned African American feminists and activists. Technology could provide teachers with access to the works of lesser known philosophers through resources such as online databases. In addition, teachers could encourage students to create electronic portfolios that showcase the scholarly efforts of those individuals that have been ignored in academia.

Moreover, multimedia such as audio and video could be used to enhance instruction as well as to engage students. Instructors were also able to gain access to information using the Internet to expose their students to cultures that were different from their own. In doing so, students were exposed to robust knowledge and not solely to the mainstream curriculum. In addition, the Internet allowed instructors and learners to gain access to primary sources of information which Banks affirmed was an effective way of providing an unbiased education (Tiedt & Tiedt, 2005).

Technology, specifically interactive multimedia is also an effective method of supporting and endorsing teachers' application of multicultural theory and its integration into the curriculum. Technology has a lot to offer multicultural teaching (Tiedt & Tiedt, 2005). Giving the obvious benefits of using technology, it is necessary for educators to develop ways to use educational technology to facilitate multicultural education. The use of multimedia and web technologies to integrate multicultural content helps to reveal aspects of a culture that is not easily available (Akintunde, 2006; Bush, 2005; Kitsantas & Talleyrand, 2005). However, despite the apparent merits of integrating technology in education, there was little research on the multicultural paradigm and technology (Cummins, Brown, & Sayers, 2007; Grant et al., 2004).

Strategies for Using Technology alongside Multicultural Instruction

Despite the gap in literature in this area of study, a number of multicultural theorists have identified some ways in which technology could be utilized to advance multicultural instruction. Some strategies for using technology to assist multicultural teaching included the use of computer software applications, CD-ROM and the World Wide Web (Chaney & Martin, 2005; Tiedt & Tiedt, 2005). These technologies can provide teachers and students with an excellent means of integrating multimedia alongside multicultural content. The use of software applications enabled teachers and students to create multicultural documents in addition to enhancing writing and research skills. CD-ROM programs and web technologies offer a plethora of opportunities to integrate multicultural content in the classroom (Tiedt & Tiedt). The Internet allows access to current information on all subjects and permits the interchange of thoughts and opinions with people within and outside one's culture. The use of the Internet can also

promote multicultural objectives by allowing students to collate, investigate, critically assess and present information pertaining to diversity issues.

Distance learning could provide meaningful and enriching learning experiences when managed properly (Smith, Draper, & Sabey, 2005). Distance learning allowed educators to reach students that cannot attend classes on campus such as working individuals, international students or students with physical disabilities. It could also drive multicultural initiatives by making education available to all. An example of this was the use of WebQuest as an instructional tool which is becoming prevalent in education. It was a fast and easy method of integrating technology in education. WebQuest is depicted as “an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet” (Smith, Draper, & Sabey, p. 99). The use of this instructional tool encouraged students to synthesize and evaluate information, and it was a tool combined well with multicultural concepts.

Furthermore, Brown (2004) assessed the addition of technology to a teacher education cultural diversity course. The course incorporated technology through the use of a web-based instructional tool (Blackboard) to increase interaction among students, including interaction between students and teacher and to facilitate discussions on multicultural issues such as race, gender, religion and sexuality. The technology benefited students by allowing them to find relevant multicultural materials and information. It also enabled students to connect multicultural theory to practice and to acquire firsthand experience how technology could help educators teach multicultural pedagogy. The findings showed that this technology provided instructors with the means to supervise

students' progress; inspire critical inquiry through discussion boards, and collect and store multicultural instructional materials. The infusion of technology helped to create a "more dynamic and rewarding learning experience for both the instructor and the students" (Brown, 2004, p. 555).

Particularly, the students stated that they were able to apply what they learned from the course to their own teaching practices. Akintunde (2006) made similar conclusions based on his experience of teaching multicultural education via the Internet. Teaching a multicultural course online was a valuable approach because the fear associated with posing one's opinion about race, gender and culture was eliminated. Furstenberg, Levet, English, and Maillet (2001) designed a web-based intercultural curricular initiative entitled *Cultura* which involved using a constructivist approach to teaching and learning. Students were given the opportunity to build their knowledge about cross-cultural literacy by examining the interaction between "language, communication and culture" (p. 57). The project revealed that computer assisted interaction could show concealed facets of cultures and assists students to acquire an awareness of other cultures (Furstenberg et al., 2001).

Combining distance learning technology in conjunction with self regulatory learning could help promote multicultural education. This type of strategy allows the teacher to make use of the discussion, chat and e-mail features of online course tools when teaching and learning about multicultural concepts (Kitsantas & Talleyland, 2005). Although technology made infusing multicultural concepts into the curriculum effortless, the digital divide continues to be a persistent problem. The digital divide "separates lower-income from higher-income families and the social and educational consequences

of these disparities” (Cummins et al., 2007, p. 94). This divide has a detrimental effect on student learning in a technological enriched climate. Moreover, students from well-to-do families continuously received high-quality education than those from underprivileged backgrounds (Clark, 2004). To overcome the problem, education policy makers, administrators, and teachers need to be aware of the divide so that they could be responsive to their students’ needs (Lever-Duffy et al., 2003).

Technology should be used to infuse multicultural education in the curriculum (Damarin, 1998). However, educators sometimes fail to take advantage of educational technology specifically with regards to multicultural education (Cummins et al., 2007; Grant et al., 2004). Technology offers a wide range of opportunities for multicultural teaching through the use of CD-ROMS, World Wide Web, and simulations (Chaney & Martin, 2005; Tiedt & Tiedt, 2005). Additionally, there are benefits to using online instructional tools such as Web Quest and Blackboard to support multicultural teaching practices (Brown, 2004). In addition, the application of multimedia technologies and simulations allow instructors to endorse cultural awareness in education. However, the digital divide is a problematic issue in education causing a learning gap between affluent and impoverished students (Clark, 2004). In order to address the issue of digital divide, Lever-Duffy et al. (2003) recommend that educators be aware of the problem and respond to their students’ needs.

Summary

The review of literature revealed that the history of multiculturalism and multicultural education movement has similarities to Marxist philosophy and critical theory. Initially, disparity in educational provisions between rich and poor; girls and boys

and later students with disabilities led to the development of an inclusive education. In addition, race inequality in education and the demand for equality by underserved individuals led to the advent of multiculturalism and multicultural education. The educational offerings for blacks were substandard due to the prevalent belief that blacks' intellectual abilities were lower than their Caucasian counterparts.

However, changes in legislative which ended the separate but equal policy in education helped minorities fight against segregation in schools and for equity education. Banks (2004) indicated that early forms of inclusion approaches involved including multiethnic courses in the form of African American and Hispanic courses. However, the inclusion of these studies had little or no impact on the attainment of minority students, and systematic change was needed in the education system to accommodate ethnic, cultural and racial diversity in the curriculum.

The multicultural education movement initially addressed providing equal educational opportunities for linguistic and racially diverse individuals. The concept developed to embrace equality for all cultural differences to include gender, disability, sexuality and religious affiliation. An additional goal of the theory involved the reconstruction of social institutions to cultivate inclusion. The integration of multicultural education into higher education practices has been slow, and according to Grant, Elsbree and Fondrie (2004), the majority of research conducted in this area focused on teacher education and little research examined use of technology to facilitate multicultural instruction. Researchers such as Levine and Cureton (1992) revealed that when multicultural principles were integrated into higher education, it was done inconsistently and that higher education institutions needed to be more proactive in adopting

multicultural principles. Brown and Ratcliff (1998) cited the benefits of infusing multicultural education in HEIs and that multicultural education would be more effective when it was incorporated into all courses rather than having a single course on multiculturalism.

In spite of the noble goal of this initiative there has been tremendous resistance to the movement. Some of the reasons stated for this resistance were due to a reluctance to stray from western mainstream education, a lack of knowledge about the concept, including a lack of agreement in the definition of multicultural education. Gordon (1992) explained that higher education institutions still focused on the assimilation approach to addressing diversity which prevented them from embracing multicultural education. Moreover, multicultural theorists cited additional problems such as a lack of administrative support for faculty to gain knowledge in the field and integrating it in the classroom.

However, multicultural theorists asserted that higher education institutions could assist faculty to become multicultural teachers by providing one or all of the following: multicultural training, the use of senior diversity officers and online teaching resources. Shireman (2003) recommended that educators need help in becoming multicultural teachers, and that further research was needed to assess how it was being received by students.

Multicultural theorists proposed multicultural instructional strategies that endorsed changes in school systems and environment so minority students could be accommodated in the curriculum. Some advocates stressed curriculum reform while others emphasized that teachers needed to change their belief systems to become

multicultural individuals and educators. A constructivist approach to multicultural teaching was promoted by Banks (2004) and Bennett (2003) because the student placed at the core of the learning experience. In addition, some multicultural theorists such as Tiedt and Tiedt (2005) and Brown (2004) recommended the use of Internet and electronic media as methods for adding multicultural content in the curriculum. A review of literature showed that there was need for proponents of multicultural education to conduct more research that assessed how technology facilitates multicultural instruction to better assist educators.

In order to address the gaps and problems discussed in the chapter this study examined faculty members' and graduate students' perception of multicultural education in the College of Education at Mississippi State University. This study examined whether and how faculty members implemented multicultural education, perceived barriers and their use of technology to apply multicultural education in their classrooms. The next chapter provided a description of the research methodology, design, participants and data analysis.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to investigate faculty members' and graduate students' perceptions of multicultural education. This study examined whether and how faculty members implemented multicultural teaching strategies, including the factors that influenced faculty members' application of multicultural education in their classrooms. In this chapter, quantitative and qualitative methodologies were discussed, including the population, instrumentation, validity and reliability procedures as well as the administration of the instrument and data analysis.

Institutional Review Board (IRB) Training and Approval

The researcher received permission from the Mississippi State University's Institutional Review Board (IRB) to conduct this study. IRB notice # 07-357 was issued on January 25, 2008 (see appendix A).

Research Design

A mixed method research approach was used in this study and involved using both quantitative and qualitative approaches to gather data in a single study. Specifically, the mixed method model applied in this study was referred to as "the QUAN-qual model" (Gay et al., 2009, p. 463). This model involved collecting quantitative data first and then the qualitative information was collected and used to help explain the quantitative

findings (Gay et al., 2009; Johnson & Christensen, 2004). This model allowed the researcher to place more emphasis on the quantitative data and use the qualitative information collected to support the quantitative findings. The advantage of using a mixed method approach was that it enabled the researcher to acquire a deeper understanding of the research problem and enhanced the quality of this study (Creswell, 2003; Johnson & Christensen, 2004).

Phase One: Quantitative Research Methodology

This study was divided into two phases; quantitative (first phase) and qualitative (second phase) research methodologies. Survey research design was used in the first phase of this study which involved collecting quantitative data, specifically, administering surveys to the target population. Survey research involved ascertaining and accurately depicting the characteristics of a particular sample through interviews, questionnaires, and/or tests (Gall, Gall, & Borg, 2003). The purpose of this study was to ascertain faculty members' and graduate students' perceptions of multicultural education and thus, using a survey was a suitable method of collecting data. The use of survey research enabled the researcher to collect information about beliefs, viewpoints, and practices (Gall, Gall, & Borg, 2003). In support, Gay et al. (2009) asserted that self-reporting surveys were used to acquire participants' perceptions of a particular subject or phenomenon.

Participants

The research participants who took part in this phase of the study consisted of faculty members and graduate students in five departments in the College of Education at

Mississippi State University (MSU). A census population of faculty members and graduate students in the five departments from the College of Education were the target population. Specifically, the target population included a census population of 91 faculty members. A total of 48 faculty members completed and returned the survey in semesters of fall 2008 and spring 2009 were the accessible population (Gay et al., 2009). They consisted of adjuncts, instructors, assistant professors, associate professors and full professors. They were identified through the departmental websites posted on the Mississippi State University (MSU) website.

The target population included a census population of 526 graduate students. Graduate students were identified by obtaining their names and e-mail addresses from the MSU registrar's office and a total of 313 graduate students completed and returned the survey. Moreover, graduate students who participated in this study included those currently enrolled in the master's, specialist, and doctorate degree programs in semesters of fall 2008 and spring 2009. The findings of this study were generalized to the target population with caution. The return rate for faculty participants was 53% and 60% for graduate students.

Research Instruments

The quantitative instruments were developed after reviewing literature and examining questionnaire instruments dealing with multicultural education. The first phase of the study involved collecting data using two sets of questionnaires entitled *Faculty Survey I* and *Graduate Student Survey I* (see appendix B); one instrument was administered to faculty and another to graduate students. The quantitative instruments included a 6-point Likert scale system and blank spaces for research participants to add

their comments. The questionnaire also included a request for participants to take part in an interview to discuss issues raised in the questionnaire. The participants were asked to provide their name and contact information if they wanted to volunteer to participate in the interview.

Validity of Quantitative Instruments

The survey instruments were assessed for content validity to determine whether they measured what they purported to measure. Content validity referred to the degree to which a test measured an intended subject area (Gay et al., 2009). This method of assessing validity required examining both questionnaire items and sampling validity. Item validity addressed whether test items were pertinent to the measurement of the intended subject area. Sampling validity was concerned with how well the test sampled the total content being analyzed and addressed the subject matter (multicultural education) in question (Gay et al., 2009). Content validity was established by having a panel of experts to examine whether the instrument measured what it was supposed to measure.

The instruments used in this study were validated by requesting a panel of experts to review the instruments. The panel of experts who validated the survey included the director of the diversity and equity program, the assistant director of the international service office, an associate professor and three doctoral students from the department of Instructional Systems and Workforce Development (ISWD). They were requested to provide feedback about whether the instrument items were clear and addressed the research questions. The panel of experts provided feedback which was used to make the necessary changes to the instrument.

Reliability of Quantitative Instruments

Survey items in the faculty members' and graduate students' questionnaires were used to develop the perception constructs. The constructs consisted of survey items that were combined to provide a single value to represent complex psychological phenomenon that could not be summarized with responses to a single question item. The constructs developed for this study were similar to an index which could be used to assess a multifaceted concept (Nardi, 2006). Specifically, an index is comprised of a number of question items that measures a fundamental concept or idea (Nardi, 2006). The benefit of using an index or construct in this study, was that it allowed the researcher to use several items to measure a complex theory (Nardi 2006).

Factor analysis was conducted to confirm that the question items that constituted each perception construct loaded on the same factor, and to omit scale items that cross-loaded on multiple factors (Garson, 2010; Reynolds, Livingston & Willson, 2009). Therefore, factor analysis was computed to help develop the faculty perception multicultural education construct and the graduate student perception multicultural education construct.

Factor Analysis: Development of Faculty Multicultural Education Perception Construct

A total of 11 items in Faculty Survey I Section C comprised the faculty members' perceptions of multicultural education construct. A factor analysis was conducted to confirm which of the 11 question items actually measured the construct. The type of factoring used to develop the faculty perception of multicultural education construct was principle component analysis (PCA) which is most frequently used in research (Garson, 2010). The primary objective of using PCA in this study was to express more than one

variable by a single factor (Hill & Lewicki, 2006). In addition, an oblique rotation method was used to make the results more understandable and to assist with explaining the results (Garson, 2010). Moreover, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was conducted to determine whether “data are likely to factor well, based on correlation and partial correlation” (Garson, 2010, p.19).

PCA was conducted on 11 items from Faculty Survey I Section C which examined faculty members’ perception of multicultural education. The objective of PCA was to ascertain factor loadings that were higher than .40. Hair, Anderson, Tatham and Black (1998) asserted that all factor loadings above .60 were considered high while loadings below .40 were considered low. The factor analysis results showed that two question items (questions items 2 and 6) were below the minimum factor loading criteria of .40 and above so the two items were removed. The factor analysis was conducted again with the remaining nine items.

The Kaiser-Meyer-Olkin measure of sampling adequacy statistic was .846 which was above the recommended .60 or higher criteria in order for the factor analysis to be viable (Garson, 2010). The nine items were highly interrelated which indicated that the items were one-dimensional with factor loadings for all nine items being greater than .40 (see Table 3.1). The principal component analysis produced an eigenvalue of 5.137 which explained 57.08% of the total variance.

Table 3.1 Factor Loadings for Principal Component Analysis of Faculty Construct

Question Items	Faculty Perception of ME ¹
1 by integrating multicultural education theory in the classroom, students will acquire an awareness of cultural differences.	.737
3 multicultural education is a useful part of graduate students' program of study.	.718
4 addressing multicultural education in my department helps me manage problems associated with diversity.	.720
5 creating a multicultural learning environment is beneficial to my department.	.829
7 multicultural education is beneficial to students.	.767
8 a unit on multicultural education should not be included in the courses taught in the College of Education .	.740
9 integrating multicultural education theory in the classroom, promotes equal opportunities in education.	.837
10 multicultural education should be infused across the curriculum	.790
11 integrating multicultural education in the classroom helps to promote equality in society	.642

Note: 1. ME stands for Multicultural Education

2. Loadings >.40. Eigenvalue = 5.137. N = 48

Factor Analysis Development of Graduate Student Multicultural Education Perception Construct

A total of 10 items in Graduate Survey I Section B comprised the graduate student perceptions multicultural education construct. A factor analysis was conducted to confirm which of the 10 question items actually measured the construct. A principal axis factoring (PAF) was conducted on 10 items from Graduate Student Survey I Section B which examined graduate students' perceptions of multicultural education. The objective of PAF was to ascertain factor loadings that were higher than .40. The factor analysis results revealed that four items (question items 3, 6, 7 and 10) were below the minimum factor loading criteria of .40 and above so there were removed.

The factor analysis was conducted again with the remaining six items and the Kaiser-Meyer-Olkin measure of sampling adequacy statistic was .885 which was above the recommended .60 or higher criteria in order to continue with the factor analysis. The six items were highly interrelated and the items were one-dimensional with factor loadings for all six items being greater than .40 (see Table 3.2). The principal component analysis produced an eigenvalue of 3.958 which explained 65.97% of the total variance.

Table 3.2 Factor Loadings for Principal Axis Factoring Analysis of Graduate Student Construct

Question Items	Graduate Student Perception of ME ¹
1 By integrating multicultural education theory in courses I take, I will acquire an awareness of cultural differences.	.799
2 Integrating multicultural education into my courses encourages me to embrace diversity.	.867
4 Addressing multicultural education in my department helps me manage problems associated with diversity.	.745
5 Learning about multicultural education is important.	.674
8 Multicultural education will provide me with pertinent skills I need to work with people from diverse backgrounds.	.795
9 Integrating multicultural education theory into the curriculum, promotes equal opportunities in education	.731

Note: 1. ME stands for Multicultural Education
 2. Loadings >.40. Eigenvalue = 3.958. N = 313

Cronbach’s Alpha: Internal Consistency

The researcher measured the internal consistency of the two instruments using Cronbach’s alpha. Internal consistency provided information about consistency among items in an instrument (Gay et al., 2009). The researcher examined internal consistency by ensuring that the quantitative instruments (*Faculty Survey I* and *Graduate Student Survey I*) contained question items that were posed in different ways but yielded the same

responses from participants to assess consistency in equivalent measurements (Nardi, 2006). This type of internal consistency measurement was referred to as inter-item reliability.

In addition, internal consistency was established by asking participants to complete the instrument and analyzing the data using Cronbach's alpha. Cronbach's alpha is a formula for approximating internal inconsistency (Gay et al., 2009). The purpose of using Cronbach alpha in this study was to enable the researcher to remove weak items from the instrument making the questionnaire reliable. The internal Cronbach's alpha results were presented in Table 3.3.

Cronbach's alpha score for the faculty multicultural education perception construct (section C) was $\alpha = .896$ after removing questions items 2 and 6. The alpha score for faculty perception of factors affecting multicultural education implementation (Section F) was $\alpha = .708$ (see Table 3.1). According to Nunnally (1978) a reliability of .70 for instruments used in basic research is acceptable. Moreover, Cronbach's alpha score for graduate student perception of multicultural education construct (section B) was $\alpha = .894$ after removing question items 3, 6, 7 and 10, and the score for the multicultural instructional strategies witnessed by students (section C) was $\alpha = .882$.

Table 3.3 Internal Consistency of Perception Constructs

Perception Constructs	Cronbach's Alpha
Faculty multicultural education perception construct	.896
Faculty perception of factors affecting multicultural education	.708
Graduate students multicultural education construct	.894
Multicultural instructional strategies witnessed	.882

Once internal consistency was established, reliability was assessed using test/retest reliability. The researcher requested 10 participants (graduate students) similar to the population of interest to complete the survey. A retest was requested three weeks later. A total of 10 participants responded to both test and retest requests. This number was consistent with and exceeded the recommendation of 5 to 10 participants for pre-testing a research instrument (Gay et al., 2009). The test-retest coefficient was found to be significantly related, $r = .687$, $n = 10$, $p < .05$, (two-tailed). At this point, combined with validity information gathered from experts, the instruments were found to have acceptable validity and reliability for administration to the population of interest.

Research Procedures

Survey Administration to Faculty Members

The researcher collected quantitative data from research participants in the semesters of fall 2008 and spring 2009. The questionnaire package delivered to faculty members through MSU campus mail included a short description of the study, an informed consent form and a copy of the questionnaire. Participants were asked to sign the consent form and were informed that their participation in the study was voluntary. The participants were also notified that they could withdraw from the study at any time and that their responses were confidential. Each instrument was coded with unique number identifiers to help the researcher identify participants who failed to return the survey in order to carry out follow ups on non-respondents. However, once the data were collected the researcher destroyed the tracking number, detached the informed consent forms from the survey and removed the request page which asked participants to provide

their contact details if they agreed to participate in an interview to ensure confidentiality. After three weeks had elapsed the researcher sent out the questionnaires to faculty members who did not complete and return the survey initially through campus mail.

To establish whether non respondents were statistically different from participants who returned the survey initially, the researcher randomly selected non-respondents and conducted a follow-up. Surveying non-respondents allowed the researcher to ascertain whether non respondents were similar to those who responded to the survey and consequently allowed the researcher to generalize the results to the population (Gay et al., 2009). The process of dealing with non-response was carried out if less than 60% of the respondents returned the survey after the second follow-up questionnaires were administered (Gay et al., 2009).

In this study, 53% of the faculty members returned the survey after the second administration of the survey. The researcher contacted all non-respondents by e-mail and asked them to complete the survey but only four respondents completed the survey. The researcher statistically compared the four faculty members (non-respondents) to the four faculty members who returned the survey initially (initial respondents) based on their means and standard deviations to determine whether there were any differences between the two groups. There were not enough participants to compute t-test analysis so descriptive statistics were used to analyze responses between initial respondents and non respondents.

The researcher analyzed the two groups (Initial respondents and non respondents) based on sections in the survey which consisted of *knowledge (section A)*, *faculty perception of responsibility for multicultural education (section B)*, *faculty perception of*

multicultural education (section C) and multicultural instructional strategies applied (section D). There were differences in faculty members' responses to two sections of the survey. Specifically, there were differences between the initial respondents, ($M = 2.75$, $SD = 0.43$) and non-respondents, ($M = 1.33$, $SD = 0.14$) in their responses to the knowledge section. There were also significant differences between initial respondents, ($M = 1.60$, $SD = 0.31$) and non respondents, ($M = 1.23$, $SD = 0.27$) in their responses to the multicultural instructional strategies section. Based on these findings, generalizability would not be possible on two sections (knowledge and instructional strategies sections) of the survey (Gay et al., 2009).

Survey Administration to Graduate Students

The researcher used two different data collection methods to collect data from graduate students; self administration of surveys and an online survey hosting service (survey monkey). Survey monkey is an online survey hosting service that researchers use to develop surveys for easy data collection and it was used to administer surveys to graduate students who were enrolled in distance learning and online classes. The researcher obtained the contact information for graduate students from the MSU registrar's office and sent e-mail invitations to them asking them to complete the survey using survey monkey.

Self administration of surveys involved contacting instructors to obtain permission to administer surveys to students in their classes. During the data collection, the researcher explained the purpose of the study, asked for voluntary participation to complete the survey and requested participants to sign the informed consent forms. Participants were also notified that they could withdraw from the study at any time and

that their responses were confidential. To avoid duplication participants were asked not to complete the survey twice. The surveys were distributed to the participants who were allowed time to complete it and the surveys were then collected by the researcher. Once the data were collected the researcher detached the informed consent forms from the survey and removed the request page which asked participants to provide their contact details if they agreed to participate in an interview to ensure confidentiality. The researcher was able to administer the surveys to all the students enrolled in classes visited. The return rate for graduate students was 60% which met the criteria of 60% and above for not examining differences between respondents and non-respondents (Gay et al., 2009).

Data Analysis

The data collected from the survey research were analyzed using Statistical Package for Social Sciences (SPSS) version 16.0. Descriptive and inferential statistics were used to analyze the data for the research questions.

Research question one: What are faculty members' perceptions of multicultural education? Questionnaire items 1-11 (*Faculty Survey I*, Section C) were used to collect data to answer this question and means, standard deviations, frequencies, and percentages were computed.

Research question two: What are graduate students' perceptions of multicultural education? Questionnaire items 1-13 (*Graduate Student Survey I*, Section B) were used to collect data to answer this question and means, standard deviations, frequencies, and percentages were computed.

Research question three: Who do faculty members' perceive as being responsible for enforcing the implementation of multicultural instructional strategies? Questionnaire items 1-7 (*Faculty Survey I*, Section B) were used to collect data to address this research question and means, standard deviations, frequencies, and percentages were computed.

Research question four: What multicultural instructional strategies do faculty members use in their classrooms? (*Faculty Survey I*, Section D) were used to collect data to assess this question and means, standard deviations, frequencies, and percentages were computed.

Research question five: What multicultural instructional strategies do graduate students experience in their various classrooms in the College of Education? Questionnaire items 1-12 (*Graduate Student Survey I*, Section C) was used to collect data to address research question 5 and means, standard deviations, frequencies, and percentages were computed.

Research question six: Do faculty members use technology to integrate multicultural education in their classroom? Questionnaire items 1-6 (*Faculty Survey I*, Section E) were used to collect data to examine research question 6 and means, standard deviations, frequencies, and percentages were computed.

Research question seven: What factors influence faculty members' implementation of multicultural education? Questionnaire items 1-7 (*Faculty Survey I*, Section F) were used to collect data to address this research question and means, standard deviations, frequencies, and percentages were computed.

Research question eight: Do differences exist between faculty members' and graduate students' in their perceptions of multicultural education? Questionnaire items 1-

13 (*Faculty Survey I*, Section C) and questionnaire items 1-13 (*Graduate Student Survey I*, Section B) were used to collect data to assess research question 8. An inferential statistic, ANOVA was used to analyze this question.

Research question nine: Is there a relationship among participants in their perception of multicultural education practices based on gender, race, age, years of teaching experience, highest degree, department and educational rank? Questionnaires items from *Faculty Survey I*, sections C and G and *Graduate Student Survey I*, sections B and D was used to collect data to address research question 9 and a stepwise multiple regression was computed.

Phase Two: Qualitative Research Methodology

Interpretive Model

In addition to survey research, qualitative research was also conducted in this study. The paradigm that guided the qualitative phase was the interpretive model also referred to as basic interpretive qualitative study (Bailey, 2007; Merriam & Associates, 2002). The interpretive model considered reality to be fluid and not definite. Research based on the interpretive model tend to focus on “social relationships, as well as the mechanisms and processed through which members in a setting navigate and create their own social worlds” (Bailey, 2007, p. 83). The rationale for using this model was to ascertain what people do and how they accomplish their activities (Bailey, 2007) including enabling the researcher to educe interviewees’ opinions of their experiences and viewpoints (Bailey, 2007; Rubin & Rubin, 1995). This model enabled the researcher to gain an understanding and interpret “recurrent patterns in the forms of themes and

categories” (p. 12) in interviewee responses (Merriam, 1998) and to acquire an awareness of the respondent’s daily experiences and the meaning they attached to them (Bailey, 2007).

Two methods of data collection were used, semi-structured interviews and document analysis. Interviews were conducted to collect information from participants. Gay et al. (2009) described interviewing as “a purposeful interaction in which one person obtains information from another” (p. 370). This method of data collection allowed the researcher to pose follow-up questions and obtain information that was accessible from observing participants. Interviews permitted the researcher to explore, understand and collect detailed information about participants’ perceptions; activities and concerns (Gay et al., 2009). Interviews could either be structured and formal, semi-structured or unstructured. However, for the purpose of this study, semi-structured interviews were used to collect data. It involved using specified questions which were not posed in a fixed order. The interviewer controlled the pace of the interview and endeavored to keep the interviewee focused (Bailey, 2007). The interviewer’s participation in the interviewing process was minimal.

Context of this Study

The study was conducted at Mississippi State University, specifically in the College of Education. The university was chosen because the researcher was a student at the university and this allowed for easy access to participants. The researcher had an understanding of how multicultural education was integrated in courses taught in the college and this formed the basis for selecting the college for this study. In addition, a preliminary review of syllabi provided by the College of Education showed that diversity

was extensively integrated into the courses taught and this prompted the researcher to examine faculty members' and graduate students' perceptions of multicultural education and the extent topics related to multicultural education were integrated into courses taught at the university.

Setting of this Study

Mississippi State University is a 131 year old land grant university located in a small town in an agrarian-industrial community, located 125 miles northeast of the state's capital, Jackson. It is the largest university in Mississippi with enrollment of 17,992 in fall 2009. Historically, the university began as an agricultural and mechanical college in 1880 and changes in legislative and societal demands necessitated the expansion of the institution to include other colleges such as the college of business and industry in 1951, college of continuing education on 1919, college of arts and sciences in 1977 and school of accountancy in 1979. The university expansion also included the office of graduate studies and the offerings of master's and doctoral degrees. The university is also a major contributor to the state's economy providing employment to approximately 4,655 residents across the golden triangle area which includes the cities of Columbus, West Point and Starkville.

As with most level one research universities, Mississippi State University places emphasis on three key areas; teaching, research and service all of which contribute to the academic and intellectual growth of faculty and students, as well as contributing and broadening knowledge through research endeavors. The university is recognized for its technological and academic accomplishments nationally and globally and is a research extensive institution. Today, Mississippi State University has nine colleges which

include; the college of agriculture and life sciences, College of Architecture, Art and Design, College of Arts and Sciences, College of Business, College of Education, College of Engineering, College of Forest Resources, and the College of Veterinary Medicine. It also has other educational units that teach courses and conduct research which include MSU extension service, division of academic outreach and continuing education and its off campus center in Meridian.

The university provides its students with the opportunity to take traditional, online and hybrid courses. Approximately 17,992 students were enrolled across the nine colleges located in the main campus in the fall semester of 2009. A review of data provided by the university's institute of research revealed that despite the aftermath of the global recession and economic decline of industrial and academic sectors, MSU experienced an increase in student enrollment in the fall of 2009 when compared to the fall of 2008. Notably the university was listed as the top 100 best college buys in America in the Forbes magazine in 2009.

The demographic make-up of the university revealed 52 % percent were males and 48% were female, 72% were white and 19% were black/non Hispanic and the remaining 9% compromised of American Indian/Alaskan Native, Asian/Pacific Islander, Hispanic, Non-resident alien and race ethnic unknown. Approximately, 21% of students were graduate students with 62% of those students enrolled in master's programs across campus. There were approximately 1,097 faculty members at the university. Sixty-one percent were males and 39% were female, 84% were white, 5% were black/non Hispanic and the remaining 11% compromised of American Indian/Alaskan Native, Asian/Pacific Islander, Hispanic, and Non-resident alien.

The College of Education was the focus of this study. The college consists of seven departments which included Counseling and Educational Psychology, Curriculum, Instruction and Special Education, Division of Education (Meridian campus), Instructional Systems and Workforce Development, Kinesiology, Leadership and Foundations and Music. With the exception of the music department, all departments offered graduate level courses. The college's mission is provided below:

The mission of the College of Education at Mississippi State University is to prepare highly qualified professionals for the state and nation to serve as teachers, administrators, supervisors, counselors, and other professionals in public schools, industry, and human service agencies. The College of Education values outstanding teaching and is dedicated to offering nationally accredited programs that are based on essential knowledge, sound practice, relevant research, and realistic clinical training. It is committed to providing professional development opportunities at the baccalaureate, masters, specialist, and doctoral levels. Through its leadership in teaching, service, and research, the College of Education prepares professionals who contribute substantially to the improvement of the lives of many individuals in our changing, technologically complex, and increasingly diverse society. (Mississippi State University, 2009)

The College of Education's objective is to equip students with the skills and knowledge to excel in their chosen careers in education and in business and industry. It has a strong commitment to professional growth of its staff and faculty. The college has been accredited by the national council for the accreditation of teacher education (NCATE) since 1961 and formed a diversity and globalization committee to promote the college's commitment to developing a more diverse and equitable educational environment.

Participants

The research participants in this phase of the study were made up of faculty members and graduate students in four departments in the College of Education at

Mississippi State University (MSU). Research participants were selected using purposive sampling. Purposive sampling entailed choosing a sample that was believed to be representative of a particular population (Gay et al., 2009). Purposive sampling or criterion based selection is typically used in qualitative research because it allows the researcher to select ‘information-rich cases’ (p. 61) for in-depth study (Merriam, 1998).

Gender and race were taken into consideration when selecting participants for qualitative interviews and thus, formed the criteria for selecting research participants. The rationale for selecting participants based on gender and race was provided by Asada et al. (2003) who concluded from their review of literature that gender is commonly examined in studies that addressed cultural diversity. Research findings showed that there was a distinct difference between males and females in such studies, with females displaying “more positive attitudes toward race-targeted policies than men” (Asada et al., 2003, p. 101). Therefore, it was important to select participants based on gender to ascertain whether differences existed between male and female participants’ perceptions.

Race was another demographic factor that was commonly assessed when studying cultural diversity and race-related topics. Whites often showed more resistance to race-related policies; however, the majority of the studies that addressed cultural issues tended to examine white participants more than non-white participants which may explain the skewed findings (Asada et al., 2003). The aim of this study was to acquire viewpoints from different ethnic backgrounds to assess whether there were differences in belief systems.

Generally, qualitative research samples are less representative and smaller than quantitative samples (Gay et al., 2009). In addition, qualitative research provides detailed

information about a topic and does not generalize to a population and thus there were no fixed rules that determined the “right” number of interviewees. Qualitative studies could be conducted with one participant or as many as 60 (Gay et al., 2009).

The researcher initially planned to interview eight faculty members and eight graduate students from the College of Education. However, a total of ten faculty members agreed to be interviewed and seven of whom were assistant professors, one associate professor, one instructor and one adjunct. Eight of the faculty participants were white and seven were female. The participants were aged between 29 and 55. Four assistant professors had been employed for less than a year in their departments in 2009 while the remaining faculty had between six to twenty years of teaching experience. Faculty members taught both undergraduate and graduate students and with exception of one assistant professor, they all attempted to integrate multiculturalism into their classroom teaching.

Thirteen graduate students were also interviewed and consisted of six master’s students, five doctoral students, one educational specialist and one unknown (degree was not specified). Six of the interviewees were white and seven were female, and they ranged in age from 24 to 40. The students who participated in the study were at various stages of their degrees and had varied experiences of the multicultural pedagogical processes in their departments.

Data Collection

Qualitative Instruments

The second phase entailed collecting information using semi-structured interviews. Two qualitative instruments, *Faculty Survey II* and *Graduate Student Survey II* were developed by the researcher and contained open-ended questions and were based on literature review and guided by the research questions. According to Merriam (1998), the types of questions posed during an interview can generate different responses. The four main categories of questions identified by the author included hypothetical, devil's advocate, ideal position and interpretive (Merriam 1998). Hypothetical questions required respondents to ponder a particular situation while devil's advocate questions were used to address sensitive or contentious subjects and could help to put respondents at ease.

Moreover, ideal position was designed to obtain respondents' viewpoints and interpretive questions "provide a check on what you think you are understanding, as well as provide an opportunity for yet more information, opinions and feelings to be revealed" (Merriam, 1998, p. 78). The types of questions in the *Faculty Survey II* (see appendix B) included ideal position and interpretive questions. Prompts or probes were used to encourage respondents to elaborate on particular points or for clarification. *Graduate Student Survey II* administered to students included interpretive questions. Prompts or probes were used to encourage respondents to elaborate on particular points or clarification.

The inclusion of interviews in this study helped to obtain detailed knowledge about research participants' viewpoints (Creswell, 2003) and allowed the researcher to respond to each emerging topics and ideas that transpired during the interview (Merriam,

1998). Merriam (1998) explained that interviews were pertinent when the researcher was unable to witness people's interpretation of their environment. The advantage of using qualitative research in this study was that it provided the researcher with a means of "understanding the phenomenon of interest from the participants' perspective not the researchers" (Merriam, 1998, p. 6). The inclusion of semi-structured interviews helped the researcher to follow-up on the questions asked in the quantitative survey and gave participants the opportunity to express their perceptions about multicultural educations at Mississippi State University.

Validity of Qualitative Instruments

Establishing trustworthiness was the main approach to ensuring validity in qualitative research. The inclusion of a detailed explanation of interview procedures and data analysis was one of the strategies used to address trustworthiness in this study (Bailey, 2007). According to Maxwell (1992) validity in qualitative research includes descriptive validity, interpretive validity, theoretical validity and evaluative validity. Descriptive validity was addressed by providing an accurate transcription, depiction and interpretation of the data. The interviews were transcribed verbatim immediately after the interviews and imported into a qualitative analysis software (Nvivo 8).

Quotations were also included in the analysis which contributed to the thick description of the interviewees' accounts to enrich the narrative and enable the reader to visualize the participants' experiences (Bailey, 2007). The qualitative software enabled the researcher to create initial and focus codes, include memos and organize coded data into themes. Interpretive validity referred to the explanation and interpretation of research participants' experiences and this was addressed by attributing accurate meaning

to research participants' perspectives and words. The researcher addressed theoretical validity by making connections between theory and transcribed data.

Evaluative validity addressed the researcher's credibility and ability to interpret the data without bias. The researcher used three approaches to address evaluate validity which included member checking, peer debriefing and expert review. Once the data were transcribed, the researcher sent a copy of the transcript by e-mail. The interviewees were asked to review a final copy of the manuscript to check for accuracy and validity. This process was referred to as member checking (Bailey, 2007). Some of the faculty interviewees made corrections to errors in spelling when other academics were mentioned. None of the graduate students required any changes to the transcripts sent to them. In addition, the researcher used peer debriefing to determine the trustworthiness of the interpretation of the transcribed data. These processes involved discussing the interpretation of data with peers and committee members to check for consistency in the conclusions drawn from the data (Bailey, 2007).

Peer debriefing occurred frequently during the data analysis process and involved discussions on the interpretations and conclusions derived from the data which at times resulted in the researcher changing inferences made about the data. Expert reviews consisted of ongoing communication between professors who had expertise in qualitative research to examine the data analysis (Bailey, 2007). These reviews often addressed the presentation of information and the rigor of the research. Moreover, another strategy used to address validity included triangulation. Triangulation involved using multiple methods of data collection to ensure that the data collected can be triangulated and the findings of the study can be confirmed (Bailey, 2007; Merriam, 1998). However, Bailey (2007)

cautioned against discarding data because inconsistencies were found. In this study data were triangulated using two forms of data collection; interviews and document analysis which were discussed in detail in Chapter IV.

External validity was a problem that must be managed in qualitative research. External validity referred to generalizability of the research findings. The issue of generalizability is difficult to obtain in qualitative research so transferability is an attainable substitution (Bailey, 2007). Transferability referred to “the applicability of findings beyond setting, situations, and participants included in the research” (Bailey, 2007, p.183). A strategy used to address transferability was naturalistic generalizability. This strategy involved the researcher determining whether the findings were transferable, specifically, searching for similarities in issues and topics outside the context of the research (Bailey 2007; Merriam, 1998). However, it was important to add that transferability is influenced by the “experience, awareness, and knowledge of the reader” (Bailey, 2007, p. 183).

Transferability was addressed in this study by providing a rich, thick description of the data to enable the “reader to determine how closely their situations match the research situation, hence, whether findings can be transferred” (Merriam, 1998, p. 211). Another strategy used in this study was typicality or modal category which entailed assessing the typicality of the findings to other individuals in similar situations. Thus, the provision of a detailed description of the analysis of data enabled the audience to transfer the findings to their own experiences.

Reliability of Qualitative Instruments

Reliability as discussed previously referred to consistency, specifically the extent the research findings yielded the same results when it was replicated (Bailey, 2007; Gay et al., 2009; Merriam, 1998). However, the methods used to determine reliability in quantitative research was not applicable to qualitative research because the objective of qualitative research was not to generalize. Therefore, the notion of dependability was used to address consistency in qualitative research. According to Bailey (2007) “because the lack of reliability is not always a problem for the qualitative researcher as it is for those who practice other methodologies, some researchers use the criterion of dependability as an alternative construct” (p. 184). Dependability referred to the process of ensuring that the research findings were consistent with the data collected. In this study dependability was addressed by using triangulation which was discussed earlier in the chapter and conducting an audit trail. An audit trail involved providing an in-depth description of the research process – the data collection, analysis and interpretation (Bailey, 2007, Merriam, 1998). In this study, researcher provided a detailed description of data collection, analysis and interpretation.

Research Procedures

The second phase of this study entailed using two forms of data collection, semi-structured interviews and document analysis. Faculty members and graduate students were interviewed in the semesters of fall 2008 and spring 2009 semesters. The research participants who agreed to be interviewed were contacted both by e-mail and phone to arrange a day, time and location for the interviews. Interviews with faculty members were conducted in their offices and the duration of the interviews were approximately 40

minutes. All seven question items were posed to faculty members during the interviews. In addition, prompts and follow-up questions were used to encourage interviewees to elaborate and/or clarify their responses. Interviews with graduate students were conducted in the MSU library and lasted approximately 30 minutes. Five questions were posed to graduate students and follow-up questions were used to explore their responses further. A recording device (MP3 player) was used to record all the interviews for transcription.

In addition, document analysis was used as a form of data collection and for triangulation. Merriam (1998) described document collection as “a ready-made source of data easily accessible” (p. 112) to the researcher. The documents can be categorized into public records, personal documents and physical materials (Merriam, 1998). Hodder (2000) described document analysis as the collection and analysis of “mute evidence” (p. 703). The review of literature revealed distinctions between documents and records. Specifically, documents referred to personal rather than official records such as diaries, notes and correspondence while records may have official uses on numerous levels (Hodder, 2000). Document analysis is pertinent to qualitative research because it not only allows easy access to information at minimal expense but also “the information provided may differ from and may not be available in spoken form, and because texts endure and thus give historical insight” (Hodder, 2000, p. 704). The rationale for using document analysis was to collect data to ensure dependability of the data analysis which helped to triangulate the data. Additionally, this analysis helped to provide further evidence to support the data obtained from the interviews.

For the purpose of this study, documents were collected to assess whether multicultural education was integrated in graduate courses taught in five departments in the College of Education. The documents used in this analysis included the National Council for the Accreditation of Teacher Education (NCATE) standards, syllabi from five departments in the College of Education and the teacher intern assessment instrument. NCATE standards were analyzed because NCATE is recognized “as a professional accrediting body for teacher preparation by the United States Department of Education and the Council for Higher Education Accreditation. NCATE accredits approximately 632 colleges of education” (NCATE, 2009, About NCATE para. 5 & 6). NCATE provides important accreditation to departments in the College of Education. It was pertinent to assess whether the standards faculty members must adhere to, included or addressed multicultural education in their teaching and learning requirements.

In addition, split level graduate and standalone graduate course syllabi from the five departments were collected from the College of Education website. The syllabi were analyzed to assess whether they addressed NCATE diversity standards. A total of 217 syllabi were collected and analyzed. Faculty members in the college primarily educate student teachers. Thus it was important to assess any documents related to student teachers. The teacher intern assessment instrument was also collected and examined to assess whether multiculturalism or diversity were inherent parts of a teacher intern’s learning experience.

Data Analysis

Interview question items one, two and six in *Faculty Survey II* addressed research question one: *What were faculty members’ perceptions of multicultural education?*

Interview question items two. Interview question one and five in *Graduate Survey II* addressed research question two: *What were graduate students' perceptions of multicultural education?* Research question four: *What multicultural instructional strategies did faculty members use in their classrooms?* was addressed by interview question items three and four in *Faculty Survey II* and in *Graduate Survey II* and document analysis of NCATE standards, syllabi and teacher intern assessment. Interview question item seven in *Faculty Survey II* addressed research question six: *Did faculty members use technology to integrate multicultural education in their classroom?*

The interview responses that answered interview question items were transcribed verbatim immediately after the interviews were completed. The researcher used qualitative analysis software Nvivo 8 to analyze the data collected. The researcher read and re-read the transcribed interviews on numerous occasions to facilitate the coding and memoing process. Memoing involved documenting insights, notes, reflections and links between cases that emerged during the transcription of the data (Bailey, 2007). According to Merriam (1998) this elementary analysis was beneficial as the data analysis progressed. The transcriptions were coded to determine relationships and patterns relevant to this study. Coding referred to a process that entailed categorizing and systematizing copious amount of data by subject matter and manageable section (Bailey, 2007; Merriam, 1998). This process was referred to as preliminary or open coding which involved dissecting the data into manageable parts (Bailey, 2007). The researcher used qualitative software to identify key points and words from the data and subsumed the data. This initial coding process enabled the researcher to organize the data into similar

groups albeit large categories and to select which data could be used to answer the research questions.

The second part of the analysis entailed using focused coding to compile the categories (from the initial coding) and patterns into organized sections that answered the research questions (Bailey, 2007; Gay et al., 2009). For example, the first theme, perception of multicultural education was identified in the initial stages of coding and was organized into three emerging categories; (a) the incorporation of different cultures in the classroom (b) open and respectful learning environment and (c) a multifaceted teaching process and these categories were further organized into specific topics. During data interpretation the researcher considered the following questions:

- 1 What is important in the data?
- 2 Why is it important?
- 3 What can be learned from it?
- 4 So what?" (Gay et al., 2009, p. 456)
- 5 Does it answer my research questions?

The researcher also used charts to illustrate the hierarchy and organization of themes and patterns that emerged from the transcribed data. The final process of data analysis involved interpreting and discussing the findings and exploring the data further for reporting. By adhering to this process, the researcher developed seven themes, 25 categories and 79 topics from the transcribed data. The process of analysis of the qualitative data collected was displayed in the Figure 3.1.

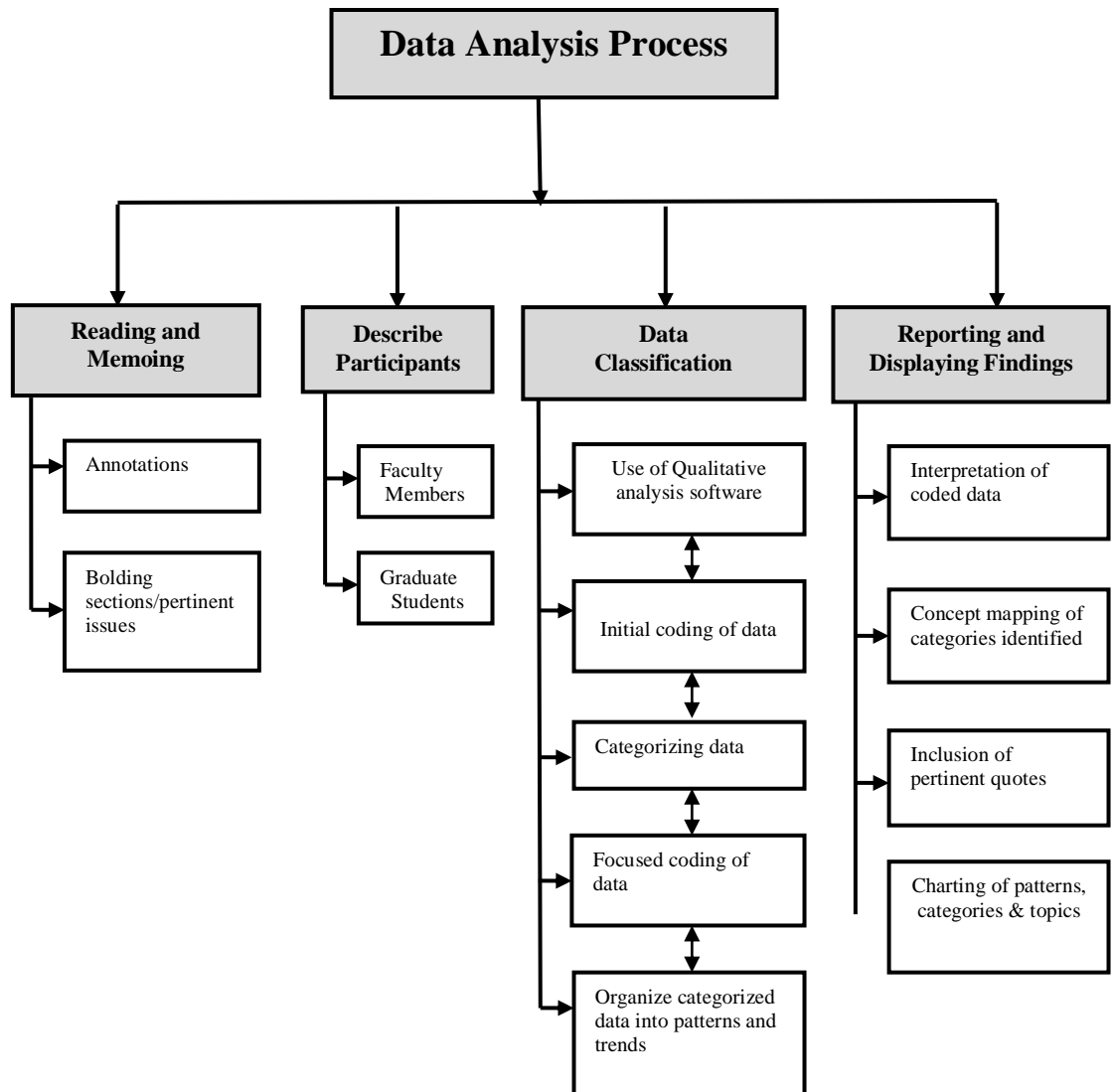


Figure 3.1 Concept Map of the Qualitative Data Analysis

Summary

A mixed method research approach, referred to as the QUAN-qual method was used to collect data in this study. In the first phase (quantitative) of the study, surveys were administered to faculty members and graduate students. The target population included 91 faculty members and 526 graduate students from five departments in the

College of Education. The return rate for faculty was 53% and 60% for graduate students. Two instruments were used to collect information (*Faculty Survey I* and *Graduate Survey I*). Content validity was used to determine the validity of the quantitative surveys. To establish reliability of the instrument, factor analysis was used to examine whether the question items that composed the construct measured what the construct was designed to measure. Cronbach's alpha was also used to determine the internal consistency of the instruments and test/retest reliability was used to establish consistency of the instruments. The data were collected between fall semester 2008 and spring 2009 and were analyzed using descriptive and inferential statistics.

An interpretive model was used in the second phase (qualitative) of this study and this model allowed the researcher to ascertain participants' viewpoints. MSU is a land grant university located in an agrarian community. The demographics of university revealed that the majority of faculty members and graduate students were female and white.

Two methods of data collection, semi-structured interviews and document analysis were used in this study. Semi-structured interviews were conducted with 10 faculty members and 13 graduate students. Two instruments were used to collect information (*Faculty Survey II* and *Graduate Survey II*). A document analysis of NCATE standards, syllabi and teacher intern assessment was also conducted. Trustworthiness and validity were addressed by doing member checking, peer debriefing and expert reviews. In addition, multiple methods of data collection were used to triangulate the data. An audit trail and triangulation addressed dependability and transferability was managed by providing a rich, thick description and typicality of the findings. The interviews were

transcribed and qualitative analysis software (Nvivo 8) was used to analyze the transcribed data. The analysis involved memoing, annotating, coding, and charting data using concept maps

CHAPTER IV

RESULTS

Phase One: Quantitative Findings

Introduction

The purpose of this study was to investigate faculty members' and graduate students' perceptions of multicultural education. The aim of this study was to determine whether and how faculty members implement multicultural teaching strategies. The study assessed factors that influence faculty members' application of multicultural education in their classrooms. This chapter included a description of the statistical analysis of the quantitative data and a depiction of the qualitative findings.

Descriptive Analysis of Faculty Members' Demographic Data

The researcher sent surveys to 91 faculty members who taught in five departments in the College of Education and 48 participants returned and completed the survey. The summary statistics of faculty members' demographic data was presented in Tables 4.1 to 4.6. The demographic data included gender, race, age, rank, years of teaching experience and departments. Table 4.1 showed the summary statistics of the distribution of participants by gender, 45.8% of faculty members who completed and returned the survey were males and 47.9% were females.

Table 4.1 Distribution of Faculty Members by Gender (N=48)

Gender	n	Percentage
Male	22	45.8
Female	23	47.9
Missing	3	6.3
Total	48	100

The majority of faculty members were white (75%) and 12.5% were black/African American as indicated in Table 4.2.

Table 4.2 Distribution of Faculty Members by Race (N = 48)

Race	n	Percentage
White	36	75
Black/African American	6	12.5
Asian American	1	2.1
Native American	1	2.1
Asian	1	2.1
Missing	3	6.2
Total	48	100

Table 4.3 showed that most of the participants were between 40 and 49 years old (29.2%) and one faculty member (2.1%) was under 30.

Table 4.3 Distribution of Faculty Members by Age (N = 48)

Age	n	Percentage
Under 30	1	2.1
30-34	7	14.6
35-39	4	8.3
40-49	14	29.2
50 & above	19	39.6
Missing	3	6.2
Total	48	100

The majority of participants were instructors (35.4%), 12.5% of participants were associate professors while only one was a lecturer (2.1%) as displayed in Table 4.4.

Table 4.4 Distribution of Faculty Members by Rank (N = 48)

Rank	n	Percentage
Instructor	17	35.4
Assistant Professor	15	31.2
Associate Professor	6	12.5
Professor	6	12.5
Lecturer	1	2.1
Missing	3	6.2
Total	48	100

Table 4.5 showed that the majority of participants (35.4%) had 6 to 11 years teaching experience, 18.8% of faculty members had 0 to 5 years teaching experience while only 2.1% of faculty participants had 35 to 40 years teaching experience.

Table 4.5 Distribution of Faculty Members by Years of Teaching Experience (N = 48)

Years of Teaching Experience	n	Percentage
0-5	9	18.8
6-11	17	35.4
12-17	8	16.7
18-23	3	6.2
24-28	1	2.1
29-34	2	4.2
35-40	1	2.1
Missing	7	14.6
Total	48	100

Table 4.6 showed an equal number of participants taught in the departments of instructional system and workforce development (18.8%) and kinesiology (18.8%).

Approximately 14.6% of the participants taught in department of leadership and foundation (14.6%).

Table 4.6 Distribution of Faculty Members by Department (N = 48)

Department	n	Percentage
Instructional Systems and Workforce Development (ISWD)	9	18.8
Kinesiology	9	18.8
Counseling and Educational Psychology	9	18.8
Leadership and Foundation	7	14.6
Curriculum, Instructional and Special Education	7	14.6
Missing	7	14.6
Total	48	100

Descriptive Analysis of Graduate Students' Demographic Data

The researcher administered surveys to 526 graduate students in five departments in the College of Education and 313 participants completed and returned the survey. The summary statistics of graduate students' demographic data was presented in Tables 4.7 to 4.11. The demographic data discussed included gender, race, age, and department.

Table 4.7 showed the summary statistics of the distribution of participants by gender, 30.7% of graduate students who completed and returned the survey were males and 69% were females. This result showed that the breakdown of participants by gender were representative of gender groupings (29% males and 70% females) of graduate students enrolled in the College of Education.

Table 4.7 Distribution of Graduate Students by Gender (N = 313)

Gender	n	Percentage
Female	216	69
Male	96	30.7
Missing	1	0.3
Total	313	100

The majority of participants were white (58.1%) and 38.7% were black/African American as indicated in Table 4.8.

Table 4.8 Distribution of Graduate Students by Race (N = 313)

Race	n	Percentage
White	182	58.1
Black/African American	121	38.7
Native American	4	1.3
Hispanic American	1	0.3
Other	3	1.0
Missing	2	0.6
Total	313	100

The majority of participants were aged between 23 and 27 (39.0%) while 18.8% of graduates were aged between 28 and 32 as shown in Table 4.9.

Table 4.9 Distribution of Graduate Students by Age (N = 313)

Age	n	Percentage
22 & under	32	10.2
23-27	122	39.0
28-32	59	18.8
33-37	30	9.6
38-42	31	9.9
43 & above	39	12.5
Total	313	100

The majority of participants (69.8%) were studying for their masters' degree, 21.1% of participants were studying for their doctorate degrees and only 2.2% were post doctoral students as shown in Table 4.10.

Table 4.10 Distribution of Graduate Students by Degree (N = 313)

Degree	n	Percentage
Master's degree	217	69.8
Specialist's degree	21	6.7
Doctorate degree	73	23.3
Missing	2	0.6
Total	313	100

The majority of participants were enrolled in the department of counseling and educational psychology (28.8%), 27.5% of the participants were enrolled in the department of instructional systems and workforce development and 11.2% were enrolled in the kinesiology department as indicated in Table 4.11.

Table 4.11 Distribution of Graduate Students by Department (N = 313)

Department	n	Percentage
Counseling and Educational Psychology	90	28.8
Instructional Systems and Workforce Development (ISWD)	86	27.5
Curriculum, Instructional and Special Education	46	14.7
Leadership and Foundation	44	14.1
Kinesiology	35	11.2
Missing	12	3.8
Total	313	100

Analysis of Research Question One

Table 4.12 showed the analysis of research question one: *What were faculty members' perceptions of multicultural education?* This research question was analyzed using mean and standard deviation (SD). Participants responded to the survey items using a 6-point Likert scale (strongly agree = 1, agree = 2, somewhat agree = 3, somewhat disagree = 4, disagree = 5, strongly disagree = 6). The mean scores obtained from the analysis of data were classified into subscales (see Table 4.12). Table 4.12 indicated that

mean scores that fell between 1:00 and 2.66 represented positive response and/or perception, mean scores between 2.67 and 4.33 represented ambiguous response and/or perception where the participants neither agreed nor disagreed and finally means scores that ranged from 4.34 to 6.00 represented a negative response and /or perception

Table 4.12 showed the mean score for the *faculty multicultural education perception construct was 2.17 which indicated that their perception of their multicultural education was positive. It was important to note that two question items were removed from the overall construct based on the results of the factor analysis and Cronbach’s alpha. Nine question items constituted the faculty multicultural education perception construct.

The means and standard deviations used to analyze questionnaire items were presented in Table 4.12. Construct item #9 generated the highest mean score (2.81) and showed that participants were ambivalent in their perception of that integrating multicultural education promotes equal opportunities in education. Construct item #5 received a mean score of 1.75 revealing that participants had positively perceived that creating a multicultural learning environment is beneficial to their department.

Table 4.12 Descriptive Analysis of Faculty Multicultural Education Perception Construct

Items#	Question Items	N	M	SD
*Faculty	multicultural education perception construct	48	2.17	.76
	I perceive that:			
1	by integrating multicultural education theory in the classroom, students will acquire an awareness of cultural differences.	47	1.79	.690
3	multicultural education is a useful part of graduate students’ program of study.	48	1.83	.859
4	addressing multicultural education in my department helps me manage problems associated with diversity.	47	2.52	1.15

Table 4.12 (Continued)

Items#	Question Items	N	M	SD
5	creating a multicultural learning environment is beneficial to my department.	48	1.75	.838
7	multicultural education is beneficial to students.	48	1.77	.831
8	a unit on multicultural education should not be included in the courses taught in the College of Education (R).	47	2.26	1.2
9	integrating multicultural education theory in the classroom, promotes equal opportunities in education.	47	2.81	1.25
10	multicultural education should be infused across the curriculum.	47	2.23	1.17
11	integrating multicultural education in the classroom helps to promote equality in society.	48	2.67	1.12

Note: 1 Note: R indicated the question was reverse coded.

Analysis of Research Question Two

Table 4.13 showed the analysis of research question two: *What were graduate students' perceptions of multicultural education?* The mean score for the *graduate student multicultural education perception construct was 2.01 which indicated that their perception of multicultural education was positive. It was important to note that four question items were removed from the overall construct based on the factor analysis and Cronbach's alpha results.

Six questionnaire items constituted the graduate student multicultural education perception construct. The means and standard deviations of the questionnaire items were presented in Table 4.13. Construct item #5 generated the lowest mean score (1.68) which indicated that participants positively perceived that learning about multicultural education is important. Construct item #9 received a mean score of 2.25 which showed that participants positively perceived that integrating multicultural education theory into the curriculum, promotes equal opportunities in education.

Table 4.13 Descriptive Analysis of Graduate Student Multicultural Education Perception Construct

Items#	Question Items	N	M	SD
	*Graduate student multicultural education perception construct	313	2.01	.728
1	by integrating multicultural education theory in courses I take, I will acquire an awareness of cultural differences.	313	1.92	.817
2	integrating multicultural education into my courses encourages me to embrace diversity.	313	1.98	.918
4	addressing multicultural education in my department helps me manage problems associated with diversity.	313	1.98	.918
5	learning about multicultural education is important.	311	1.68	.757
8	multicultural education will provide me with pertinent skills I need to work with people from diverse backgrounds.	312	1.94	.896
9	integrating multicultural education theory into the curriculum, promotes equal opportunities in education.	312	2.25	.993

Analysis of Research Question Three

Table 4.14 showed the analysis of research question three: Who did faculty members' perceive as being responsible for enforcing the implementation of multicultural instructional strategies? The means and standard deviations of the questionnaire items were also presented in Table 4.14. Construct item #5, generated the lowest mean score (M =1.98) which showed participants perceived that faculty were most responsible for ensuring that multicultural education was implemented in the classrooms. Construct item #3 generated the lowest mean score (2.62) which revealed that participants believed that Dean of the College of Education should also be responsible for ensuring that multicultural education was implemented in the classrooms. The open ended responses revealed that one faculty member also believed that students should be responsible for implementing multicultural instructional strategies.

Table 4.14 Descriptive Analysis of Faculty Perception of Responsibility for Multicultural Education (N = 48)

Item #	Who do faculty members' perceive as being responsible for enforcing the implementation of multicultural instructional strategies?	N	Mean	SD
1	National Council for the Accreditation of Teachers Education (NCATE) should be responsible for ensuring that multicultural education is implemented in the classrooms.	8	.42	.33
2	The University Committee on Courses and Curricular (UCCC) should be responsible for ensuring that multicultural education is implemented in the classrooms.	7	.51	.49
3	The Dean of the College of Education should be responsible for ensuring that multicultural education is implemented in the classrooms.	7	.62	.45
4	My department head should be responsible for ensuring that multicultural education is implemented in the classrooms.	7	.45	.35
5	The faculty should be responsible for ensuring that multicultural education is implemented in the classrooms.	5	.98	.12

Analysis of Research Question Four

Table 4.15 showed the analyses of research question four: *What multicultural instructional strategies faculty members used in their classrooms?* This research question was analyzed using descriptive statistics which included frequencies, percentages, mean and standard deviation. Table 4.15 showed that 75% of faculty members stated that they integrated multicultural content into the courses they taught, 72.9% indicated that they used a variety of assessment tools to evaluate students' progress and 81.2% stated that they discussed cultural influences in the courses they taught. Moreover, 75% of faculty members stated that they presented the course content from diverse viewpoints and 87.5% indicated that they connected course content to students' experiences.

In addition, 72.9% stated that they assisted students to develop an awareness of cultural differences in the courses they taught. The finding also revealed that 72.9%

indicated that they assigned multicultural textbooks as part of their required reading and 77.1% stated that they did not include a unit on multicultural education in the courses they taught as indicated in Table 4.15. Furthermore, responses to open-ended questions revealed the following:

- I supervise teacher interns. One of the things I help them do is think of ways to incorporate multiculturalism in their lessons.
- It is possible to reduce bias/discrimination, but not eliminate it.
- As a health educator, I am among these who must incorporate diversity/multicultural content.
- Invite others with more multicultural knowledge as guest speakers. Also role play with scenarios.
- Children's literature.
- Field Trips.
- Present material using different methods to reach diverse learning modalities (some cultures emphasize specific learning styles over others).

Table 4.15 Descriptive Analysis of Instructional Strategies used by Faculty in the Classroom (N = 48)

What multicultural instructional strategies faculty members used in their classrooms?						
Questions Items	yes		no		M	SD
	n	%	n	%		
Q1) I integrate multicultural content into the courses I teach.	36	75	12	25	1.25	.438
Q2) I use a variety of assessment tools to evaluate students' progress.	35	72.9	13	27.1	1.27	.449
Q3) I discuss cultural influences in the courses I teach.	39	81.2	9	18.8	1.19	.394
Q4) I present the course content from diverse viewpoints.	36	75	12	25	1.25	.438
Q5) I connect course content to students' experiences.	42	87.5	6	12.5	1.12	.334
Q6) I assist students to develop an awareness of cultural differences in the courses I teach.	35	72.9	13	27.1	1.27	.449
Q7) I discuss the impact of prejudice in relation to the course content.	24	50	24	50	1.50	.505
Q8) I use different problem solving strategies to reflect diverse viewpoints.	32	66.7	16	33.3	1.33	.476
Q9) I assign multicultural textbooks as part of the reading assignments in the courses I teach.	13	27.1	35	72.9	1.73	.449
Q10) I use class discussions to infuse cultural content into the courses I teach.	33	68.8	15	31.2	1.31	.468
Q11) I include a unit on multicultural education in the courses I teach.	11	22.9	37	77.1	1.77	.425
Q12) I discuss the accomplishments of different ethnic/cultural individuals in the courses I teach.	22	45.8	26	54.2	1.54	.504
Q13) I adapt my pedagogical strategies to eliminate discrimination in the classes I teach.	32	66.7	16	33.3	1.33	.476
Q14) I modify my pedagogical practices to accommodate students from diverse cultures.	30	62.5	18	37.5	1.37	.489
Q15) I infuse multicultural content into the courses I teach to empower students to change their cultural misconceptions in the classes I teach.	27	56.2	21	43.8	1.44	.501

Analysis of Research Question Five

This following table showed the analyses of research question five: *What multicultural instructional strategies have graduate students experienced in the College*

of Education? This research question was analyzed using frequencies and percentages. Table 4.16 revealed that 69% of graduate students perceived that their professors made connections between course content and students' experiences while 4.8% strongly disagreed. A total of 150 graduate students (47.9%) agreed that the professors in their department made connections between course content and their experiences and four participants (1.3%) strongly disagreed.

The following table showed that 120 graduate students (38.3%) agreed that the professors in their department used different problem solving strategies in their classes to reflect diverse view while two participants (0.6%) strongly disagreed. Approximately 80 graduate students (25.6%) somewhat disagreed that discussions were not used to integrate multicultural content into their courses while 15 participants (4.8%) strongly agreed. A total of 90 graduate students (28.8%) agreed that the professors in their department discussed the accomplishments of different ethnic/cultural individuals in relation to the course content while 10 participants (3.2%) strongly disagreed.

Table 4.16 Descriptive Analysis of Faculty Perception of Responsibility for Multicultural Education (N = 48)

Survey Items	SA		SWA		A		D		SWD		SD	
	n	%	n	%	n	%	n	%	n	%	n	%
Q1) The professors in my department discuss cultural influences that relate to the course content.	52	16.6	80	25.6	104	33.3	34	10.9	35	11.1	4	1.3
Q2) Multicultural content is included in the course syllabi.	37	11.8	69	22	56	17.9	68	21.7	61	19.5	15	4.8
Q3) The professors use a variety of assessment tools to evaluate my progress.	55	17.6	75	24.0	144	46.0	13	4.2	20	6.4	5	1.6
Q4) The professors in my department help me to develop an awareness of cultural differences.	42	13.4	83	26.5	109	34.8	31	9.9	39	12.5	4	1.3
Q5) The instruction I received did not reflect diverse viewpoints (R).	14	4.5	51	16.3	52	16.6	68	21.7	92	29.4	33	10.5
Q6) The professors in my department make connections between course content and students' experiences.	69	22.0	67	21.4	150	47.9	5	1.6	18	5.8	4	1.3
Q7) The professors in my department use different problem solving strategies in my classes to reflect diverse views.	46	14.7	91	29.1	120	38.3	15	4.8	36	11.5	2	0.6
Q8) The professors in my department encourage students to read a variety of multicultural textbooks.	-		74	23.6	52	16.6	64	20.4	63	20.1	18	5.8
Q9) Discussions were not used to integrate multicultural content into my course(R).	15	4.8	56	17.9	54	17.3	66	21.1	80	25.6	36	11.5
Q10) The professors in my department include a unit on multicultural education in their course syllabi.	20	6.4	65	20.8	51	16.3	81	25.9	68	21.7	23	7.3
Q11) The professors in my department discuss the accomplishments of different ethnic/cultural individuals in relation to the course content.	29	9.3	86	27.5	90	28.8	57	18.2	39	12.5	10	3.2
Q12) The professors in my department include discussions on discrimination in relation to the course content.	37	11.8	75	24.0	82	26.2	56	17.9	50	16.0	12	3.8

Analysis of Research Question Six

This following table showed the analyses of research question six: *Did faculty members use technology to integrate multicultural education in their classroom?* This research question was analyzed using descriptive statistics which included frequencies, percentages and mean. Table 4.17 showed that 62.5% of faculty members did not use WebCT Communication tools such as e-mail, discussion boards and chat room and 54.2% of faculty members used computer applications such as Microsoft Word and PowerPoint. The following table showed that 58.3% of faculty members used Internet resources such as electronic libraries and encyclopedias and 62.5% used multimedia such as text, animation, audio, movies, video, DVDs and CDs to integrate multicultural education in their courses. The additional comment section revealed that a faculty member also used PowerPoint to present information and scenarios designed to move students away from stereotypical mindsets.

Seventeen faculty members responded to the open-ended question that asked them to provide some examples of how they used technology to integrate multicultural education concepts into their classroom. Six faculty members revealed that they used video and DVDs to introduce multicultural conceptions, specifically they stated the following:

- Use videos of other cultures as class examples.
- Use of video to show athletes/sports from other countries.
- Watching videos of athletes from different cultures and then discussing the various stereotypes.

- As a teacher of dance appreciations and history, I rely on DVD's, videos and computer/Internet fitness of dancers from cultures. I have a large screen lectures classroom that offers an impactful experience for the students.
- I show clips of early childhood math classrooms from different areas of the US (Alabama, NY, California, Chicago), and I've shown Japanese speaking classrooms. I have also taken classes to the Choctaw Indian Reservation in Philadelphia using story telling technique (PowerPoint was used in some of the storytelling lessons).
- Use of movies, PowerPoint and DVDs.

Moreover, faculty members reported using a combination of the Internet, software applications and DVDs to introduce multicultural concepts. They stated the following:

- We view video clips (you tube) to illustrate points - especially about ethnic diversity.
- Technology such as the Internet, video, audio to relate course topics to students and attempt to find culturally and academically related content to reinforce course topics.
- MyCourses is best examples of course supplementation.
- It is hard for my student (most have similar backgrounds) to understand multicultural differences. I discuss my experiences with them and use DVDs, online video clips etc to support my teachings.
- I asked students to use some examples related to multicultural learning from the Internet.
- I bring multicultural multimedia resources in some literacy courses, and we access websites related to linguistic diversity and critical literacy in my graduate courses.

- Watch DVDs of teachers in various educational settings for classroom management strategies. Evaluate websites for classroom use. Use the Internet to locate strategies for use with students from various cultures.
- Articles online.
- Search the computer sources for information about different cultures
- Use of Internet resources on cultural diversity and the role poverty plays in creating diverse environments.

Table 4.17 Descriptive Analysis of Technology used by Faculty (N = 48)

What multicultural instructional strategies faculty members used in their classrooms?						
Questions Items	yes		no		M	SD
	n	%	n	%		
Q1) I used WebCT Communication tools (e.g. E-mail, Discussion boards & Chat room).	13	27.1	30	62.5	1.70	.465
Q2) I used Computer Applications (e.g. Microsoft Word, PowerPoint).	26	54.2	16	33.3	1.38	.492
Q3) I used Internet resources (e.g. Electronic libraries and encyclopedias).	28	58.3	14	29.2	1.33	.477
Q4) I used Multimedia (text, animation, audio, movies, video, DVDs, CDs).	30	62.5	12	25.0	1.29	.457

Analysis of Research Question Seven

Table 4.18 showed the analyses of research question seven: *What factors influenced faculty members' implementation of multicultural education?* This research question was analyzed using descriptive statistics which included frequencies, means and standard deviations. Table 4.18 showed that faculty members ($M = 3.33$) neither agreed or disagreed with question item #1 *I do not have the pertinent knowledge in multicultural education*. Analysis of question item #3 revealed that faculty members perceived that

they received no support from departmental administrators to assist them with addressing cultural diversity in my courses ($M = 2.37$).

Table 4.18 Descriptive Analysis of Factors affecting Faculty’s Implementation of Multicultural Education (N = 48)

What factors influenced faculty members’ implementation of multicultural education?			
Questions Items	N	M	SD
Q1) I do not have the pertinent knowledge in multicultural education (R).	45	3.33	1.67
Q2) I have not received relevant multicultural training to be able to integrate multicultural content in my courses(R).	34	3.02	1.34
Q3) There is no support from departmental administrators to assist me in addressing cultural diversity in my courses(R).	36	2.37	1.08
Q4) The sensitivity of multicultural education topics discourages me from discussing them with my students(R).	34	2.48	1.23
Q5) I do not have the relevant skills to tackle diversity in the classroom(R).	45	3.02	1.44

Note: R indicated the question item was reverse coded

Analysis of Research Question Eight

Research question eight: *Did differences exist between faculty members’ and graduate students’ in their perceptions of multicultural education?* This research question was analyzed using ANOVA and the results showed that there were some significant differences between faculty members and graduate students in terms of their perceptions of multicultural education. A total of 11 questions items in *Faculty Survey I* asked faculty members their perceptions of multicultural education, while 10 question items in *Graduate Student Survey I* asked students their perceptions of the concept. Six question items were found to be similar in both surveys and participants’ responses were analyzed using a one-way ANOVA as illustrated in Table 4.19.

The ANOVA results showed that there were no differences between faculty members' ($M = 1.79$) and graduate students' ($M = 1.91$) of question item #1 (*by integrating multicultural education theory in courses I take, I will acquire an awareness of cultural differences*), $F(1, 358) = 1.178, p = .279$. This revealed that both faculty members and graduate students perceived that integrating multicultural education would enable students to acquire an awareness of cultural differences. Furthermore, the ANOVA results showed a significant difference ($p = .000$) in faculty members' ($M = 2.67$) and graduate students' ($M = 1.98$) perceptions of question item #2 (*integrating multicultural education into my courses encourages me to embrace diversity*), $F(1, 57.14) = 16.54, p = .000$ as reported in Table 4.19. This indicated that graduate students believed that integrating multicultural education in courses taught would help students embrace diversity while faculty members were ambivalent towards this question item.

Likewise, there was a significant difference between ($p = .000$) faculty members' ($M = 4.74$) and graduate students' ($M = 2.45$) perceptions of question item #3 (*A unit on multicultural education should not be included in any courses offered in the College of Education*), $F(1, 71.31) = 124.92, p = .000$ as shown in Table 4.19. This finding indicated that faculty members believed a unit on multicultural education should not be included in courses while graduate students believed that it should be included. Furthermore, there was also a significant difference ($p = .000$) between faculty members' ($M = 1.65$) and graduate students' ($M = 2.43$) perceptions of question item #7 (*multicultural education is an unnecessary topic to be included in my program of study*), $F(1, 85.52) = 19.40, p = .000$ as shown in Table 4.19. The results showed that faculty members more so than graduate students thought that multicultural was a necessary topic. Moreover, Levene's test detected violations of homogeneity of variance in the ANOVA

results for question items #2, 3, and 5. Thus, Welch’s robust test of equality of means was conducted to account for this problem and the results were reported in Table 4.19.

Table 4.19 Descriptive Analysis of Variances in Faculty Members’ (N = 48) and Graduate Students’ Perceptions of Multicultural Education (N = 313)

Question Items	Participants	N	Mean	SD	Std. Error	F	P
Q1) by integrating multicultural education theory in courses I take, I will acquire an awareness of cultural differences.	Faculty	47	1.79	.690	.101	1.178	.279
	Student	313	1.92	.817	.046		
	Total	360	1.91	.802	.042		
Q2) integrating multicultural education into my courses encourages me to embrace diversity.	Faculty	48	2.67	1.12	.161	*16.54 ^a	.000
	Students	313	1.98	.918	.052		
	Total	361	2.07	.974	.051		
Q3) a unit on multicultural education should not be included in any courses offered in the College of Education .	Faculty	47	4.74	1.259	.184	*124.92	.000
	Students	312	2.45	1.625	.092		
	Total	359	2.75	1.760	.093		
Q4) addressing multicultural education in my department helps me manage problems associated with diversity.	Faculty	48	2.52	1.148	.153	1.815	.179
	Student	309	2.30	1.018	.092		
	Total	357	2.33	1.038	.084		
Q7) multicultural education is an unnecessary topic to be included in my program of study.	Faculty	48	1.65	1.062	.153	*10.609	.001
	Students	309	2.43	1.622	.092		
	Total	357	2.33	1.580	.084		
Q9) integrating multicultural education theory into the curriculum, promotes equal opportunities in education.	Faculty	47	2.81	1.245	.182	*19.40 ^a	.005
	Students	312	2.25	.993	.056		
	Total	359	2.32	1.044	.055		

Note:*Indicates a statistically significant difference at the 0.05 level. ^a indicates Welch’s robust tests of equality of means statistics.

Analysis of Research Question Nine

Research question nine: *Was there a relationship among participants in their perception of multicultural education practices based on gender, race, age, department, years of experience, highest degree and educational rank?* This research question was examined using stepwise multiple regression to determine which demographic variable had the most impact on the perceptions of multicultural education. The stepwise model

process eliminates variables one at a time until the elimination of one makes a significant difference in R-squared (R^2).

Faculty Members Criterion and Predictor Variables

A composite score was developed by summing the scores of the nine items based on the factor analysis results. This composite score represented the faculty perception of multicultural education construct which was the criterion variable in the stepwise multiple regression analysis conducted. The predictor variables consisted of gender and 23 dummy variables derived from the demographic variables. When using dummy variables in multiple regression analysis, reference categories are omitted to avoid multicollinearity. Specifically, race was converted into three variables; white (reference category), black, race-other so white was omitted but race-black and race-other were included in the analysis. A breakdown of the dummy coding of faculty members demographic variables was presented in Table 4.20.

Table 4.20 Faculty Members Coding of Predictor Variables

Original Variable	New Variable	New Variable	New Variable	New Variable	New Variable
Race	White	Black	Other Race		
White	1	0	0		
Black	0	1	0	-	-
Other Race	0	0	1		
Age	Under 30	30-34	35-39	40-49	50+
Under 30	1	0	0	0	0
30-34	0	1	0	0	0
35-39	0	0	1	0	0
40-49	0	0	0	1	0
50+	0	0	0	0	1

Table 4.20 (Continued)

Original Variable	New Variable	New Variable	New Variable	New Variable	New Variable
Years Teaching	5 Years & less	6-11 Years	12-17 Years	18 years+	
5 Years & less	1	0	0	0	
6-11 Years	0	1	0	0	-
12-17 Years	0	0	1	0	
18 years+	0	0	0	1	
Highest Degree	Masters	Specialist	Doctorate	Post Doctorate	
Masters	1	0	0	0	
Specialist	0	1	0	0	-
Doctorate	0	0	1	0	
Post Doctorate	0	0	0	1	
Department	ISWD	CISE	Kinesiology	Lead. & Found.	CEP
ISWD	1	0	0	0	0
CISE	0	1	0	0	0
Kinesiology	0	0	1	0	0
Lead & Found	0	0	0	1	0
CEP	0	0	0	0	1
Education Rank	Instructor	Assist Prof	Assoc Prof	Full Prof	
Instructor	1	0	0	0	
Assist Prof	0	1	0	0	
Assoc Prof	0	0	1	0	
Full Prof	0	0	0	1	
Socioeconomic	<\$45,000	\$45,000-\$54,999	\$55,000-\$64,999	\$65,000-\$74,999	\$75,000+
<\$45,000	1	0	0	0	0
\$45,000-\$54,999	0	1	0	0	0
\$55,000-\$64,999	0	0	1	0	0
\$65,000-\$74,999	0	0	0	1	0
\$75,000+	0	0	0	0	1

Description of Faculty Members Stepwise Multiple Regression Analysis

A stepwise model of multiple regression was used to analyze whether predictor variables presented in Table 4.21 had an impact on the faculty perception multicultural education construct. A stepwise regression model was computed for gender and 23 dummy variables regressed against the faculty perception multicultural education construct showed that no demographic variables had an impact on the criterion variable. The multiple regression analysis also included Pearson correlation results which

examined the strength of the relationships between the criterion variable and predictor variables (see Table 4.21). Table 4.21 showed that no predictor variables correlated significantly with the criterion construct (faculty perception of multicultural education).

Table 4.21 Pearson Correlation of Faculty Criterion Variable and Predictor Variables

Predictor Variables	Criterion Variable: Faculty Perception Multicultural Education
	Pearson Correlation <i>r</i>
Gender	-.154
Race-Other	.014
Race-Black	-.178
Race-White	.142
Age – Under 30	.000
Age – 30 to 34	.112
Age – 35 to 39	-.014
Age – 40 to 49	-.148
Age – 50 & above	.065
Years of Teaching (YOT) – < 5 years	-.142
YOT – 6 to 11 yrs	-.093
YOT – 12 to 17 yrs	.116
YOT – 18+ yrs	.156
Educational Rank (ER) – Adjunct & Instructor	-.156
ER – Associate Prof.	.085
ER - Professor	-.134
Highest Degree (HD) – Master’s	-.096
HD – Ed. Specialist	.101
HD – Doctorate	.063
HD – Post Doctorate	-.026
Department (Dept.) – ISWD	.112
Dept. – Counseling & Ed. Psych.	-.282
Dept – Leadership & Found.	-.254
Dept. – Kinesiology	.363
Dept. – Curriculum, Instr., & Special Ed.	.012
Socioeconomic status (SES) - <\$45,000	-.032
SES - \$45,000 to \$54,999	-.007
SES - \$55,000 to \$64, 999	-.191
SES - \$65,000 to \$74,999	.042
SES - \$75,000 & Above	.176

Note: Significance level was $p. <.05$.

Description of Graduate Students Criterion Variable and Predictor Variables

A composite score was developed by summing the scores of the six items based and this composite score represented the graduate student perception multicultural education construct which was the criterion variable in the stepwise multiple regression analysis conducted. The predictor variables consisted of gender and 17 dummy variables derived from the demographic variables. A breakdown of the dummy coding of graduate students demographic variables was presented in Tables 4.22.

Table 4.22 Graduate students: Coding of Predictor Variables

Original Variables	New Variable	New Variable	New Variable	New Variable	New Variable
Race	White	Black	Other Race		
White	1	0	0		
Black	0	1	0	-	-
Other Race	0	0	1		
Age	22 and Under	23-27	28-32	33-37	38+
22 and Under	1	0	0	0	0
23-27	0	1	0	0	0
28-32	0	0	1	0	0
33-37	0	0	0	1	0
38+	0	0	0	0	1
Degree Sought	Masters	Specialist	Doctorate	Post Doctorate	
Masters	1	0	0	0	
Specialist	0	1	0	0	
Doctorate	0	0	1	0	
Post Doctorate	0	0	0	1	
Department	CEP	CISE	ISWD	Kinesiology	Leadership&F
CEP	1	0	0	0	0
CISE	0	1	0	0	0
ISWD	0	0	1	0	0
Kinesiology	0	0	0	1	0
Leadership & Foundation	0	0	0	0	1

Table 4.22 (Continued)

Original Variables	New Variable	New Variable	New Variable	New Variable	New Variable
Socioeconomic	<\$20000	\$20,000-\$29,999	\$30,000-\$39,999	\$40,000-\$49,999	\$50,000+
<\$20000	1	0	0	0	0
\$20,000-\$29,999	0	1	0	0	0
\$30,000-\$39,999	0	0	1	0	0
\$40,000-\$49,999	0	0	0	1	0
\$50,000+	0	0	0	0	1

Description of Graduate Students Stepwise Multiple Regression Analysis

Stepwise multiple regression was used to analyze whether the demographics variables presented in Table 4.23 had an impact on the graduate student perception multicultural education construct. A stepwise regression model was computed for gender and 17 dummy variables regressed against the graduate student perception multicultural education construct. The multiple regression analysis also included Pearson correlation results which examined the strength of the relationships between the criterion variable and predictor variables (see Table 4.23). Table 4.23 showed that gender correlated negatively with graduate student perception construct ($n = 313$, $r = -.171$, $p < .01$), as did race-black ($n = 313$, $r = -.191$, $p < .01$).

However, Pearson correlations results revealed that race-white correlated positively with the graduate student multicultural education construct ($n = 311$, $r = .166$, $p < .01$). The results showed that female and male graduate students differed in their perceptions of multicultural education, with female students exhibiting negative of multicultural education. Moreover, the findings showed that black/African American students had negative perceptions of the concept when compared to their white counterparts who had positive perceptions. The correlations showed that socioeconomic status (SES) of \$20,000 was negatively correlated with the student perception construct

($n = 309, r = -.137, p < .05$) while SES - \$50,000 was positive correlated with student perception construct ($n = 309, r = .120, p < .05$) as shown in Table 4.23. The results revealed that graduate students who anticipated that they would earn less than \$20,000 had a poor perception of multicultural education while those who anticipated earning \$50,000 to \$59,999 had a positive perception of the concept.

Furthermore, the correlations showed that department of kinesiology correlated positively with the student perception construct ($n = 301, r = .150, p < .05$) while department of counseling and educational psychology correlated negatively with student perception construct ($n = 301, r = -.199, p < .01$) as indicated in Table 4.23. The results revealed that graduate students in the kinesiology department had positive perception of multicultural education while students in the department of counseling and educational psychology had a negative perception of the concept.

Table 4.23 Pearson Correlation of Graduate Student Criterion Variable and Predictor Variables

Predictor Variables	Criterion Variable: Faculty Perception Multicultural Education
	Pearson Correlation <i>r</i>
Gender	-.171**
Race – black	-.192**
Race – white	.166**
Race – other	.074
Age – 22 & Under	.047
Age – 23 to 27	-.079
Age – 28 to 32	.011
Age – 33 to 37	.038
Age – 38 to 42	.020
SES - < \$20,000	-.137*
SES - \$20,000 to \$29,999	.050
SES - \$30,000-\$39,999	-.020

Table 4.23 (Continued)

Predictor Variables	Criterion Variable: Faculty Perception Multicultural Education
	Pearson Correlation <i>r</i>
SES - 40,000 to \$49,999	.005
SES - 50,000 to 59, 999	.120*
Master's Degree	-.043
Specialist Degree	.051
Doctorate Degree	.021
Post Doctorate Degree	-.011
Department (Dept.) - ISWD	.091
Dept. - Leadership. & Found.	.015
Dept. – Kinesiology	.150**
Dept. – Counseling and Ed. Psych.	-.199**
Dept. – Curriculum, Instr., & Spec. Ed.	-.009

Note: *indicates correlation is significant at the 0.05 level (2-tailed)

** indicates correlation is significant at the 0.01 level (2-tailed)

Table 4.24 showed the multiple regression results and as part of the multiple regression analysis, the variance inflation factor (VIF) was computed to check for multicollinearity (an overly high correlation among predictor variables (Garson, 2010)). The VIF values were all below 4.0 with the highest value being 1.088 which was within the recommended criteria that VIF values fall below 4.0 (Garson, 2010). The results for the multiple regression analysis revealed that predictor variables; race-black ($\beta = -.161, p = .005$), SES- \$20,000 ($\beta = -.126, p = .027$), department of kinesiology ($\beta = .152, p = .010$), and department of instructional systems and workforce development ($\beta = .150, p = .011$), produced a multiple regression correlation of 0.289, and an R^2 of 8% accounting for the variance in graduate students' perceptions of multicultural education. This finding showed that the four predictor variables mentioned were not good predictors of graduate students' perceptions of multicultural education.

Table 4.24 Multiple Regression Analysis of Predictors of Graduate Students' Perceptions of Multicultural Education

Criterion Variable: Graduate Student Perception of Multicultural Education					
Model	R	R squared (R^2)	Adjusted ²	F	Predictor Variables
Step 1	.171	.029	.026	8.815	Race-black
Step 2	.220	.048	.042	7.419	SES < \$20,000
Step 3	.250	.062	.053	6.454	Kin. Dept.
Step 4	.289	.083	.071	6.591	ISWD Dept.
Variable	Unstandardized Coefficient (B)	Standardized Coefficient (β)	Standard Error	F	P
Race-black	-1.452	-.161	.519	-2.798	.005
SES <\$20,000	-1.438	-.126	.648	-2.219	.027
Kin Dept	2.055	.152	.792	2.594	.010
ISWD Dept.	1.462	.150	.568	2.574	.011

Phase two: Qualitative findings

Introduction

I interviewed 23 participants, 10 faculty members and 13 graduate students who were enrolled in five departments (Departments of Instructional System and Workforce Development, Counseling and Educational Psychology, Kinesiology, Curriculum, Instruction and Special Education and Leadership and Foundation) in the College of Education. The interviews with faculty members took place in their offices and lasted approximately 40 minutes. Interviews with students took place at MSU library study rooms and the duration of the interviews lasted approximately 30 minutes. Interviews were recorded using a voice recorder to ensure active engagement and that interview responses were transcribed accurately.

The literature reviewed showed that the majority of studies on multicultural education tended to examine elementary and secondary school teachers' perceptions of multicultural education while few studies examined faculty members' and graduate students' opinions of the topic in higher education (Grant et al., 2004). In order to address

this gap in research, interviews were conducted to follow-up on the quantitative surveys and to add depth to the statistical analysis. Interviews were conducted with faculty and graduate students to ascertain what multicultural instructional strategies were used in the classroom. Furthermore, document analyses were conducted to help triangulate qualitative findings and to examine academic documents (NCATE standards, departmental syllabi, and teacher intern assessment instrument) to determine whether these documents addressed multicultural education.

This section of the chapter included a description of the qualitative findings that emerged from the study which were organized to answer the research questions. The demographics of faculty members and graduate student interviewees were presented in Tables 4.25 and 4.26.

Descriptive Analysis of Faculty Members Demographic Data

Table 4.25 showed the demographic characteristics of participants which included gender, race, rank and courses taught. Seven faculty members who participated in the interview were female and white (60%) and 90% of participants were assistant professors. Of the 10 interviewees, 30% taught in the department of kinesiology and 30% in the department of curriculum, instruction and special education. All the interviewees taught either stand alone graduate courses or split level graduate courses.

Table 4.25 Demographic Characteristics of Faculty Interviewees (N=10)

Participants (Pseudonyms)	Gender	Race	Rank	Department	Overview of Courses taught
Julie	Female	Native American	Assistant Professor	Curriculum, Instruction and Special Education	Elementary education courses in reading, writing, practicum and diversity
Michelle	Female	White	Assistant Professor	Curriculum, Instruction and Special Education	Elementary education courses in math and science, creative arts and delinquent children
Deborah	Female	White	Adjunct	Counseling and Educational Psychology	Career counseling and practicum Internship
Lucy	Female	White	Instructor	Counseling and Educational Psychology	Evaluating learners, assessment design, education psychology, Psychological foundations and gifted learners
Jacqui	Female	White	Assistant Professor	Instructional Systems and Workforce Development	Administrative management procedures, office procedures and communication and presenting with media
Sarah	Female	White	Assistant Professor	Kinesiology	Exercise biochemistry, exercise physics and exercise physiology
Emma	Female	White	Associate Professor	Curriculum, Instruction and Special Education	Elementary literacy courses, reading, writing and content area literacy.
James	Male	Chinese	Assistant Professor	Instructional Systems and Workforce Development	Project management, authoring for instruction, graphic and web design, integrating technology for meaningful Learning
Curtis	Male	White	Assistant Professor	Kinesiology	Global sports business and ethical and morality issues in sports
Dylan	Male	White	Assistant Professor	Kinesiology	Sports administration and sports law

A Brief Biography of Faculty Member Interviewees

The inclusion of a brief description of the participants was to provide the reader with a contextual understanding of the faculty members who were interviewed in this study. Pseudonyms were used to protect participants' identities and ensure confidentiality.

Julie is a Native American, female and an associate professor who specializes in elementary education and has taught in the department of curriculum, instruction and special education for more than seven years. She teaches undergraduate and graduate level courses.

Michelle is a white female and an assistant professor also in the department of curriculum, instruction and special education. She specializes in elementary education, specifically in mathematics and science and delinquent children. She teaches graduate level courses.

Deborah is a white female and adjunct instructor in the department of counseling and educational psychology. She specializes in school and career counseling and she also completed a doctoral degree at Mississippi State University. She teaches a graduate level career counseling course.

Lucy is also a white female and an instructor in the department of counseling and educational psychology. She specializes in educational psychology and worked as an instructor for more than eight years. She also teaches undergraduate and graduate level courses.

Jacqui is a white female and an assistant professor in the department of instructional systems and workforce development. She specializes in business education, specifically, administrative management procedures, office procedures and presentation

skills. She also lived in the Middle East and experienced cultural differences in business practices.

Sarah is a white female and an assistant professor in the department of kinesiology. She teaches in the department for approximately a year and specialized in exercise biochemistry and physiology. Prior to being employed at Mississippi State University, she taught in a university in Sydney, Australia.

Emma is a white female who is an associate professor in the department of curriculum, instruction and special education. She has worked at Mississippi State University for over seven years and specializes in elementary education. In addition, to teaching literacy courses, she taught a course entitled Diversity through Writing.

James is a Chinese male and an assistant professor in the department of instructional systems and workforce development. He has worked at the university for more than four years and specializes in instructional systems, learning sciences and cognitive psychology. Although he is originally from China, he obtained his doctorate degree from Oklahoma State University.

Curtis is a white male and an assistant professor in the department of kinesiology and he has been working for the university for approximately a year. He specializes in sports globalization and teaches graduate level courses.

Dylan is a white male and an assistant professor also in the department of kinesiology and he was also recently employed at Mississippi State University, approximately a year. He specializes in sports administration and law.

Descriptive Analysis of Graduate Students' Demographic Data

Table 4.26 showed the demographic characteristics of participants which included gender, race, degree and departments. A total of six graduate students who participated in the interview were male (46.1%) and seven were female (53.8%). The majority of participants were white (46.1%), master's students (46.1%) and enrolled in the department of counseling education and educational psychology (46.2%).

Table 4.26 Demographic Characteristics of Graduate Student Interviewees (N=13)

Participants # (Pseudonyms)	Gender	Race	Degree	Department
Mathew	Male	White	Doctorate	Curriculum, Instruction and Special Education
Melvin	Male	Black	Master's	Counseling and Educational Psychology
Mark	Male	Native America	Education specialist	Counseling and Educational Psychology
Steve	Male	White	Master's	Instructional Systems and Workforce Development
Kevin	Male	Black	Master's	Instructional Systems and Workforce Development
Peter	Male	White	Master's	Instructional Systems and Workforce Development
Mary	Female	White	Doctorate	Curriculum, Instruction and Special Education
Uzma	Female	Pakistani	Doctorate	Counseling and Educational Psychology
Gloria	Female	White	Doctorate	Counseling and Educational Psychology
Jane	Female	White	Master's	Counseling and Educational Psychology
Chantel	Female	Black	Unknown	Leadership and Foundation
Yi	Female	Chinese	Master's	Leadership and Foundation
Jessica	Female	Black	Doctorate	Instructional Systems and Workforce Development

A Brief Biography of Graduate Student Interviewees

A brief description of participants provided the reader with contextual understanding of graduate students who participated in the interviews. Pseudonyms were used to protect participants' identities and ensure confidentiality

Mathew is a white male and a doctoral student in the department of curriculum, instruction and special education. He was approximately two years into completing his coursework. He is not originally from Mississippi State and had experience living in a foreign country when he was younger. He also taught in a high school where he received training in multicultural education and his family actively participated in helping foreign students acclimatize to their host country.

Melvin is a black male and a master's student in the department of counseling and educational psychology. He had one semester remaining until he completed his program and specialized in college counseling.

Mark is a Native American male pursuing an education specialist in the department of counseling and educational psychology. He specialized in school counseling and planned to work with children in his reservation when he graduates.

Steve is also a white male and a master's student in the department of instructional systems and workforce development. He was midway through completing his degree and had experience living and working in China.

Kevin is a black male and a master's student in the department of instructional systems and workforce development. He specialized in workforce education leadership and was completing the second semester of his program.

Peter is a white male and a master's student in the department of instructional systems and workforce development. He was a graduate assistant in the department and was studying for his comprehensive examinations.

Mary is a white female who was a doctoral student in the department of curriculum, instruction and special education. She also works as an instructor in the College of Education at Mississippi State University and is in the process of completing her coursework.

Uzma is a Pakistani female and a doctoral student in the department of counseling and educational psychology. She also worked as a graduate assistant in her department and was a couple of semesters into her program.

Gloria is a white female and a doctoral student in the department of counseling and educational psychology. She had completed her research proposal and was organizing her internship. She specialized in counseling young adults, specifically minorities.

Jane is a white female and a master's student also in the department of counseling and educational psychology. She intended to specialize in student affairs in higher education. She was midway through her degree.

Chantel is a black female and a graduate student in department of leadership and foundation. She also worked at Alcorn State University.

Yi is a Chinese female and a master's student also in the department of leadership and foundation. She was completing her first semester of courses and indicated that she had completed her first degree in China.

Jessica is a black female and a doctoral student in the department of instructional systems and workforce development. She was ABD and also a member of the library staff at Mississippi State University.

Analysis of Research Question One

What were faculty members' perceptions of multicultural education?

A review of literature revealed teachers' perceptions of multicultural education has an impact on whether the topic is addressed in the classroom so it was pertinent to ascertain faculty members' perceptions of multicultural education. Interviewees' responses revealed that faculty had varied perceptions of multicultural education; some faculty members described multicultural education as having diverse students in their classes while other interviewees described the concept as creating an open and respectful learning environment. Other faculty members indicated that multicultural education contained many layers which included teaching for equality, social justice and to raise awareness. All interviewees based their general perception of multicultural education on their personal experiences. The analysis of this question was separated into two parts; the first analysis examined faculty members' general perceptions of multicultural education and part b focused on faculty members perceived benefits of multicultural education.

The Incorporation of Different Cultures in the Classroom

The findings showed that faculty interviewees perceived multicultural education as the inclusion of students from various cultures in a classroom and having the knowledge to integrate multicultural concepts into their classroom teaching. Michelle's response represented this viewpoint when she commented that "how would I envision

one, incorporating different cultures into the curriculum and whatever you are teaching...” Similarly, Deborah explained in some depth that she perceived multicultural classroom to include a variety of diverse students (what can be seen) and diversity in students’ belief systems (what cannot be seen). She explained:

Oh gosh, for me, a multicultural classroom has certainly children of, of various ethnicities, various religious backgrounds, various nationalities, various lenses as far as liberal, conservative, middle of the road, gay, bisexual, lesbian, transgender, I mean it is just, it covers so many different things rather than black, white, Asian, you know which is the typically what people think, I mean you have to think about people’s mindsets too, because that is what makes a classroom really multicultural is where is everybody coming from, so you know, you know. It’s the things you can see and things you can’t really see, you know when you look at, when you look at a sea of faces.

In a similar vein, Jacqui explained that she envisioned multicultural education as a multicultural classroom that would include students from many cultural backgrounds. She commented further that ideally in a diverse classroom with many cultures, she would be very knowledgeable about all cultures in order to be able to teach in a diverse classroom. She stated:

Ok well my first response would be, how do I perceive a multicultural classroom would be a class with many cultures in it, any cultures, many races, students of many backgrounds are represented in the class. That was my first thought when the question was asked.

Yeah, I would be really well versed in all cultures of the world. I honestly think that I have experienced some cultures of the world but I would be really well versed and I'd have the best stories from every culture to share and illustrate the points of the content I am trying to make or trying to teach.

One faculty member admitted that his knowledge of multicultural education was sparse but he indicated like Jacqui, that he believed that the concept entailed having an in-depth knowledge of diverse cultural backgrounds and being able to develop a cultural inclusive curriculum. He stated:

Ok, I really in my teaching, I really did not have a perception of multicultural at all, when I, when I, when I teach my class I did not consider the multicultural aspects even I came from a cultural background. I came from China and I am teaching in the United States but I still do not really consider that part. Maybe I did not receive any education or nobody mention that to me yet so, if I say, if I picture a ideal multicultural class, at in my, I can't picture it. If I say I, at best multicultural class, it might be that the instructor know the diverse background of his or her student and also know the cultural aspects of their, of their students so that they can design some instructional activities to, to suite their, their cultural background so that is what I guess but I really don't have a specific strategies for that. I don't know how to do that.

An Open and Respectful Learning Environment

For other faculty members, their perceptions of multicultural education centered less on the student demographic but more on the learning environment they strived to create. A learning environment that encouraged students to be respectful of and open to

different viewpoints as well as exhibit an understanding of other cultures. Dylan's response encapsulates this point:

How I envision it is just people are always open to other people's ideas and their thoughts and I think that is really all I ask out of my students, is to feel free to be open, talk about whatever you want, you know, but also kind of keep in mind that other people have different backgrounds, different ideas and opinions and you have to respect that and just try not to infringe upon other people's values and beliefs.

Lucy and Sarah expressed similar viewpoints to Dylan by reporting the advantages of encouraging students to listen to other students' opinions. Lucy stated "So, but I guess, I would see a multicultural classroom is one that respects people differences and invites people to share things from their perspective for the benefit of everybody." Likewise, Sarah commented that a multicultural classroom does not necessitate the presence of diverse students but an understanding of cultural differences. She stated:

Ok, for me, I mean I think the multicultural classroom is not so much a mix of diversity in the classroom, just overall make sure that people understand the diverse background and can appreciate how these different backgrounds will impact their professional lives.

Multicultural Education is a Multifaceted Teaching Process

The notion that a multicultural classroom didn't require the presence of diverse students from different cultural backgrounds was a viewpoint reported by other faculty members. They indicated that a multicultural classroom could include homogenous groups and that multiculturalism entailed integrating multicultural content in the

classroom. Emma described that she envisioned multicultural education to be a multifaceted pedagogical process with different objectives that benefitted both students and the society as a whole. She indicated that multiculturalism was about teaching students a diverse curriculum, and also about equity and social justice regardless of the demographic composition of the class. She explained:

I guess I would have to say, there are multiple facets to it and the first is that, well there is all kinds of layers you can do it, so like you have a classroom full of fairly homogenous people and still have a multicultural classroom going on because, and so you know, you can look at the level of the curriculum and you would hope that the curriculum would represent a wide variety of cultures and so that when we read we don't just read about one race or social class, and that the curriculum is diverse and then it's an extra multicultural classroom if the students are diverse and even if they appear homogenous they always are diverse at least culturally and in terms of their experience and their family life so, so a multicultural classroom welcomes and embraces and builds from the diversity that all of our students bring wherever diversity that may be, and, race, class, social, sexual orientation all of those kinds of diversities. But for me I think a third layer of multicultural education is really, an anti racist, an anti intolerance kind of curriculum or classroom so that not only do we value it and embrace it and build from the diversities that our students bring and make sure the curriculum is diverse, but that we are also working to help people build a more just society and so we examine issues of power and class, and race and all of those so that children can begin to push on and push back against the messages that they get in the

larger culture and fight for a more just society and those components all together and the people and the curriculum and the fighting for social justice that is what makes a multicultural classroom.

In summary, the interviewees reported different perceptions of multicultural education with the majority of participants stating that multicultural education involves incorporating different cultures into the curriculum. Other faculty members maintained that they strived to create an open and respectful learning setting to allow students to discuss their differences. Finally, one interviewee indicated that multicultural education involved much more than teaching a diverse classroom but also teaching for social justice and equality. An overview of themes and topics that emerged from the analysis were presented in a concept map in Figure 4.1.

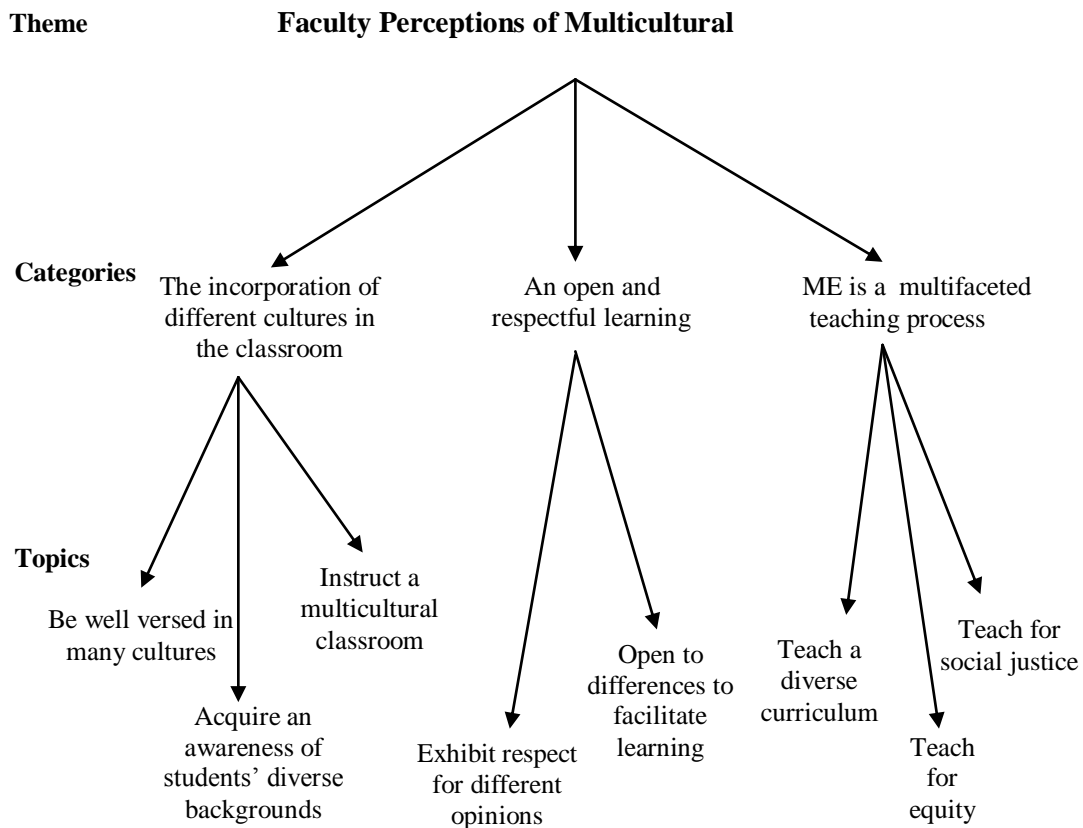


Figure 4.1 Concept Map of faculty Members' Perceptions of Multicultural Education

Notes: ME stands for Multicultural Education

Research Question One Part B

What were faculty members' perceptions of multicultural education?

Multicultural Education Raises Awareness of Pertinent Issues

In addition to faculty members discussing their perceptions of multicultural education, all the interviewees reported the advantages of multiculturalism to teaching and learning, specifically, the benefits to students' professional and academic careers.

However, one faculty member noted that multicultural education was only valuable when

it was applied effectively and students could relate to the multicultural content. Another vital point that emerged from the analysis was that multicultural education increased faculty member's and graduate students' awareness of problems and/or issues related to race, gender and disability. This was typified by Emma's response who mentioned that multicultural education made her aware of "white privilege" and associated injustices which encouraged her to teach her students about disparity between social groups with the objective of creating an equal learning environment. She indicated that teaching for social justice was more than an occupation but a passion. She stated:

And I really, you know, I am very liberal and very, you know, a big, powerful sense of the world is not very just place and so I recognize that that a lot of things that I have, I got because I didn't deserve them, and so from understanding that and sort of looking at things like, who wrote that thing on the invisible knapsack, you read that one, you know what I am talking about.

The, the, so when I came, as I came to understand that and really see the way that race and class and culture have benefitted me and understanding issues of social justice and larger it and really see it is my duty, to help make the world more just place which sounds like really high and noble of me but it is true it is why I went into teaching and I think for many of the students it is why they go into teaching, you know it is a calling for them or whatever, they have, they have a religious reason or very personal reason for teaching, it is not for the money and it is not, they want to help children and that if you connect that back far enough, a way to help children is to make the world a larger, a more just place. So then you have to work on class and race and economics.

Another benefit of multicultural education pointed out by Julie was that it broadened students' horizons and increased their awareness of pertinent issues in education. She made a vital point that students in the department had little life experiences so teaching multicultural issues was a good opportunity to expose them to problems related to culture and race. She also commented that her current efforts were not enough. She stated:

Ok. Hmm, no I think it's beneficial because we have to do something now to broaden horizons.

No to increase awareness and because so many of our students, haven't had very much, well they are young they haven't had a lot of life experience, I mean they just haven't lived that much, I think what is being done is you know, decent, it is not by any stretch of the imagination exhaustive and it is sort of I think at a superficial level, I mean we talk about it more in my class because it is an issue that I am very much aware of and I want them to know.

...they cringe when I talk about ghetto schooling or amazing grace or the different things that I was exposed to throughout my education but I have been higher educated than they are. They just don't believe those things happen, they just don't think they are schools that are that bad, you know, and it's just beyond their level of comprehension so everything that we can do I think we should be doing and as minimal as the exposure might be at least it's making them aware of those situations because I was not aware of the public private school thing when I moved here. I thought it was so strange on the news on Friday nights, they were talking about public school sports and private school sports and I thought what is

the deal? So a colleague had to explain it to me then I was talking to students and they said Starkville High just started integrating their prom like in 1999, you know, like amazing and sad. So their worlds, until they come to Mississippi State, which is not that diverse, it is the first exposure they have had.

Similarly, Deborah discussed the benefits in terms of her personal experiences taking a multicultural counseling class and how the course opened her eyes to different viewpoints. She explained the historical significance of learning about a broad range of cultures and discussing preconceptions given Mississippi's history of racial oppression and how the course broadened her horizons. She stated:

Oh I think it is hugely beneficial. I took a class from Dr. X there in the department in my master's program, just a multicultural survey class and it was one of the best classes I have ever had, because she really opened my eyes to so many things, about the world that are different in, in. I mean it was a tremendous learning experience, I hadn't really thought going into that, I thought multicultural well okay we are talking about people of a different races, probably people from different countries, didn't think about people of all kinds of persuasions, whether they be skin color, opinion, religion, nationality, that kind of thing and she, we had a good enough atmosphere in the class, we talked about confidentiality and we talked about it been a safe place to talk about our prejudices and our biases and people really were very open about most of us grew in the American south so we talked about that. Some of us were like me and were older and had lived through a different historical period, some lived later, some lived that were even older than I, had lived through definite racial segregation and that sort of thing all

the way to now when we talk about multiculturalism encompassing again transgendered people, you know, so it was a, it was a tremendous learning experience. That class was probably one of the best classes I have ever had and yeah, she does a super job, so.

Multicultural Education Facilitates Instruction of Diverse Student

Faculty members reported multicultural education was important when teaching diverse students. Specifically they (faculty) would be better equipped to tackle the needs of diverse students in terms of learning preferences. This point is exemplified by James, who indicated how multicultural education could help teachers to teach a diverse student population and adapt instruction to address students' needs. He stated:

I think it's extremely important especially when you handle diverse cultural groups and some students have specific needs or specific learning characteristics in their culture. For example Asian people maybe more related to rote learning or lecture based learning instead of United States students more leaning towards project based learning. So that's, that's the superfi...how do you, that is the superficial level that I know but really I, it's a, it's a great, it's a very important field and it just haven't been paid much attention to yet.

Jacqui acknowledged that multicultural education had some merits when it was implemented properly. She indicated that culturally responsive teaching was effective when student could relate to it and cited an example when the activity she used was not relatable to her students. She stated:

So, so I continue to, to strive to struggle finding examples and stories and, and movies, I like to teach with movies but that relate to them. Well if it is good

multicultural education then I assume it would be beneficial but if it is poor. Well I try to find a movie clip that would illustrate specific, a specific principle and the only one, and it was a sports movie, I think it was team work and, and I can't remember exactly, the only one I could find was hockey, it was you know the miracle, I think it was called miracle, and a lot of Mississippi students couldn't relate to the hockey at all and that one kinda went over flat. I was really interested because I found that movie to be very inspirational, I come from a, you know, the Olympics were held in my city, the winter Olympics and so hockey was really, not something I played but it was a sport I understood and, I found that when I showed that clip it didn't go down well as some other clips I shown in the past and that was interesting. Ok I am having a senior moment. What was the question again, does it benefit?

Of course it would benefit I think if students would relate to, the stories and examples from different cultures but again, the hockey thing was from a different culture and maybe not, and it was probably good that they were exposed to it, but I think they could have probably been taught the concept better if they had something from their own culture, from culture they could more closely relate to.

Benefits to Students' Careers

Moreover, another benefit reported by faculty members, was that students' newly acquired knowledge of multicultural issues would assist them when they worked with diverse clients in their chosen careers. Sarah's statement supported this point:

I think it can be very beneficial. Again because of the fact that just the the diversity that we're seeing, a lot of our students will gone to PT school or go on to

medical school or will go on to professional school of some kind and be working with patients, or to be working with clients and they are going to meet a diverse range and so having some understandings and having some thoughts of how to approach someone different from them can always be useful. It can opens up, it also opens up their minds to new ideas.

Curtis also discussed the benefits of multicultural education to students on three different standpoints; practical, altruistic and ethical. From a practical standpoint students' understanding of global issues would ultimately ensure their success because it would encourage them to think about who benefitted from sports globalization and who did not. He went on to explain that altruistically it was important to be globally aware and consider the merits of diversity while ethically, businesses needed to be accountable for their actions. He explained:

Well, I mean, again I definitely hope is beneficial and think that, well and even from, from trying to talk from a strictly practical stand point, I think that as, in increasing number of areas and jobs that students might have that is maybe increasingly more important to be more globally aware, that is, your success maybe increasingly depends on having some broader understanding of global issues and you know whether it's specific to sport like, we try to look at the way sports, I [...], how meanings about sports differ in different cultural contexts, the different place that sports has in different cultural contexts, how sports, I don't know organized or governed differently in different cultural context that from a practical standpoint that, that type of understanding and that ability to kinds of think about, connect, I don't know to look for a broader perspective on things, to

not just say, well this is the way it's done, , I've seen it done but to look at, how is it, how is it done in other places, by other people and to try and make those broader connections. From a practical standpoint, I would think, I definitely think it has benefits to students, from an altruistic standpoint, I mean I, I definitely think it is important to be more, more globally aware or more. Like from an ethical standpoint, we talk about, corporate social responsibility or what's the responsibility of any corporation to say, to diversity for example.

Likewise Dylan reported the professional benefits to students by equipping them with skills they needed to work with diverse students. He stated:

Yeah, I think in the workplace, that is kinda what we really try to do is. We want to be able to produce students out of our program that can, you know, help them find jobs, do the internships. There is a lot of kind of hands on learning in our program and not only, once they get that job, we hope that they are able to retain that job as well instead of just doing an internship and then going and working, in regular business, to actually stay in the sports field and I think, that is one, I mean, business, you always talk, hear about multicultural in international business but sport is really gotten to that point so it is important that students understand that and you can't always pick and choose where in the country you work in so it is one of those things, you just have to, kinda have to grin and bear it and know and kinds learn a little bit about your surroundings and just realize there is other cultures out there, and just learn to respect that at least.

The analysis of responses revealed that faculty members perceived that multicultural education was beneficial to the students in number of ways and some

faculty members reported benefits to themselves. With regards to students, faculty asserted that multicultural education helped to increase students' awareness of problems and issues related to culture and provide them with the knowledge to work with diverse populations in their professional and academic careers. The benefit to faculty was reported by one faculty member who asserted that her awareness of racial privileges and injustices meant that she consciously worked towards lessening disparity in the world. An overview of themes and topics that emerged from the analysis was presented in Figure 4.2.

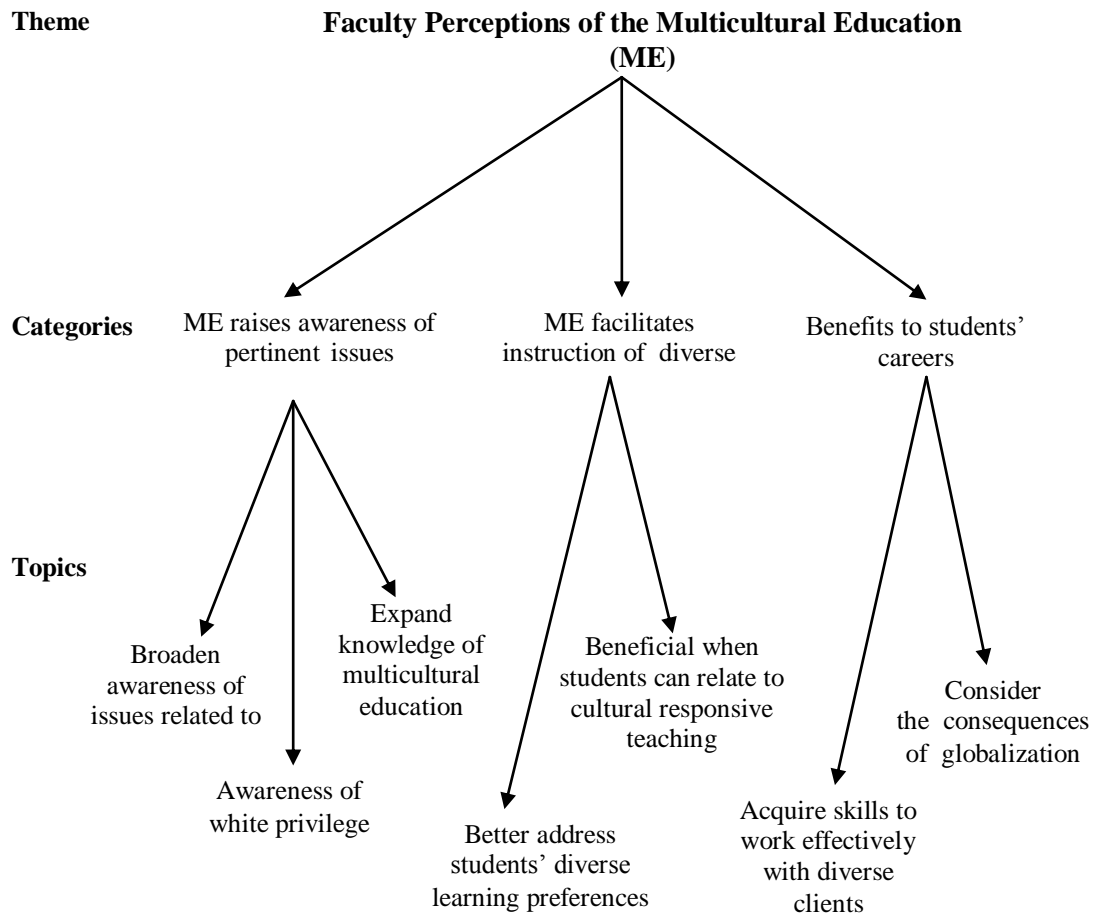


Figure 4.2 Concept Map of Faculty Members' Perceptions of the Benefits of Multicultural Education

Notes: ME stands for Multicultural Education

Analysis of Research Question Two

What were Graduate Students Perceptions of Multicultural Education?

A review of literature revealed that research on multicultural education in higher education was limited (Grant et al., 2004) and that both faculty members and graduate students showed resistance to integrating multicultural educational strategies at the

university level (Asada, Swank & Goldey, 2003; Marks & Smrekar 2003). Therefore, students' views and opinions were considered to be important in addressing the issues that impact on the implementation of multicultural education in the classroom.

The researcher interviewed 13 graduate students who were enrolled in five departments (departments of instructional system and workforce development, counseling education and educational psychology, kinesiology, curriculum, instruction and special education and leadership and foundation) in the College of Education. The participants had varied experiences of the multicultural pedagogical processes in their departments. The analysis of this question was divided into two parts; the first part of the analysis examined graduate students' perceptions of multicultural education and part b focused on the students' perceived benefits of multicultural education.

Multicultural Education Involved Teaching from Multiple Perspectives

Findings from the analysis of the participants' responses revealed that graduate students had similar perceptions of multicultural education with most graduate student interviewees reporting that the concept involved teaching from various perspectives. Mathew, a doctoral student explained that multicultural education was teaching to raise awareness of the world not accentuating differences. He stated that multicultural education "...does not mean that we accentuate the differences, we meet the needs of the students and make sure that there is an awareness of the world going on so..." Likewise, Jessica, also a doctoral student reported that her perception of multicultural education was teaching from multiple perspectives which included focusing on people's ethnic background. She commented:

Ok. The way I perceive multicultural education is to view education from all aspects including backgrounds, there is, I believe that there is no one way to teach anything except maybe math and those concepts change. It all depends on who the teacher is and how it is taught.

Similarly, Kevin, a master's student indicated that his perception of multicultural education entailed learning about how people from different countries perceived education compared to people in the United States. He stated:

You learn how different people from different countries perceive education, differently from people in the United States and it means that you have greater appreciation for education. I know for me personally listening to other people when I am sitting in class face-to-face, listening to other people from other countries and how they perceive education in their country compared to America, you get a greater appreciation for education.

Steve, a master's student reported a more critical opinion of multicultural education. He acknowledged that multicultural education was the process of teaching to groups of people from different cultural backgrounds. However, he also noted that the process of addressing differences in the classroom made the teachers' task more challenging because teachers had to accommodate every student. He explained that multicultural education was unfeasible and an overly complex approach to meeting all students' needs and that consequently less time would be spent teaching pertinent subject areas. He stated:

Multicultural education, I guess it is the way I perceive it is, trying to teach for not a single person but a group of people of all different cultures and diversities which

makes it very very difficult because different people have different ideas and different values and I use the word helter skelter not meaning nothing bad because if you try to satisfy every culture you will probably not get everything taught because it could last 10 years for one course because you have to have so many different, cos, ever culture has their different little idiosyncrasies and their little sub-group of that culture and it can go on and on and on. It's, it's a hard, hard thing.

Mississippi State University's Approach to Multicultural Education

Interviewees also discussed their perceptions of multicultural education at MSU and they provided varied opinions of their experiences at the university. Some graduates asserted that multicultural education was not addressed, while other participants stressed that multicultural education was not addressed sufficiently. In contrast, two participants stated that when multicultural was taught, it was useful. Mathew stated that based on his brief experience as a student, multicultural education was not addressed in his program. He stated "so coming to Mississippi State, in my year and half in the program, multiculturalism has never been discussed in my coursework, it is just not." However, four participants maintained that multicultural education/multiculturalism was not emphasized enough or that more emphasis was required. Mary, a doctoral student's statements best encapsulates this point when she acknowledged that more focus should be placed on the subject to further assist teachers to address diversity in their classroom. She asserted:

Honestly, I have taking, I have taken, I can think of 2 classes multicultural education and I teach future teachers so I know it is important, I read a lot about it but as far as, is it, is it emphasized in classes, I don't think so.

Yes, absolutely, absolutely, we need it especially because we have so much diversity as students so I think it needs to be emphasized more because, and because I am in education, focusing on education that is what we are gonna deal with when we are teachers so we have to learn at some point.

Likewise, three other interviews reported similar opinions about how multicultural education was taught at MSU. Melvin, a doctoral student, reported that one class on multiculturalism was not enough and other classes did not address the topic enough. He stated:

...even being in a master's level program for counselor education they only have like one class that deals with multicultural counseling and I feel like that programs really should put a lot more emphasis incorporating multiculturalism because to me a lot of the classes don't really emphasize it that much.

Chantel, a graduate student, stated a similar opinion but stressed that both educators and governments should be responsible for ensuring that it was emphasized in the classroom. She stated "not enough emphasis was placed on diversity and multicultural education by educators and governments, more could have been done."

Gloria, a doctoral student, expressed frustration that more emphasis was not placed on the subject, especially when her occupation involved working with minority student populations.

I mean they try and tell you about, you know, race and culture within different

racess but you can, I mean, you can have like subsets of culture within a population and I don't think they express that very much and so I just, it's probably because I work with a lot of minority populations in my, in my field of interest, I just feel that it's something that should be given more attention and I don't know, I can't understand why it's not, especially where I am at.

When discussing her perception of multicultural education, Jessica felt that faculty had a narrow approach to multicultural education because they focused on black and white and in some cases more on whites. She commented "so I mean, you know, it is no, it is not and yet the university focused on, they say multicultural but it is still black and white and more white than black."

In contrast, Jane, a master's student, mentioned that instructors in her department encouraged students to get to know one another which provided students with the opportunity to understand different cultures and not focus on skin color. She stated:

I think they try to do programs where you get to know other individuals on a personal basis where maybe you would have understood some of their cultural aspects and I think they do a pretty good job making it not skin deep. They're things besides skin deep so.

Mark, an education specialist student, reported a different perception but one that had important implications as to whether multicultural education could be taught or simply experienced through exposure to different types of people. He explained that although multicultural education was addressed, he did not receive the full experience of multicultural education because the course covered demographic statistics of minorities

in schools. He noted that life experiences were more important than the classroom experience of multicultural education. He stated:

How do I perceive it? I perceive it to be more, oh gosh, it is kind of tricky because you know, I, I've had a multicultural class but in a sense it wasn't, I don't think I got the full experience of multicultural experiencing from this particular group versus that particular group but through life experiences. I lived in the city, I moved around a lot and I've been a lot around different cultures, it's not, it's not, it's not as real in a class as opposed to actually experiencing it.

Chantel also reported a similar opinion when she stated "it is good to see it as opposed to reading about it, nothing really stands out other than that" and similarly, Gloria asserted that "you can't learn it from books even if you want to." However, Mary and Uzma presented a different viewpoint by reporting that multicultural education was addressed and helpful. Mary stated that the multicultural counseling course she took was informative and helped her understand the different cultures discussed in the class. She stated:

I did when I was taking a counseling, when I was in the counseling, division, when I was taking those courses, there was a multicultural class that you had to take, it was very eye opening to me, things as far as different cultures, how some people as far as respect, how they view respect and how you should treat different people, so you know...

Likewise, Uzma reported that multicultural education was always discussed in her program because the topic was pertinent to her field of study. She stated:

Multicultural education is something related to diversity, especially being a school psychology student, we always hear about diversity, whenever we go to school, we have to deal with, especially being in the south, we have to deal with African American students and a lot of Mexican students and I am an international student so multicultural. So I always hear this about my course, being diverse, dealing with different populations.

Moreover, Shannon perceived MSU's cultural events as a means of addressing multicultural education. She stated that the university does attempt to address diversity by organizing cultural events, however they do not advertise cultural events well enough to attract all students. She explained:

No, I mean, you know the only thing I know is that they, they try to, you know like, tap into various I would say cultural days, you know, like they do the Indian thing on the drill field and sometimes, you they do this international is it the fair thing that they do, with everyone meeting up on the drill field, you know with how many countries we have on campus which is ok but by the same token you don't get that many people to attend because no one, it is not advertised that much and no 2, it is like, well ok, I just don't agree with you.

In conclusion, the interviewees presented varied perceptions of multicultural education, with the majority of participants indicating that their departments could do more to address multicultural education. Two graduate students agreed that multicultural education was taught in the classroom, while others had different opinions about the value of their teachers' efforts. One interviewee addressed an important implication, whether multicultural education could be taught or learned through life experiences and

exposure to diversity. A summary of the analysis of the themes, perception of multicultural education is presented in Figure 4.3.

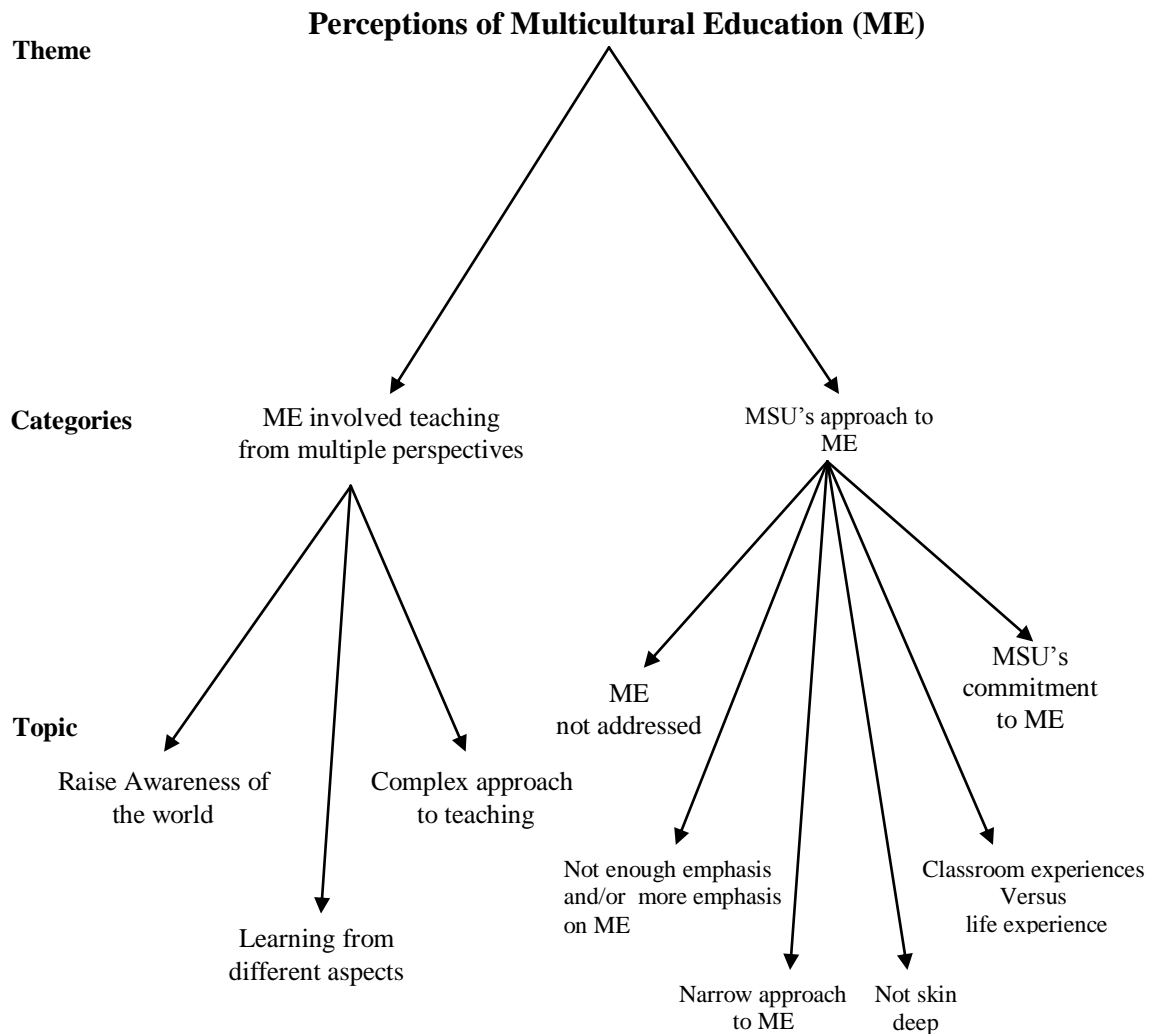


Figure 4.3 Concept Map of Graduate Students' Perceptions of Multicultural Education

Notes: ME stands for Multicultural Education

Research Question Two Part B

What were Graduate Students Perceptions of Multicultural Education?

In addition to discussing their perceptions of the multicultural education at MSU, the interviewees also reported benefits of the concept. Interviewees expressed that multicultural education was beneficial to them and their families, and to their academic careers, current and future occupation.

Benefits to Self and Family

Uzma, an international student explained that some people were prejudiced against others because of their religious background but she believed that multicultural education was beneficial to her because it made her open minded and accepting of different beliefs and cultures. She explained:

Very beneficial and I think the more you know about different cultures, the more you are opened minded and open to things, the more you are accepting things because you know, I was talking to my friend and she was saying that some of the religious backs... some of the people from religious background, they are not acceptable to everything and I said that maybe because I am from international background, I am from a different culture but I think that the more you know about different culture, the more, like, different things open to you and you like, like, like just accept and deal with everything. You like, well if they believe that I have the right to do something then why don't they have the right to do whatever

they want to do. So I think the more you know about different cultures the more it is great. I just love knowing about different cultures.

Melvin also expressed a similar sentiment to Uzma by stating that multicultural education helped him appreciate different cultures and dispel misconceptions about cultures presented in the media. He asserted:

It will, I think, it will really open up doors for me because even though I grew up in a multicultural neighborhood there are still a lot of cultures that I have never interacted with and you know, a lot of what I hear is based on what the media says, and you know, as we know the media is no way near telling the truth, they say what they want to say and like I said I feel like, that you know, it would help me be more appreciative of, you know, of the differences, diversity from various cultures.

Mary indicated that discussing multicultural education allowed people to address their misunderstandings about certain cultures and be open and less sensitive about topics relating to cultural differences. She stated:

And whether it is offensive to this culture or that culture, sometimes it needs to be said, we need to approach it...

Exactly. I had no idea you felt that way about me or about me or our culture but now that you have laid it on the table, let me clear it up for you. So I think it is needs to be addressed. Yes.

Likewise, Mathew asserted that multicultural education was beneficial to his family, specifically his children because they were exposed to different customs, accents and languages. He explained:

Well, ok, our family participates in the borderless host program, where we are teamed up with some international students who we have involved in the things we do as a family. We don't, sort of, I don't want to say adopt because that sounds so overly done but where these students come and spend time with our family and we take them places where we go just to kinda not only give them a sense of community but also it's kind of a buffer to help them with you know, with staff and faculty, gives them another person to contact and so for us it has been really beneficial especially for our children because in our previous university we had a huge international student population that lived around our area where we lived and so our children were used to hearing a number of different languages and seeing a number of different ways of tradition dress, hearing a lot of English with various accents on it and this kind of thing, playing on the playground with children of all different colors and background and this kind of thing and we haven't had that much opportunity here and that's the benefits. So when I look at social sides of what multicultural education could be I think it is an important thing for students,...

Similarly, Mark stated that multicultural education was beneficial to his children because they will be exposed to diverse people in their place of work and therefore will need to develop the skills to work with an increasing diverse population. He stated:

I perceive it to be beneficial because where I am from on the reservation people talk about, you know, you know, this is the Choctaw way versus this is the white, Caucasian way, the way I look at it that is not the world we live in, I mean obviously, the world is so unique and diverse, I tell my kids all the time I want

you to be exposed and to be around different people and meet different people because it, you may get older and work with those types of people or work with that type of person. So I think it is very, very beneficial because likewise even the state of Mississippi is getting so diverse, I remember a time where you were just white or black and as time changing, I notice we have much more Mexicans Americans here, we have much more Asians here, we have so it is getting very diverse, especially in Mississippi so I think it's goes, I think it's very beneficial.

Benefits to Learning

In addition to participants reporting personal benefits of multicultural education, interviewees also discussed benefits to their learning. Chantel, Jessica, Yi, Gloria, and Mary, reported that multicultural education was beneficial and necessary because it helped them teach and/or counsel diverse students and provided them with a better understanding of working with diverse students. Mary's explanation encapsulated their viewpoints:

Let me think about this – beneficial to my learning. I do because even though I've taught in the classroom, I have not dealt with a lot cultures because I think I am in Mississippi and Mississippi you are either black or white, that is the majority, you may have someone who is Asian or Hispanic in my class but rarely. I believe that it is important for me to learn in my program so that when I graduate that when I enter the workforce. It is not going to be just white females and I need to understand how to work with them. I need to be able to collaborate with different cultures but my personality, well, I have a dominant personality. So I need to

learn about other cultures, in my program, I need to learn how they view things, how we view things differently.

Yi indicated that multicultural education was especially beneficial to her because one of her professors discussed fundamental philosophies that were prominent in her country and this made it easier for her to relate to the course content and connect the subject matter to her cultural background. She reported:

In the ethical decision in leadership class, Dr. Perkins talked about Daoism and Confucianism which meant that I could relate the course content to my learning background. It made it easier to understand the subject being discussed when I could connect some of my countries' philosophies to the subject matter. The professor related to course content to my background.

Furthermore, Peter stated that multicultural education was helpful because it expanded his knowledge as well as enhanced class discussions in traditional and online classes. He stated "I believe it will improve, what I am trying to say is, it can improve, like increase your knowledge and it can provide better group discussion in classrooms or online because you have such diverse opinions."

Benefits to Future Careers

Interviewees also reported benefits to their current and future careers. Jane stated that multicultural education was beneficial to her because it taught her to avoid labeling and categorizing individuals. She commented:

I think so because like I said everyone person is different and when you are working in any type of counseling situation each individual is different, each of them have their own particular issues or problem that they are working with and if

you can't see, if you label and categorize them, you know, this is who they are and put them with a group then you don't truly get to see who that individual is.

Similarly, Mathew reported that multicultural was beneficial to teachers because it meant making teachers aware of different cultures and providing access to learning to all students. He stated that as a teacher he would advise other teachers to avoid accentuating differences. He explained:

You know and I think that sometimes, we, as educators we confuse that, that is all about accommodating differences, and it isn't, it's about awareness. To me it is important especially for teacher training and pre-service teachers because if they, for instance, if a, if a pre-service teacher that I am working with right now, she comes from a place called Hickory flat Mississippi. The attendance center had 800 students in it, she graduated with 24 of those students, they all looked like her, they came from the same socioeconomic background as her, they all spoke in the same way she did. For her to go teach in southern California would be a very difficult situation, not only would she be changing cultures but she would be surrounded by cultures with which she is unfamiliar. So if I wanted her to understand multicultural education I would want her to understand that we don't accentuate every difference but we acknowledge it. We can't say oh I don't know this color well that means that you just white washed everybody. You see, but we can appreciate and that it means providing an emotionally safe haven for all students. It means providing students access to the content regardless.

We make adjustments and so to me, I guess that is my operational definition of multicultural education regardless of wherever, where we come from, we are trying to make everything accessible.

Peter also stated that multicultural education was beneficial because it helped people manage communication problems that may arise with people from different cultural backgrounds. He commented “definitely, I mean, I think the thing is, is that sometimes you may run into people that cannot communicate clearly so that will definitely be a diverse barrier so you learn to find ways around it. I personally haven’t done. I know I have seen it.”

Disadvantages to Multicultural Education

In addition to the majority of interviewees discussing the benefits of multicultural education, some interviewees reported some disadvantages of the concept. Mathew described instances where faculty member’s approach to multicultural education may have caused conflict or animosity amongst students especially when international students were perceived as receiving preferential treatment. He acknowledged that defining the lines between accommodating international students and ensuring that all students meet the same criteria was challenging. He explained:

There have been times in classes, and not in Mississippi State but I guess one here, there was on instance here. Sometimes as a member of the majority, it’s difficult to accept that those international students may receive preferential treatment when it comes to how their work is judged but that is not what multicultural education is. You know and I think that sometimes, we, as

educators we confuse that, that is all about accommodating differences, and it isn't, it's about awareness.

Now at the same time if you are getting a Ph.D. in another country, you are expected to meet the criteria there. So it was, I guess it is a two-sided sword there but again in the other classes that I have been in with international students I have never heard anyone ask for accommodations but I don't know what happens behind the scenes

In conclusion, the majority of interviewees reported many benefits of multicultural education to their personal lives, learning and careers. Most of the interviewees maintained that multicultural education helped them become more accepting of cultural differences. However, one graduate student reported that multicultural education could cause hostility among students when international students were perceived as receiving preferential treatment. A summary of the analysis of the theme, perception of multicultural education was presented in Figure 4.4.

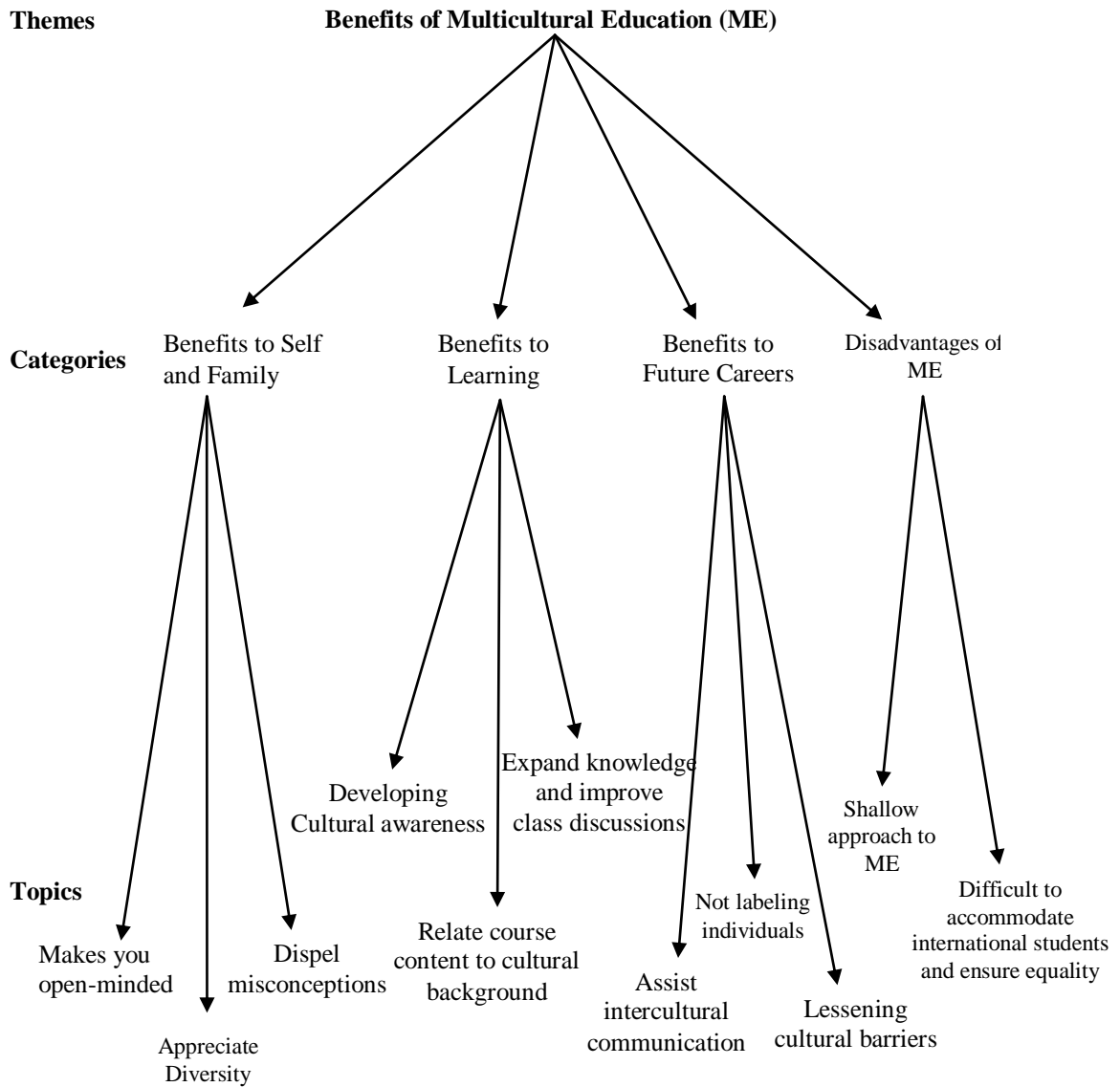


Figure 4.4 Concept Map of Graduate Students' Perceptions of the Benefits of Multicultural Education

Notes: ME stands for Multicultural Education

Research Question Four Part A

What Multicultural Instructional Strategies Did Faculty Members Use in Their Classrooms?

This research question was posed to both faculty members and graduate students to acquire an in-depth understanding of the instructional strategies used by faculty and experienced by students. The analysis of this questions were divided into five interrelated themes and a document analysis; (a) the first theme addressed faculty members' use of multicultural instructional strategies; (b) the second theme addressed faculty members' methods of evaluating their students' understanding of multicultural education and faculty members' perceptions of the support and resources they received; (c) the third theme focused on the multicultural strategies, graduate students' witnessed, (d) the fourth theme examined graduate students' perceptions of the multicultural concepts taught, and lastly (e) the fifth component included a document analyses of the National Council for the Accreditation of Teacher Education (NCATE) standards, all graduate level course syllabi and the teacher intern assessment instrument.

Interviewees were asked what multicultural instructional strategies they used in the classroom, however, it emerged from the findings that such strategies did not exist. Rather, faculty used their own general teaching strategies and styles to address multiculturalism. Emma's response illustrated this point; she reported that when faculty integrated multicultural content they did not refer to it as multicultural teaching but simply as "good teaching." As a consequence, students might not recognize it as multicultural instructional strategies. She explained:

And it is because it is interesting when you wanted to come to talk to my graduate students, oh no, she should come talk to the undergrads because there is way more

diversity in the undergraduate classes and then I got to thinking about it, no that is not true because every class you teach and you teach 3 of the 10 required classes there is a ton of diversity in there. Yeah and it isn't called that and I don't even know whether the students would even know that that is what they are doing, you know, like if I said Jenetrius how much multicultural education would you do, she might say none and I know that is not true but we don't call it that, we just call this is good teaching and you gotta, you gotta, oh look this what good teaching is and you gotta do this.

Yeah, they may get more than they might be getting more than they think depending on how you define it.

It became evident from the findings that different departments used a variety of instructional strategies; faculty in counseling and educational psychology indicated that because students were in the "people business" they were expected to have "unconditional positive regard" for their clients therefore strategies that addressed multicultural education were integral to their everyday pedagogical activities. In contrast, faculty in kinesiology reported that because some courses dealt with "hard sciences", thus, the courses did not lend themselves to addressing multicultural issues and consequently multicultural issues were centralized to one course which addressed topics such as globalization and multiculturalism.

Moreover, a similar finding was reported for the department of instructional systems and workforce development, whereby, multicultural topics were addressed whenever it could be introduced or not at all. Notably, there was also a standalone "cultural diversity" class that was designed to address multicultural issues. A similar situation was reported for the department of curriculum, instruction and special

education. Faculty indicated that there was a course that addressed diversity but mainly faculty introduced multicultural content in their courses.

Strategies for Introducing Cultural Sensitive Topics

Interestingly, faculty discussed how and where they introduced culturally sensitive topics in their teaching activities. A strategy used by faculty in the department of curriculum, instruction and special education to broach culturally sensitive topics with their students involved discussing the importance of “building relationships”. Julie instructed her students about the necessity of building rapport with their future students in order to teach them effectively. Julie explained further about how her students could be effective teachers by learning about their student’s cultural background through conducting research. She stated:

At the graduate, at the undergraduate level in the middle level courses I spend a lot of time talking about the need to build relationships with your students, because in particular middle school students don’t care what you know until they know how much you care and so you have to get to know them on an individual basis and build rapport and relationships and so in developing those relationships it would bring in topics of other cultures and ethnic groups and that the students themselves when they find out they have Hmong child or somebody from Iran or wherever, they need to do research on those cultures specific information on about those cultures, just to say they are Hmong and they are Asian is totally incorrect because they are a lot of different cultures within the Asian community so we talk about strategies that they could use when they are in the classroom and they get their list and they find out that they have all these different ethnic groups

because it is the responsibility of the teacher to be prepared for the student. The student doesn't have to be prepared for the teacher; you have to take the first step so we do that and we talk about a little and then, I have them read a lot of the funds of Knowledge works by Moll and González, and we read or we talk about white privilege with the Peggy McIntosh stuff and it is very different and then they make their own funds of knowledge list and then they look around the classroom which almost every semester all female and pretty,

She also described an activity (“funds of knowledge”) that she used to help her students to learn about their own cultural differences despite being a homogenous group. She explained:

I would say 90% white, middle class, young demographically speaking students, and then they make their funds of knowledge list and then we share information of their list with the group and then they find out that they are very different from the each other but they all appear to be the same because the majority of their appearance characteristics are the same and so we realize that there is a lot of diversity as a group of pre-service teachers who look the same and appear to come from the same background and so when you look in the classroom with the shift in demographics by was it 2030 or 2050 that, you know, they are not going look the way they do and so they need to prepared for that, they need to understand that it is ok to be different and you need to respect differences and we talk about ways that we can do that, taking the first step to really getting to know them. And then we do a project about rapport and I don't know if you seen this, it is totally adolescent based but it is based on the movie 13.

Julie and Emma shared similarities in the strategies they used to integrate multicultural education although Emma reported using a variety of strategies. Firstly she stated that she teaches her students to “become thinkers”, specifically teaching students using critical literacy to examine information and issues critically and from multiple viewpoints. She stated:

Right, right, you always want it to feel relevant so the first part of the answer is the try to just get them to be thinkers. In all of the literacy classes, we always do stuff around critical literacy so sometimes we will look at and examine sexism and racism in so just last week in that content literacy class, we looked at them, we read some stuff about critical literacy and we look at some commercial on YouTube, it was fun because we did I want to be the next top model Barbie and in the commercial she is actually wearing fish net stockings. It was really bad and we looked at some bud light commercials and so we began to look at racism and stuff, or not race, sexism and we do critical literacy so we always almost every class we do something on critical literacy learning how to read text from multiple points of view and take multiple points of view and so that is part of it.

She also explained further that she examined problems that were pertinent to schools in Mississippi with her students such as linguistic diversity and education. Emma, like Julie, examined the impact of race, class and language on academic achievement as a means of creating a comfortable environment for making cultural sensitive topics less threatening to students. In addition to discussing topics related to race, she also covered religion and education. Moreover, Emma, like Julie, also strived to show her typically white female students that they had distinct differences and cultural groups. Both faculty

members expressed the importance of students' understanding their own differences and how this impacted on their teaching and learning. She stated:

The other thing that I always do in my literacy classes and I will do in it in the grad class in struggling readers and writers and I will do in my undergrad class is that we look at linguist diversity because I think here in the south especially, that issues of race and language are incredibly intertwined and, so people can feel like they are not racist but then when they hear somebody used non standard English, they lower their expectations of that student and so I think each to their own, black English are particularly important in a literacy classroom so we will look at and read, Lisa Delpit and Geneva Smitherman and, Victoria Purcell-Gates has a really nice piece on Appalachian or prejudice against students who speak an Appalachian dialect which gets across the right issues of race because those kids are white but they don't speak standard English and that is a nice piece with them because it is not just about race, but it is about class and language and then we will look and we will study the rules of standard English versus the rules of black English and learn about how it actually does have its own grammar and its own structure and then begin to think it from there how do we teach kids grammar because you know, the middle class white kids, they come to school they know grammar and middle class black kids they don't and then they don't learn read and write as well and then we put them in special ed. You know, that is an over simplification but, I think a lot of linguisticism is at the root of a lot of, low achievement of African Americans in Mississippi and so that is one thing that I do in my classes. Now when I taught the diversity class specifically, I did a lot more around these issues, so we will do, I have a unit around religion in public schools

and I will just give the president's statement on what the constitutional and what is not and they will begin to think, oh, well you can read the bible in school but you can't tell people what to believe and they begin to ferret those issues out and we talk about religious differences, and having people understand themselves as having a culture because a lot of our like, white private school kids, they think that everybody else is exotic and that they themselves don't have a culture so to try to have them see all the multiple culture that they belong to. Some of the sort of standard multicultural ed. stuff that we do in those classes but I don't teach those anymore so.

Likewise, Curtis reported that he encouraged his students to consider the consequences of sports globalization and the inequalities it created. He stated:

Okay, with respects to including or trying to teach about diversity or multiculturalism or explore those issues in class. One of the things, I think is most important and is a question I pose and try to consider often, is well with respect to the global sports business class, who benefits and who doesn't benefit or who is harmed with respects to different processes that take place in globalization.

I guess that's kinds of the central question in trying to get them to think about inequality or how inequality has been in some ways reproduced through processes of globalization.

Curtis, like Emma, encouraged students to be thinkers by assigning readings and examining literature in classroom. The objective was to get his students to think critically about the topics being taught. He added that he invited guest speakers who had firsthand knowledge to discuss sports globalization and its impact in their countries.

And, I don't know, like I say, I mean I hope so but certainly some students, I, you

know, certainly had experiences with students who are more resistant to thinking about things, oh why are we always so critical about this, why can't. So I don't know but I mean in terms of the more specific strategies I use or trying to I mean we do readings and then come in at, I aim to have it be a discussion based classroom and then, you know what, okay, we did this reading and what about this was new or things you haven't thought about before or what in this reading challenged your thinking, what did you disagree with and then try to talk about this a little more. I have tried to and a few times, I have, well I haven't met as many people here, so I ideally also like to bring in like the globalization class, people from that can provide a different perspective, like the captain, the president of the cricket club who is from India came in and spoke to the class one day because we were talking about a number of, the cricket was spread to India, as a, well through the colonial period of the British colonizing in India and so that, it kinda grew in that context and it was, just looking at the complexities of that and so cricket was largely spread or brought as kind of a way of, for the British to bring British culture and show that, I don't know, the superiority of British culture, whereas the Indians saw it as well, you know, if we can kind of beat them at their own game, they took pride in that, being able to beat them at their own game and that as cricket, well professional cricket, has, it has recently become very commercialized I guess, whereas there is a enough money involved becoming involved in it.

Create an Open and Accepting Learning Environment

Another strategy used by faculty involved creating a non-judgmental and accepting setting for students to discuss their varying opinions. Deborah reported using this strategy but stated that being accepting and respectful of differences were fundamental in counseling education which made teaching multicultural education less problematic. She also endeavored to teach students to accept their own prejudices and not to allow those biases to impact their treatment of their clients. She stated:

For me, it's, it's fairly easy, because it is a tenet of the program there is to be mindful of the, the people that you are working with, and that is what we are teaching graduate students, how to go out and work with individuals and so we are teaching them to be very mindful of it, very accepting, very non judgmental, very, you know park your opinions at home because you know, we all are biased in some way. Whether it's, you know, whether we religiously conservative say, and you know, but, but they teach us and they try to drill it into us, that you need to leave all of that at home, and be just a blank slate for your client, certainly have an opinion but you know, don't judge and that sort of thing, and so I think we're, we teach people to be welcoming and accepting, to have unconditional positive regard for everyone we encounter, some of us do it better than others, you know, we all teach whoever comes to our classrooms.

In addition to Deborah fostering an open and respectful classroom atmosphere, she encouraged guest speakers to discuss topics pertinent to the course content which also addressed multicultural issues. She explained:

We have guest speakers that come and talk about the people that give the, in the United States we give the armed services vocational aptitude battery to high

school students, and it is an assessment, it is based on Holland's theories of personality traits and you know and it's more to see what you're, what you're work style is like, what you're and the armed services do use it, if a student scores high enough on it, they start recruiting them heavily but still and we have, we have people like that do that, that come and talk to students about how we administer this test and what it means in the world of work. I had somebody the other night come from the Mississippi employment service to talk about the things they do all over the state to help bring people in and when they finish as an adjunct I ask questions about what if you have someone in a wheel chair that wants to be a cosmetologist and do hair, is that a realistic thing? How do you deal with them? What if you have someone that comes in that for instance wants to be a worker in the parks services in the town but they, they divulge to you that they are a practicing homosexual and not pedophiles but you know, the public perception, we talk about stereotypes and that sort of thing and do you have as many Asian, Latin, African American applicants for certain job, would there be any reason or you to maybe prefer somebody over somebody. I try to draw those kinds of questions in so that the students start thinking about, you know, is there some reason why you wouldn't say tell a woman that she would be a good applicant for a construction job, you know, we talk about things like that so I try a little bit, you know to do that without patronizing them because they all grown, you know, so.

Lucy echoed Julie's and Emma's strategy for addressing sensitive topics like race by discussing "less threatening" topics but she rationalized she used this strategy because of Mississippi's history of racial discrimination. She tended to present examples of

linguicism and class to her students as a precursor to examining other sensitive multicultural subjects such racial differences in academic achievement. Lucy also reported inviting guest speakers to her classes to discuss their culture. She explained:

Just in regular classes, I guess I just try to boil it down by respecting people's differences and inviting them to express who they are and try to create a psychologically safe environment so that they free to say whatever their belief system is or you know, I tend to want to sometimes encounter things head on but in a racially charged state like Mississippi, people sometimes don't know how to do that. In my class, this is my ed. Psy. class for pre-service teachers, we were talking about intelligence testing and how intelligence testing is so language driven. So if you grow up somewhere and you standard American English is not your native language so to speak and the example I usually start with here because it's less threatening is I came from the university of Tennessee, so with some of my students up there, there speak mountain English, what people would call hill billy here but what it actually is, is that it was the language of Shakespeare, 15th/16th century language that got isolated in the mountains in Tennessee and the Carolinas and so as the language changed, that language did not change and so I had to deal with students whose verb, noun, verb agreement was totally different, who I am trying to teach pre-service teachers there to use standard American English but principals at their school, people at the school board would say things like 'I seen him o'there'. Now that the leadership is speaking like that and so they don't feel very motivated to do anything different but then that would impact their employment prospects, it impacts their standardized tests scores and so I usually start with those examples because it's not a black/white thing...

Another strategy she used when teaching multiculturalism was to address typecasting people and she described an example of preconceptions involving Hispanics. She described:

So what people expect is not how it really is so I try to when I am teaching multiculturalism, try to help people not to stereotype or to make assumptions, for example if you did not know Hispanic culture, you might assume that all Hispanic people are alike with the same concerns and drawbacks and whatever. I grew up in Florida and in Florida, there are people of Spanish descent that have, whose families have been since the 1600s and they are usually very wealthy, very powerful, very upper, upper, upper class. And then there is a group of Hispanic people who came in the 1950s, mostly from Puerto Rico and they are very working class, tradesman, skilled tradesman, artisan, just about as middle class as you can possibly get then they are the folks that came from Cuba in the '60s, whole different thing and those first two groups by the way look down on most of the Cuban population. Then there are the migrant workers who work around Hillsborough county picking strawberries and tomatoes mostly from the Dominican republic, from Haiti and from Mexico and then the Cuban people look down on those people and so each one of those sub-cultures has its own strengths, weaknesses and drawbacks and concerns and I can't say just because your name is Rodriguez, I am assuming that this, this and this. It is not that simple so I hope that answers your question.

Akin to Deborah, Lucy explained the necessity of teaching students to accept their bigotries while not allowing it to "consume them." She spoke candidly about where her bigotry stemmed from and stressed the importance of not being fearful of tackling certain

topics. She explained further that she strived to create an environment where students could be open and respectful of different opinions and use humor when discussing sensitive topics. She stated:

I usually start with SES because that is the least threatening and I move from SES through language patterns and dialects and I usually don't get around to race until the last thing because people are afraid of, to talk, I am not afraid to talk about it and I think that's, I told my class, if you show fear that means that you probably have unseen prejudice that needs to be dealt with, if you are afraid of it. Now I could blithely say I don't think I am prejudiced at all but I know it's not true but because of where I was raised, I did not grow up with any prejudice against African American individuals, my prejudice was all against Hispanic individuals because that is who my mother warned me about. She says don't you let those Spanish boys get you up in the hall. That's, I can hear her voice saying that to me, yeah, you know that was like the big bad boogey man. So you know, I had it somewhere in my mind that you know, any Hispanic guy was a potential rapist because how my mother educated, she was trying to protect me but you know I still have, if I am in an elevator with a Hispanic man who is nicely dressed in a suit or whatever, I have some feelings, not that I want to have them and I know where they come from but I know that they are and so I try to let the people in my class know it's not like anybody expects you not to have any feelings about people that are different from you because there is a survival value there, but you don't want to let it take over, especially when most of my students are going to be teachers, you don't want to let it influence how you teach or where you stand in your classroom, you know you don't always have to stand with the people who

look like you, smell like you, talk and whatever, you know, you need to open up yourself to different experiences and so I think that is the big part of it, it is just that openness and not being fearful of going there, I think as long as you stay respectful of people, you can go there and you could there with humor but the waters get muddied by people trying to be so careful, yesterday I had.

The Application of a Combination of Instructional Strategies

The analysis of the findings revealed that faculty members used a combination of instructional strategies to integrate multicultural education content alongside their teaching. In addition, faculty members explained that they focused on raising students' awareness of issues related to culture and ethnicity. Specifically, Jacqui explained that she shared stories and examples about different cultures with her students based on her own personal experiences. She also expressed apprehension about whether she did a "great job" of teaching multicultural content. She explained:

Ok, well I don't know if, I do a great job of this but I think multicultural content is taught then we would share examples and stories that that illustrate the points we are trying to make or whatever subject we are trying to teach. So for example if I am teaching administrative management procedures and we are talking about business communication, perhaps we would have several examples from different cultures and I do try to share some stories when we are talking about intercultural communication or cross cultural communication about experiences I have had in different cultures, and miscommunication experiences and some successful communication experiences that hopefully will serve them well as well but I don't

think I do a very good job of sharing stories from many different cultures but you asked how I would envision it, right.

Jacqui explained that in addition to sharing stories, she also provided her students with the opportunity to select their project topics as a means of introducing multiculturalism and she maintained that students learned a lot by completing these projects. She also described an example of projects that allowed students to examine cultural differences in business communication. She explained:

Although I do have, I let my students choose so...some topics for some assignments and I noticed we get some interesting culture involved when I give them choice and so I guess that is a piece of inviting multiculturalism into your classroom is allowing students to choose what their assignments will be about as I give them the technical specs, what technical things do I want to learn then I let them choose the topic and we have learned a lot about different countries and learned a lot about China this year and a few others, I wish we had more international students, yeah we learned a lot about that.

For example in the past when I have taught business communication or presentation skills, we, I have had an assignment where they have to choose a country and they have to actually present how do we, how do we successfully communicate in business in that country and so it gives the students the opportunity to learn about a different country, a different culture and tips for getting communicating successfully in that culture it has been a successful assignment in the past but with curriculum congestion and NCATE mandated syllabi I have had to kick that assignment out, so.

Like the faculty members mentioned previously, Jacqui also stressed the importance of providing a classroom atmosphere that encouraged students to be open to disclosing their experiences. She stated:

But I like to think that I do provide an open environment where students can share their experiences. I do ask the question every once in a while, do anyone have a situation that they would like to share, that illustrates that example, you know, when they have had conflict and how they worked to resolve it and I don't know if that brings out multiculturalism or not but it does bring out. I hope that I provide a class where students feel like they can speak and share their views and I try to do that.

Moreover, Sarah explained that when teaching the hard sciences, she focused on biological differences between ethnic groups, and the impact of religion on sports by sharing personal experiences. She asserted that it was important for students to recognize and be receptive to problems related to culture and religion that may arise when working with certain ethnic groups and find ways to address these problems. She explained:

A body is pretty much a body and there are some slight differences but it's usually like body density and bone density, and some basics there but nothing that you can bring it all in, but there some procedures with exercise physiology like testing and measurement and doing body fat. Well Muslim women are not going to let a male do this, doing EKG work on certain, populations, again Muslim, Arabic, some other, Chinese are very sensitive to and even some religions are very sensitive to males working with females. And so it's that recognition of ok, you may need to have female do the EKG work, you may need to, you need to be

very aware of what they are comfortable with and they are not comfortable with and even for sexual harassment, you should always have a female in the room.

Sarah also shared personal experiences of how culture influenced aspects of physiological testing and emphasized the importance of making students aware of the problems that might arise in their careers. Interestingly she pointed that her awareness of cultural differences and physiology originated from her experience teaching a diverse student population in Australia. She stated:

And so just being very aware of things like that and trying to put into that sort of, give them that mindset that this could be factor because we are becoming a much more diverse nation and it is one of those things you have to be very aware of this. There is also the, just the cultural aspects of like, Hispanics tend to be, can be very macho men, it doesn't matter how much it hurts they are going to continue to run even though they are in pain, even though, they are going to continue to do it. Even though it may be detrimental to their health, they may be having chest pains and they need to stop and if the female is a tech they are not going to let that female know that they are hurting. and so you have to be very aware of who you are working with as far as [inaudible] too and that's kinda how I try and push, I don't want to say push, how I try to expose this, it's just through actual situations that I have either experienced or have had friends experience and have totally gone ok this like could be true. And really, I didn't start to really think about until I got to Australia because of the fact that it is a very diverse population and I was teaching exercise psychology and I was like yeah, I have gotta a ton of different groups in there and I was like, you know, you can't just do this for only the white European or Anglo American or Anglo European or Australia perspective

because I mean, we had people from India, China, South East Asia, middle Asia, I mean, you name it, from all of the world, it was just like ok, yeah, this is not the normal, this is not a bunch of little white faces, I am here in the corner going, a room of European American going ok,

Michelle also reported using a combination of instructional strategies which included using creative arts to introduce students to different cultures and in turn encouraged students to review art work from other cultures. She also reported presenting her students with research on international differences in achievement in math and science as well as introducing multicultural content through literature. She stated:

I did I think not probably as well as I should, in my creative arts class I try to incorporate different types of cultures from art around the world. I do Australian Aborigine activity with my students. I do a [inaudible] project involving collages from France, I do let us what else South African art, I do Indian art, [inaudible] so I try to get into my creative arts class as much multiculturalism as possible through the arts.

I try to bring in wherever I see it's appropriate, adult studies in math compare our students to Japanese students, you know, just things like that, that you know, I have brought the results to my students, to show them how far behind we are compare to Japanese students at the [inaudible] level. According to the TIMSS, The Trends in International Mathematics and Science Study called the TIMSS study we are all behind a lot of countries, you know, as far as math anyway.

But we can also do it through literature, you know, read books from other countries and then bring the arts and math and science, create a [inaudible] books; integrate every subjects around your literature.

Additionally, she indicated that whenever possible she invited guest speakers to her classes and provided an example of this. Like Jacqui, she added that she asked her students, particularly those from different countries to share stories from their countries. She said:

I don't, I have had a friend of mine from Cameroon, Africa, she teaches in the university of Massachusetts, she has spoken to my classes and brought in African artifacts from Cameroon so I don't do a whole lot of it but I try. Yeah, I take my students to the Indian reservation in Philadelphia and do storytelling to the Indian children, we, I lead workshops for teachers on the Indian reservation, you know, as far as the classroom set up, I would just bring in other cultures and letting students do projects about other cultures and you know, if I had any multicultural students in my classroom, you know, I would definitely ask them to share their cultures and their ideas with my class. I have never had but maybe three, students in my career from other countries, I have one, the one I was telling you that spoke to my class, she was actually a PhD student of mine in qualitative research and she was one of my students. I had another one from Saudi Arabia, that wore the head dress and she, you know, she showed her culture in the education environment in Saudi Arabia with my students and then I, and then from Chile. Yeah so those are the only 3 I ever saw besides a few Hispanics from, you know, from Mexico. But I have not had a whole lot of experience. Yeah it is the meridian campus.

Similarly, Dylan indicated that he addressed issues related to diversity and globalization in sports through informal classroom discussions. He explained:

Kind of the way, I mean I don't have like a formal way of doing it. It's just, just with our, in our class discussion is pretty much the main way I try to do that. It is, especially with teaching sports administration classes, you are going to deal with people from all over the world especially with sports starting really to become international now and reaching those other markets so we do a lot of that, just basically just class discussions.

No Instructional Strategies Applied

One faculty member admitted honestly that due to his sparse knowledge of multicultural education, he did not address multicultural education in his courses. He reported:

I really don't know, I know that multicuture means different cultural background, that is all I know so if I have some, if I can receive some instructions about ok, what kinds of multicultural aspects is in the multicultural domain and how we can, erm, support different culture groups by integrating different strategies, that would be great but so far really I have no knowledge of those field.

Implications of Teaching Multicultural Education

An analysis of interviewees' responses revealed a plethora of instructional strategies applied in the classroom; however, it also brought to light some implications with teaching multiculturalism. Emma pointed out one vital point that multicultural education could only be taught properly if the instructor had a passion for the topic. She noted that teaching multiculturalism poorly was worse than not teaching it and expressed the importance of integrating multicultural content in all courses. She stated:

You know, elementary is looking at the diversity class but it isn't because the diversity content isn't important, it is because there is nobody good to teach it right now and I think doing a bad job of it is worse than not doing it at all. I mean, that is probably a little bit of over stated but there isn't a professor of record assigned to that course and it is being taught by a couple of adjuncts and there are doing what I did but they haven't studied it like I have and it is not, it is not their heart, you know, I think you can really only teach well something that you have created yourself and so, I don't know how well they understand it or if they sort of matching through the exercises in a way that because so much is how the professor or the instructor frames and follows up and structures it and so given that I think, so I think in the a perfect world they would get a diversity class where they would work on some of the things that are separate from content but really that the most important place it needs to happen is that every time we talk about math education we tie it, look everybody it is a social justice issue for everybody to learn algebra, you know, and talk about the algebra project and every literacy call, you know what this is about linguistic diversity, oh, you know what we going to read these books about the Hanukah because religious diversity is really important and that, and that it is part of everything

Moreover, Curtis commented on the distinctions between superficial and rigorous examination of multicultural content. He explained that perfunctory addressing multicultural was detrimental because it ignored the underlying causes of inequality. He stated:

Trying to think about ways that, I don't know, that we can at least consider and address inequality. Which I guess in the question of how to best include

multicultural content or, I guess one of the... With some multicultural education, one of the shortfalls I think is teachers will, well, addressing differences but just kind of a live and let live approach that, okay we are addressing and respecting people of ethnic backgrounds and races but we are ignoring the systematic inequality that exists and the processes that have produced and reproduced inequality, and so that is something I try to address, at least somewhat in that, in that, we think about, ok, so globalization, we are looking at, we are learning about sports in different cultures as sports organizations have now started to spread and market flows between countries. Well who, as that process has happened, who has benefitted and who doesn't, so, not that globalization is good or bad or things that have taken place are good or bad but that some people benefit and others haven't benefited or others have been harmed in processes that have taken place.

In conclusion, an initial review of the findings revealed that multicultural instructional strategies did not exist but instead the strategies employed by faculty members were just effective teaching. Faculty members reported using a variety of instructional strategies to integrate multicultural education in the classroom such as different methods of introducing culturally sensitive topics and creating an open and accepting learning environment. Moreover most of the faculty members felt apprehensive that they did not address multiculturalism adequately and wished they could do more. Two faculty members highlighted the implications associated with not teaching multicultural education effectively. Specifically, one interviewee stated that not teaching the content properly was worse than not teaching it while another faculty mentioned the disadvantages of teaching multicultural education superficially as opposed to

meticulously. A summary of the analysis of the theme, perception of multicultural education was presented in Figure 4.5.

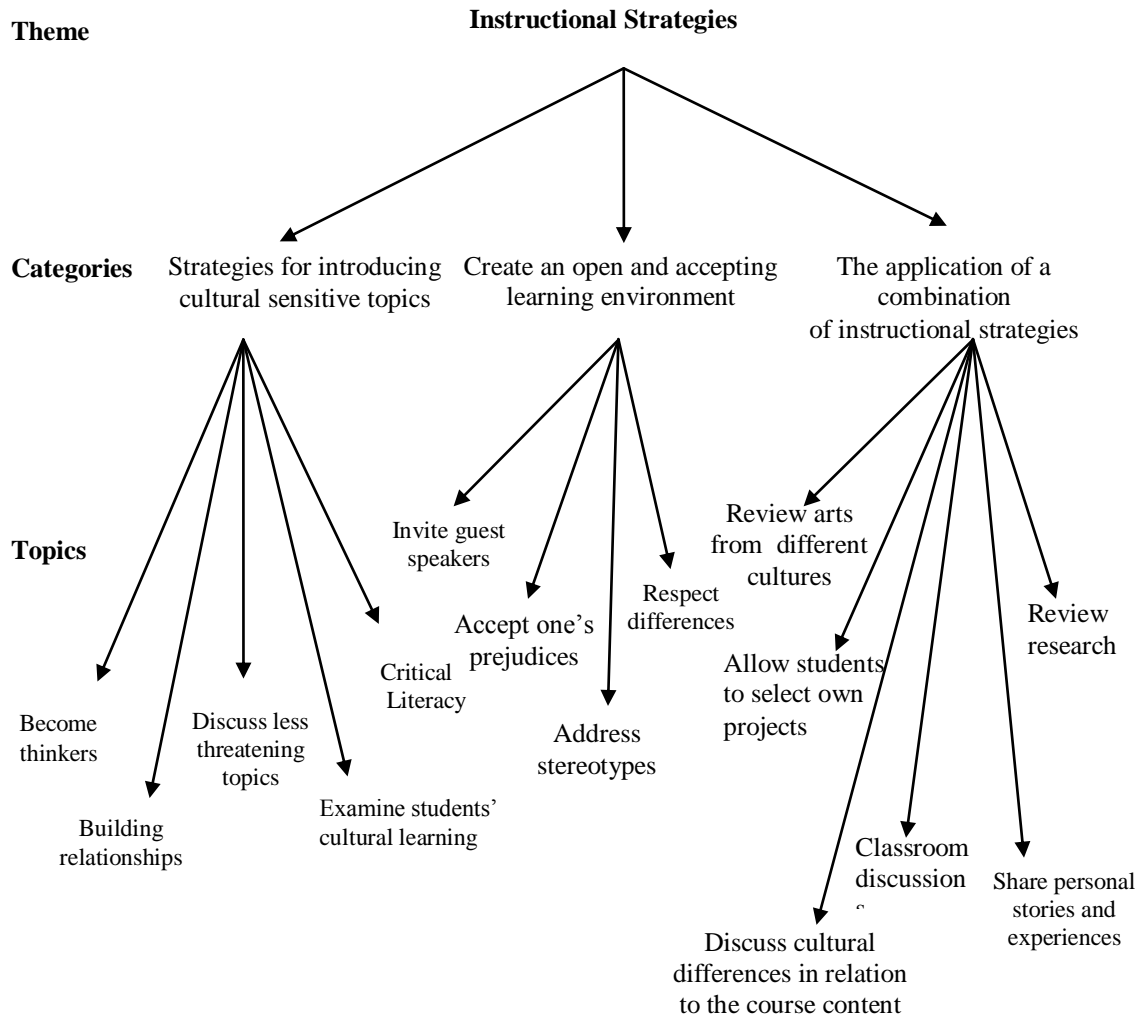


Figure 4.5 Concept Map of Instructional Strategies used to address Multicultural Education Content

Notes: ME stands for Multicultural Education

Research Question Four Part B

What Multicultural Instructional Strategies Did Faculty Members Use in Their Classrooms?

In addition to examining multicultural instructional strategies, faculty also discussed the evaluation methods they used to determine whether their students were receptive to their multicultural instructional activities and their perceptions of instructional resources and support available to them.

Informal Evaluation Methods

The findings showed that most faculty members did not have a formal approach to evaluating their students. Julie reported not having a systematic approach to evaluating whether students' were receptive to her instruction. However, she reported receiving acknowledgement that her strategies were helpful in the form of anecdotal feedback from students via e-mail. She explained that evaluating students did not guarantee that they would use what they had learned in the classroom, however, she hoped that raising students' awareness would influence their teaching practices. She indicated:

I don't usually because it is not something we test on, and even if we test on it doesn't necessary mean that they are going to use it. I am hoping that awareness changes belief or influences practice in some way. I mean they understand especially along the ideas of relationship and they see in practice when they are out in the schools that they are vital and so in having a relationship they know each individual student rather than each individual culture, so they do see that and they talk about that and they journal about that but I have had several e-mails from previous who come back and say thank you for talking to us about whatever, I have this kind of student now and you ideas were really helpful and I got to, you

know, so I have a handful of those kinds of things. I have only been doing this for 5 years, I don't have that much but I have 5 or 6, you know responses that come back that talk about how it was beneficial and the class connected to their real world and, you know, helped them build connections with their students. I think it is really something that is difficult to assess. I think the research on teacher belief will show you that it is very, very hard to change a belief and so it's for me, my goal is to raise or increase awareness and give them options when they are actually in the situation because most of my 22 and 23 year old students right now don't see themselves as being in a multicultural world.

Lucy stated a similar opinion to Julie that she received some validation that her students' appreciated her efforts when she received e-mails explaining how her previous students have applied what they have learned to their own teaching. She stated:

I have no clue. Well, I don't have, I don't have an effective way of assessing that. The only times I get a glimmer of if it has been effective or not, is my students are pretty good about e-mailing me once they have become teachers and go into the field. Sometimes they'll say I hated you for making me do this but every day of this week I have appreciated you for it. I get lots of e-mails like from various things and sometimes I will hear from people who go and teach some place, like in the Delta, or I had one young woman who was teaching on the coast and she had a large population of Vietnamese students who spoke Hmong, was their native language and that was like a whole different thing and she said I would not have even known how to approach getting to know these people if you hadn't taught what you taught me in your class. So that was great.

But that is not anything that is systematic but it is just something that has happened from time to time so I feel like well I am not totally in left field.

Dylan reported that it was difficult to judge whether students understood what was being taught with regards to multiculturalism but he gauged their receptiveness by observing their behavior during classroom discussions. He explained:

Yeah, I really don't have any like assessment to find out if they are really grasping it or not but I think just by how the discussion goes, you kind of see that light bulb kinda come on in people's minds and realizing that oh not everyone is the same as me, not everyone thinks like me and all that sort of thing so it, just kind of judge it by that.

Sarah also reported that it was difficult to assess whether students were responsive to her multicultural instructions and like Dylan, she used classroom observations and students' responses during class discussions to determine their responsiveness. She stated:

That is a hard thing because it is hard to tell whether they are getting it, although I have had some good questions and the students will usually be like, you can tell all of sudden like they, they kinda, their eyes kinda open up, like oh that could be an issue, I hadn't even thought about that one. And then sometimes they will bring something up and it is yeah, that could be a large factor in and so there is...

Likewise, Michelle indicated that she relied on student feedback and classroom observation to assess whether her instruction was effective or inspired her students. She stated:

I don't really have a way of testing it, I do have a question on my creative arts course, about the art they do from other countries but it is one question. I think

basically watching my students and [inaudible] them and their responses to the art and to the other cultures when I present it, they are fascinated by it and you know, I take them, I also take my students to the museum of arts, here in Meridian and they look at different types of arts from all over the world and my students make comments to me, little statements, like gosh that Aborigine art is really fascinating, you that sort of thing or I didn't know that, you know, just by their comments, it is more of a qualitative type assessment. You know, just me listening and, I don't really do too much but I do you know listen to their responses and I, I don't use a whole lot, like I said, in classes except for when I feel appropriate, when I can bring in I try.

Unlike other faculty members, Emma indicated that she used a variety of methods to assess her students but admitted she could never be certain that her efforts to impart multicultural content changed her students' opinions. She reported that using reflection papers enabled her students to apply what they have learned to their teaching experiences and also provided her with the opportunity to assess their understanding of the topics being taught. She explained:

Right, right, that is a really good question. I usually use various ways, you know does it have a long term effect that part I don't necessarily know and do we change attitudes? I'd like to think so I have them do ton of reflective writing so through their reflection, how does this apply to me, what does this mean for me and how does this apply to my future classroom and when they reflect like that, and I get a sense of their, what sticks and what doesn't and what they value and what doesn't from the whole class and I always end all of my classes especially the graduate ones with like, what are the implications of what I have learned for

me and my teaching practice and they have to justify them with the literature and stuff and I will see references to these kinds of ideas in those reflections...

Akin to other faculty members, Deborah reported that she had no systemic way of assessing her students and the only way she knew that students were receptive to her efforts through sporadic feedback via e-mail from previous students. She stated:

You know, you assess in a variety of ways, for me in a counseling class, you know, verbal feedback from students in group is very effective, individual feedback, I get a lot of individual feedback from my students, they call me, they use e-mail a great deal so I get feedback that way and then certainly you know, they do the classroom surveys.

Deborah, also noted an important implication when assessing counseling and educational psychology students. She stated that students in her department know the correct behaviors to exhibit which made evaluating whether they were receptive to multicultural content taught challenging. She stated:

I think the feedback, the way that you could assess that it is effective, you see, it is hard to know, because like in a counseling classroom at the graduate level, everyone feels like they are being judged on some of those things and they know the behavior they are supposed to display, whether it is they really feel or not because you know, but they know, they know how they are supposed to feel so it is really hard for me to tell if someone is really open and accepting or if they are giving me the feedback that they think that I want.

Curtis also reported having no formal assessment strategies but he hoped that by encouraging his students to think and critically examine the issues would have some impact on them. He explained:

That is difficult. I guess my first answer is I hope so.

It's not, I mean by no means do I have the illusion that 100% of students come out with changed perspective but I mean that's, that's I guess, my goal to get them to think and examine things a little bit more, examine things and think about things that perhaps previously they haven't thought about.

In summary, most of the faculty had no formal method of evaluating whether their students were receptive to their efforts to integrate multicultural content in their courses. The interviewees indicated that they mainly relied on anecdotal feedback in the form of e-mails from previous students, observation and responses to class discussions to assess students' understanding and awareness. However, one faculty member indicated that she assigned reflective papers to her students to encourage them to consider the practical use and implications of the knowledge they have acquired. Interestingly, another faculty member reported difficulty assessing whether students were receptive to multiculturalism because students in her department were expected to exhibit accepting behaviors which may not be an accurate reflection of their opinions.

Access to Instructional Resources and Support

Faculty interviewees provided some insight into instructional resources and support that facilitated their efforts to integrate multicultural education in their classes. Some interviewees reported never seeking support and while others indicated that resources and support were not available in their departments. Julie indicated that resources were accessible from an external office (Office of Diversity and Equity Programs) at MSU and they provided assistance to faculty and students in their attempts to endorse multiculturalism. She also explained that she was personally involved in the

Native American Association and the difficulties she experienced getting Native American students to join. She revealed that administrators in the department and in the college supported the idea of integrating multiculturalism in and out of the classroom but the level of commitment differed due to monetary and time constraints. She stated:

They are available resources and Dr. Alexander is over the diversity and equity office over at the president's office and she is interested in helping groups who want to promote cultural things. I am also a faculty adviser for the Native American Student association which is so very very small but so we have, or I have worked with Holmes cultural diversity center with things, like the international fiesta or trying to have a pow wow on campus which is just difficult because people aren't interested in doing a lot of extra things on the weekend. So it is not just getting my Native American students to do stuff but it is getting them to attend and it is the cost of things and so I would say that the dean or my department head are or the people in HCDC or Dr. Alexander, they are all very supportive of the idea of multicultural ed., and infusing it but the level of support or the types of support vary. Everybody thinks it is important and that something should be done but there is no time and there is no money and so figure out what you can do with limited time and no money which is, so that is. I think they all perceive it to be very beneficial and they are aware of the issues and the lack of knowledge that the students come to us with but we can only do so much with so much time.

She explained further that she was the chair of the diversity and globalization committee and although the committee was developed a long time ago, the committee members agreed to be productive in endorsing diversity related matters in the College of

Education. She discussed the idea of presenting faculty with a diversity award. She stated:

I am the chair of the diversity and globalization committee and we're, we are revitalizing ourselves. So for a while, I have been on this committee since I have been here and this is the first year we are really meeting and so we are, there is a link on the COE web page and we are going through all of the things that we say we do and we making sure that we do them and we are updating terminology and language and practice and so this year what we have been able to accomplish is actually have a diversity award for faculty and staff and so it will be given at convocation and it was sent out to the faculty about when they did because we did a research award, a teaching award, a service award to faculty and then there is a service award for staff so we added the diversity award and they have to do something related to diversity and have it documented and so we use 3 of the 4 criteria off of the COE website to determine what it should be...

But anyway that is an accomplishment for the college that we are getting back to paying attention to it and having something meaningful. The committee didn't want to be a committee of they were going to be a committee in name only and if we weren't able to do something, you know, as far as faculty go for this department, we're nice stop for minority faculty but we haven't proven to be a place where minority faculty stay because I count as their minority right now

Michelle indicated that her department head was very supportive of the need to integrate multicultural content and that the department head also acknowledged her multicultural instructional activities. She explained:

Oh sure, my chair is [inaudible], he really likes us to incorporate multicultural ed.,

he knows that I do a lot of work or we do a lot of work like at the Indian school, at the reservation, and he was a part of the interview, not the interview but the presentation I had when, her name is a Elizabeth Ombe [?], she was the one from Cameron, Africa that spoke for a whole morning in my class and she brought in a lot of African artifacts and spoke about different languages to my students, I got to hear French and hello...

Likewise, Deborah reported a very positive opinion of the support services offered at the university and indicating that both as a student and faculty at MSU; she has always received excellent services from departments and associations at MSU, when she requested assistance. She noted that MSU has become increasing student-centered. She explained:

I haven't, but every time with internship and this class teaching it, anybody I call and say would you come and talk about how you assist people in career search, career, nobody has ever turned me down, student support services, I've called. I haven't thought about calling Holmes and that is a good idea. I have called the director there and asked if she would come and speak about how she sees college students and where they are going because several of my students are going to be student developmental or college counseling people and that would be a wonderful dovetail. I am sure somebody from Holmes would come, I mean, they, on campus, people here are willing to help if you can articulate what you want that is thing but I have not found, here, you know, people I think are really wonderful about being willing to be very helpful and being, you know doing what they can for faculty members and for students too. My experiences here as a student were always people here were very very helpful from the department

secretaries to people in, in people in financial aid and registration to you know, wherever so. I think, I think folks really want to be of assistance if they can. And I think a lot of it depends on how you approach people, I think if you are nice and you know, I think people are very willing to help you and to do what they can for you to help your students because I find the university to be, today, you know I entered graduate school here in about 1990 and it is far more student centered today than it was then and it is much bigger school but I think in, in my department and in other places, I think there has been a concentrated effort to become student centered, now there are times when we all have to look at each other and say even in my own school environment and here, and say remember this is about student, this is not about the grown, the adults or the faculty members, this is about the student and you probably have found the same thing in your department.

Yeah. But I think people are very willing to give you whatever help you need and, and answer whatever questions you have and I have never had, gone anywhere, library, anywhere on campus that someone hadn't said, I don't know but wait just a minute, let me see if I can find somebody else and I don't know if that is unique to Mississippi State, I hadn't been many places in life, you have been but I haven't. You are certainly well traveled, you could probably answer that question, you know.

Lucy indicated that the previous department head and current interim chair were supportive of multiculturalism but although there was no official training offered; faculty members in her department were expected to be considerate of people regardless of their differences due to the nature of their specialization. She also reported that the college

offered no support but Holmes Cultural Diversity Center (external department) offered some services in the form of guest speakers which she did not perceive to be beneficial to the class. She explained:

Ok as far as the department, I am going to talk about how it is today and how it has been historically. I guess you know that our department head died last year, Dr. Hosie was extremely encouraging and encouraged us all to integrate as much respect for other people groups stuff into our classes as possible. Now we have never done any departmental training, but it's like the departmental norm just assumes that because we are educational psychologists, because we are counselors that part of that territory comes with being respectful to all people so I think this department itself is a little bit different than maybe biology or someplace like that because we are in the people biz and that is just seen as a basic and an ethical thing that one would do. We have an acting person now and I think he pretty much is the same way although it's just a by the way thing, it's not anything but you know, interim people, their job is to maintain. So I don't see anything proactive happening but I do feel that I'd say 90% of my colleagues are respectful of other people and try to integrate multiculturalism into what they do and that feels like a supportive base to operate from. So that's great. From the dean's office, [gestures nothing], I don't see much proactive coming out of there either other than forwarding messages from Holmes Cultural Diversity Center. My experience with Holmes Cultural Diversity Center is that 2 years ago when I began to try to make a huge effort to make my cultural aspect of my two classes better, they were who I turned to first and so they had just sent out a flyer, we have guest speakers, we can come and do activities, blah, blah, blah. So I thought

why am I trying to even the wheel, I have this wonderful resource here, so I asked a person and she had also been a former student of mine and I liked her a lot but she was so boring. She tried to do an activity but she didn't have the right facilitative skills to carry it off. My students were yawning, they were bored, they were looking out the window and put of politeness, it is not like I can jump in there and do anything.

Similarly, Jacqui also reported not receiving resources or support from her department but like the other faculty members they sought assistance from the Office of Diversity and Equity Programs which she found useful. She indicated that she would like to have some in-service training on multicultural education. She stated:

I don't think I have received any support from department or college, yeah.

I was going to say none, up until the very end until you mentioned Mississippi's Holmes Cultural Diversity Centre and yes I have received help from them. I have called on Mary Alexander is the current director of the Holmes diversity, office of diversity and equity, and she was a guest speaker at my class just a few weeks ago, I have asked her and I have asked her predecessors, I have had them at least 2 or 3 times to come and speak to my class on issues of diversity and things so they have been very helpful. Other than that I don't think I have received any training, and I would love some, I think that would be I'd love to have a faculty brown bag lunch on incorporating multiculturalism in the classroom, or helping your students manage diversity or anything that would help me help my students. I would love to have some in-service training on.

But I felt like I have not received any except from when I have asked for it, not the Holmes but the Office of diversity and equity, actually Carson Cook was the,

he and his wife were both involved in either the Holmes, one was the Holmes and the other was the office of diversity and equity, they all helped me. So the Holmes diversity center and the office of diversity and equity have helped. Yeah, I just called and said I'd love to have a guest speaker, would you be willing to and they said yes, they were willing. It was helpful just for my students to have a different voice other than mine, and, and more knowledgeable voice too, you know, that's their expertise so.

Curtis reported that he was currently a member of the College of Education, diversity and globalization committee which was designed to assist and reward faculty on their multicultural activities to promote diversity with backing from the college administration. He also explained that in the past the committee had been developed superficially to meet NCATE requirements but currently the committee was working diligently to develop strategies to integrate multiculturalism in the courses offered at the college. He stated:

I am on the College of Education diversity and globalization committee, which we met for the first time two weeks ago and there is some interesting discussion that, I guess the committee was founded about 10 years ago or so, and they had come up and it had been kinda been on for a while and dormant for a while. And some of people that had been for the committee for longer had expressed frustrations that like to satisfy NCATE requirements like you have to address the issue. So some people felt that, well the committee was just formed to address NCATE standards and the dean didn't really or and that in the past the administration didn't really care enough about diversity that much and that they just needed the committee there to show that yes, you know we have.

But there were, some people felt that way, some felt that well the administration has, that there were reassurances from the administrations that they were going to value the work of the committee and what could they do to take steps to try, trying to improve issues related to diversity and multiculturalism. Now within there, including content in class, I guess I come to know that there is potentially two different strategies, one would be take existing courses and say ok how could each course include content related to diversity and multiculturalism. But with that, that is hopefully something we will be able to address in the diversity and globalization committee to look at that and to consider that and at least maybe make, perhaps recommendations to the administration about, you know, here is programs that include, that actively include courses and content specifically focused on diversity and here, and maybe curricular that are lacking that could benefit from some courses focusing on diversity. So I do definitely think it's important to look at or hope to in the future.

He also explained that as a new faculty member the issue of multicultural education was not addressed in their first faculty meeting so he could not comment accurately of the level on support or resources that the department offered. He stated:

Well and then I guess from the one faculty meeting I have been here for which right at the beginning of the year there wasn't a specific, there wasn't really a specific mention or focus on diversity, but I don't want to, I mean, with so many new faculty members, I am just kinda getting, it was more focused on just, you know, nobody here has any idea what's or some many new faculty members don't really know what's going on, it was more trying to get people some idea of okay, for classes, here is how it is going to work for class schedule for advising, here is

what you do here so I guess I would need to, I wouldn't make, I definitely wouldn't make a statement that it is unimportant just because it hasn't been mentioned up to this point. I can't get a feel for affirmatively saying one way or another but I will say, it wasn't, the meeting we had it wasn't specifically addressed with the department stance for policy or specific steps that could be taken with respect to diversity so.

Sarah like Curtis was also a new faculty member in the same department so she had no knowledge of the resources and support available but she indicated that the diversity committee was working towards providing in-service training to faculty. She explained:

Nothing as of yet but I haven't gone hunting, searching for any assistance yet. I am actually on the diversity, the school of education diversity committee, somehow I got elected to that there, you have had diverse experiences you could go over there and it is like diversity, globalization

It's kinda interesting and I can see what they are trying to do and the idea of what, well not theirs, what we are trying to do and so I think from the impression I've gotten, this committee has not met in the last probably 2 of years and so now we are trying to somewhat resurrect it, I guess and see what evolves from that. I think one of the topics areas is to do like an in-service on implementing diversity, globalization into the classroom activities, there are some possibilities there. So hopefully I would guess in the next year or so things will kinda, get cranked up a little bit more.

Likewise, Dylan stated that he could not definitively state that no support and resources were available because he was a new faculty member. He asserted:

I wouldn't say that they are not supportive but I wouldn't say like they are like pushing those concepts on us and encouraging us in any way, it is just something that, I mean I have only been here a few months, this is my first semester, so it is just something that really hasn't been really discussed at all even but it might be discussed, who knows, maybe, tomorrow. The department chair might say hey, we need to push this more, as of, as of yet no one has really mentioned it at all.

Emma reported that she did not seek resources or support for herself but she directed students to the diversity services offered at MSU. She also acknowledged that there was a possibility of rewarding faculty members for their activities to integrate multiculturalism. Interestingly, Emma, reported what she believed would be an effective support system for faculty, would be for faculty to disseminate the multicultural strategies they used in the classroom for others to emulate and to eventually develop a "model" for other faculty to follow. She indicated that this support system would have a long term effect and may prove beneficial to faculty. She stated:

Yeah, I don't use Holmes very much although I do refer students to that, make sure that they know about it especially first generation students I think the biggest thing that would feel like support is more, I don't know how to do it or even how to say it, is getting other faculty to do the same kinds of things so there is more of it in more classes because I think that is where the impact is really on students and so, you know, I don't necessary think it is the kind of thing that a one day workshop, you know, but to have continuing ongoing conversations about how do you bring issues of diversity into your classroom when I was on the diversity committee we talked about it and nothing ever came of it but like an award where people could say this is what I am doing in my class to promote diversity or

multicultural understanding and then you know, so we can be holding each other up as a model and really showing each other why and how it is important and literally how we do it, if it is part of the teaching award, like you couldn't win the teaching award for the college for example if you didn't have something that shows that, you know like, to make it really prominent and valuable a definition of good teaching includes diversity and multicultural education those kinds of things I think would support on a larger basis.

James asserted that he had no knowledge of the topic and would appreciate a workshop to provide him with a better understanding of multicultural instructional activities. He stated:

Maybe get some workshop that teach may be give instructors some introductory level instructions about multicultural and also strategies to support different culture group, specifically, for example the Asian culture versus the European culture versus middle east culture they are so diverse so, if I am not really from that, even the United States culture.

Right, so, so we have if we have some instruction about that then I could think about more but really for now my mind is kind of blank, I really don't know that field.

In summary, some of the faculty members reported receiving support from their department heads to promote multicultural education but not receiving any training on the topic. All faculty members indicated that the Holmes Cultural Diversity Center and Office of Diversity and Equity were useful to them when they sought assistance, in terms of providing guest speakers to present to their students. Three of the interviewees reported being members of the College of Education, diversity and globalization

committee, whose aim was to develop strategies to assist faculty to integrate multicultural education in their courses. A summary of the analysis of the theme, perception of multicultural education was presented in Figure 4.6.

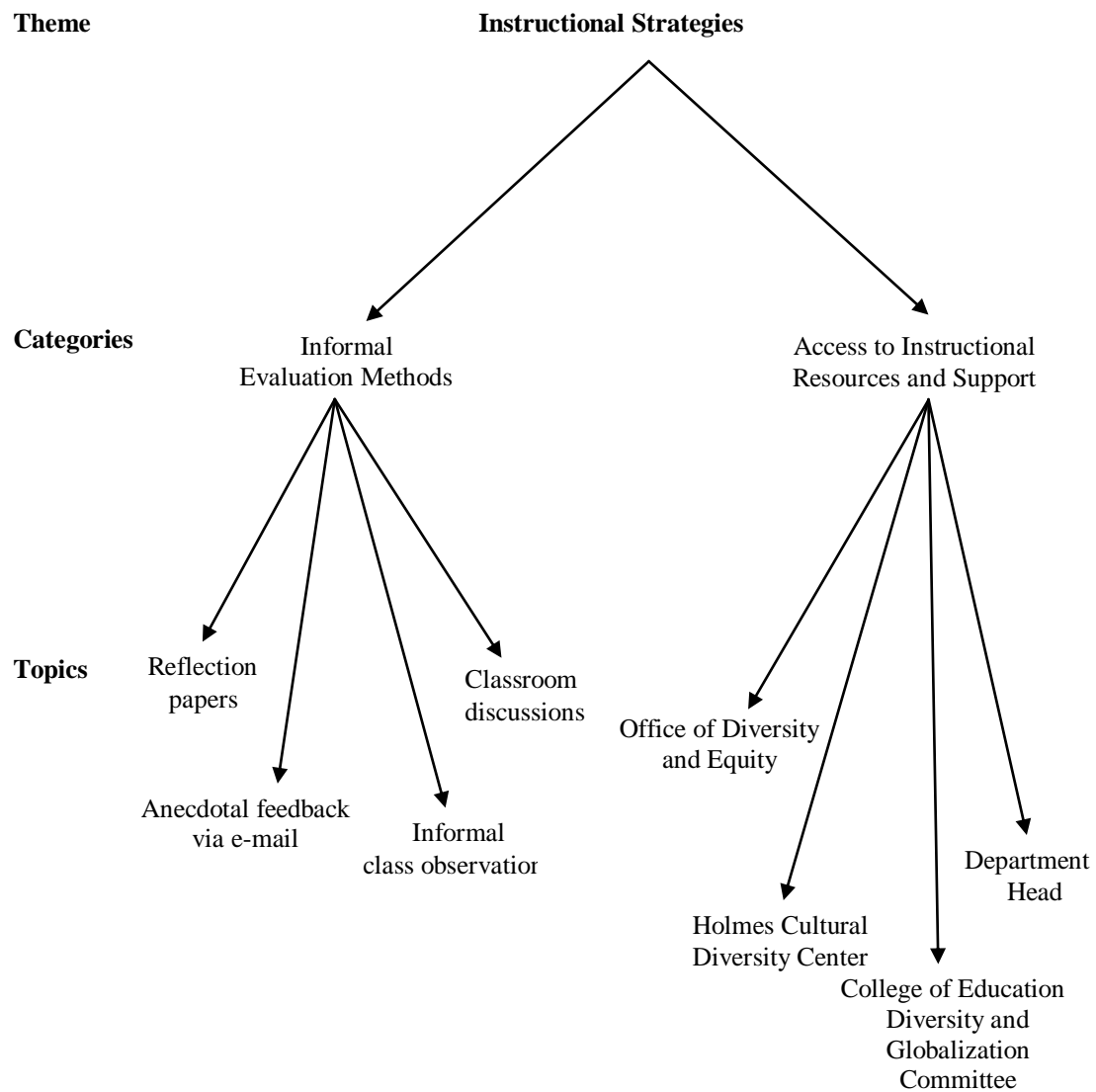


Figure 4.6 Concept Mapping of Instructional Strategies- Evaluation Methods and Instructional Resources and Support

Notes: ME stand for Multicultural Education

Research Question Four Part C

What Multicultural Instructional Strategies did Faculty Members Use in Their Classrooms?

In addition to interviewing faculty members to determine the multicultural instructional strategies they used in their classrooms, graduate students were interviewed to ascertain the strategies they had witnessed. Some of the participants indicated that they had not witnessed any multicultural instructional strategies while others reported that the instructional strategies they had witnessed were not useful. The findings also revealed that faculty used a number of instructional strategies to integrate multicultural education in the classroom.

No Multicultural Instructional Strategies Witnessed

Mathew and Jessica indicated that based on their experiences as students at the university they had not witnessed any multicultural instructional strategies used in the classroom. Jessica noted “no, I mean, I mean like I say, you’ve got diverse faculty and staff and even the staff does not pull it in, you know, the staff does not pull it in.” Steve also reported that he had not witnessed any instructional strategies that he found useful. He stated:

I never have. I have never said that. I have never been in a class where I have said I am going to use that. Unless, unless you know, obviously, nothing multicultural, nothing has made me say that but as far as like the information, as far as like, what I am doing, my profession, what I am going to do, I could sit there and say yeah, I like the way he presented that information but as far as multicultural issues, no.

Similarly, Gloria reported that the one class that addressed multiculturalism was not applicable to her chosen field and did not help her address specific issues she might encounter in her job and thus was not useful. She indicated:

Well for us I guess, for my discipline, there are, there are courses like multiculturalism in school psy and there are books on it, ours was multicultural and counseling, so the way, the format that it was presented wasn't very useful although I mean the numbers just knowing that this person in this area is this and this person, that is nice and good and all but if you are not, you know, not counseling them then telling me about what it would like in counseling is not going to help me if you were doing an intervention with them or going to try to set up some group and you don't understand how the, the dynamics of a culture work then how am I going to know how to do that and that was the kind of stuff I didn't learn.

A Variety of Multicultural Instructional Strategies Were Witnessed

In contrast, some interviewees listed various strategies that educators used in the classroom. Mary indicated that one professor was unabashed and open about discussing sensitive topics related to race in the classroom. She felt that his approach was refreshing and that the professor addressed topics that were typically avoided. She stated:

Well, with Dr. X we have blacks, we have whites, he does not care about offending, as far, he does not set out to offend anyone but if there is a problem going on or if we are taking about black culture or the white culture, he would just say it, there is no beating around the bush.

But I think it is wonderful, I think because that needs to be approached, for so long everyone is just 'don't say anything' and it needs to be said.

Uzma, an international student reported that two professors in particular discussed the impact of race and diversity in her field of study and stressed the importance of addressing diversity. She stated:

Yes, yes, all our professors, especially Dr. X, she is a visiting faculty member, yeah, she talks a lot about diversity because her area is related to race, her research area, and yeah, she teaches us personality and behavior assessment and it like, deals with observation, going to schools, observing students and their behaviors. So she talks about it a lot and Dr. X, he especially talks about a lot because his area is related to positive behavior intervention and yeah, we have to integrate the race, the international background, not the international background, the background of the student and everything when you are dealing with the behavioral problem and we have to integrate everything in his therapy or in his intervention. So, yeah, each and every subject is diversity is very important, like, each our course.

Gloria indicated that she found sharing personal stories to be a useful strategy because it helped her understand how to resolve particular problems related to culture and diversity first hand. She also explained that learning from personal stories was more informative than being presented with statistical data on different groups of people. She reported:

Personal stories, yes, the individual that does teach multicultural education is African American and she has personal stories where she grew up so stories like that help. There is another professor in the department who is Hispanic and he has

a lot of stories that also help, that helps me read from the books. You know, learning the numbers, learning you know what religion is what and this and that. Yes all this stuff is fine and good but if you know, you are telling me that it's going to be hard for me to understand someone of a different race and ethnicity. I want to know what kind of obstacles you have come up against, if you have done it, you are a counselor, ok if you are white and you have worked with someone who is a Hispanic or if you are white and you have worked someone who is Asian or if you are white and you worked someone who is African American. What were those obstacles? What did that look like? Tell me about it, those kinds of things and because is a lot of that stuff, you know, you kinda of get that oh I have heard of that before or that is what they said is going to look like, I remember that and make associations like so when I hear a story and I see something, I am, what a minute this kind of look like and as you are going through, hey this kinda of what they were saying and this is what I should do. I learn like that and you learn a lot just by doing but until you have been exposed to it all you have is the book or what you have heard. I think I retain more personal experience stories than numbers in a book so I mean everyone has stories they can share and I mean that is not something you have to go, I mean you can pick a few out of your bag. I will have plenty by the time I leave.

In addition, Uzma and Yi indicated that they were asked to share their experiences from their respective countries with their classmates because they were international students. Uzma stated that "I do share those experiences. They always ask me what do you think about that and do you have a comment on that and I always say wellbeing from an international background I think, as, since you said that about specific international,

multicultural things.” and Yi asserted that “yes, the professors are very helpful and I like my program. They always allow me to introduce aspects of my culture and background into my assignments.”

Moreover, Mary explained that in the multicultural counseling class she took she was instructed to focus on the history of the culture as a means of understanding the culture she was interested in and she cited an example why this approach was useful. She indicated:

The thing that helped me the most was when I took up multicultural counseling was they said to focus on the history of the culture, if you look at the history of the culture, where they came from and what they believe today, then that will help you as far as talking to that student and getting information across to that student and the example and I don't know why I remember this the most, the example they used with me the most is with Asia students in our culture in America, we view respect as eye contact, if you are not looking at me then you are respecting me, and so if I have a student in a classroom and this is still coming from a student perspective, ok, so if I have a student in my classroom and they are an Asian student and I am like look at me, look at, why aren't you looking at me that is disrespectful. Well in that culture that is disrespectful, you do not look in the eye, you look down. So it is important that we understand that and we learn the history and what their values are and what their beliefs otherwise we are gonna confused them cos they going to go home and say mama she made me look her in the eye and I felt so disrespectful, you know, so that's important that, that we know that especially and it is impossible to know to every culture but when you have students in your classroom or when you have students in, in where you

work, you are working with other people, you need to understand, ok, she is Asian what do I need to know about that culture and I believe that is important.

Uzma also mentioned that research articles and studies were used to integrate multicultural content specifically issues related to African American, Mexican and Caucasian students. She explained:

They always talk about researches, and they always like refer to researches and give us, like details and handouts and tons of articles related to Mexican and Spanish people [inaudible], Spanish people, African American and Caucasian, that when you are dealing with different students, like, if dealing with African American, it's good if you are African American, like if you are in the school of psychology, if you are African American it would be great because a student would relate to, him or her. So they always tell us that if the student you are dealing with is African American or Spanish, or how you can deal with him or how he is different, and his or her approach is going to be different towards different things.

Three interviewees described cultural assignments they were asked to undertake to learn about different cultures in their courses. Melvin stated that in his class, the professor assigned a task that involved interacting with people from different cultural backgrounds, finding out about their cultures and producing a report based on those findings. He indicated that the assigned task was designed to help students experience multiculturalism first hand. He stated:

In my multicultural class, she is having us to like 10 assignments where we go out and we interact with different cultures, like we go interact with somebody, we can go to a museum, go to a festival and what we do after we interact with them, we

kinda do a write up about it and I think that that is a good way of letting people who are not used to multiculturalism kinda get a feel of what it is like to be in the minority.

Jane also reported that the service learning assignment she was assigned to complete provided her with insight into cultural awareness in young children. She stated that the assignment enabled her to examine cultural development in the children. She stated:

I think one of the main things that we did was that we did a service learning projects for one of my classes with a kindergarten class and that was a really neat experience because you are dealing with kindergarten students even though you learning to work with college level students and the different cultures, I think when you are younger you can kinda see it because they don't see it but you can see it and so that was really neat to see, okay to see, well they are already gaining different cultures, you know, at 5 and 6 years old, where are they going to be when their 18,19 years old.

Yi, an international student mentioned that one professor discussed philosophies from different countries in one of her classes and that she was also encouraged to compare philosophies from her country to American doctrines. She noted:

I can't think of any multicultural instructional strategies apart from Dr. Perkins' discussion of the different philosophies from different cultures. But I always compare the education systems I learn about to Chinese systems. I ask my professors whether I can make comparisons in my assignments. I am always comparing the educational practices of the two countries.

In summary, two interviewees reported that they had not witnessed any multicultural instructional strategies while some graduate students commented that instructional activities were not applicable to their studies. The majority of students indicated that faculty used a variety of instructional strategies which included sharing personal stories, classroom discussions and cultural assignments. A summary of the analysis of the theme, multicultural instructional strategies was presented in the concept map in Figure 4.7.

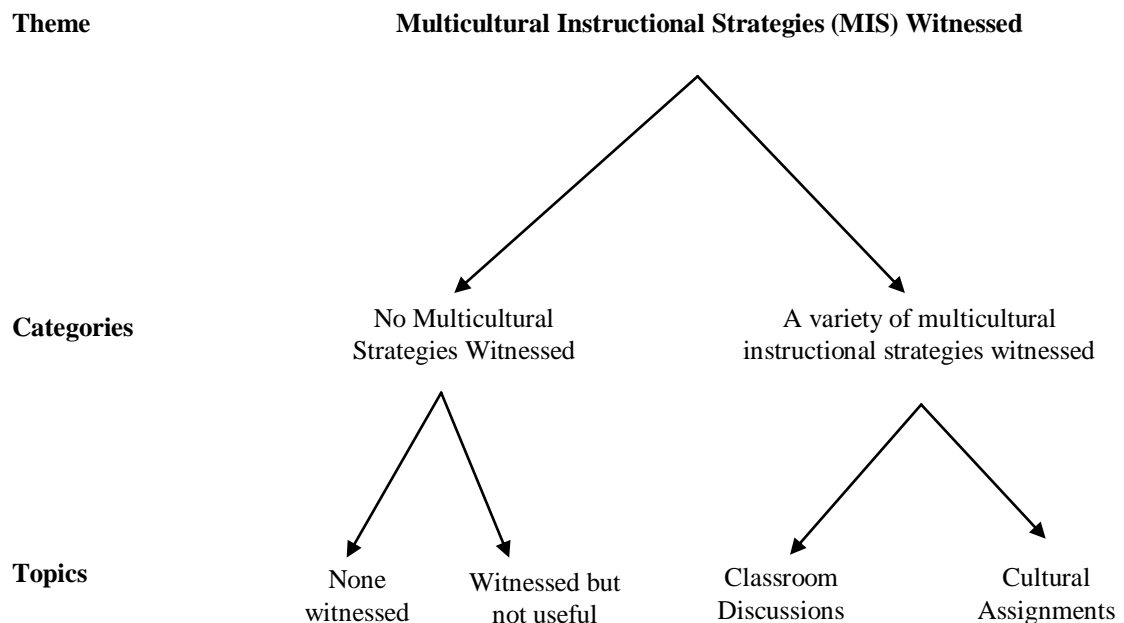


Figure 4.7 Concept Map of Instructional Strategies Witnessed by Graduate Students

Notes: ME stands for Multicultural Education

Research Question Four Part D

What Multicultural Instructional Strategies Did Faculty Members Use in their Classrooms?

As well as discussing instructional strategies graduate student interviewees had witnessed, they reported on the different multicultural concepts taught in their classes. Interviewees' responses varied with most of the interviewees indicating that multicultural education concepts were not addressed thoroughly in their classes.

No Multicultural Education was Addressed

Graduate students revealed that no multicultural education concepts were addressed; however it was important to note that some of the participants had recently enrolled in their programs. Yi reported that she had only recently enrolled in the degree program but she had not seen multicultural education being addressed in her classes. She indicated:

I have only just enrolled in the leadership program but multicultural education is not really addressed in the courses I have taken. Most of the courses focus on local issues that relate to the local school systems.

Mathew believed that multicultural education concepts were not addressed by professors in his department. He cited an example of how an international students needs were not accommodated and he stated that this was a concern. He stated:

I would say absolutely not and case in point, I am in a course right now and we have a student from Uganda, he is another PhD student. He joined our study group because the language barrier was extremely difficult for him. When he had, his version of events is that when he addressed the professor about the issue, he was told you are in the United States, you need to adapt to what is going on here.

He since has, he dropped the course. Now did his, now I am going by his version of, so I have to, you know, but to me it was a concern that a student had that understanding.

Jessica also reported that despite her department having diverse faculty members, multicultural education concepts were not addressed in her classes, specifically, diverse faculty were not invited as guest speakers in her classes. She stated:

Not, nothing but the staff, the staff is very [laughs]. The, the staff is very diverse but as far as teaching concepts they all kind of stick to one basic, you know like I said, one basic genre, you know, you know, they don't cross it, this is what you have to learn, you know and this is what you are supposed to understand even with the staff being so diverse. You have lecturers to come into the classroom and out of all my classes that I think I have had, lecturers to come into the classroom, you know, maybe to give a talk on curriculum or you know, just administrative policies they perceive, they have either been black or white, no Hispanic, no Indians, no, you know, no. We have had guest lecturers but they have just been black or white. I mean, you know and if you are an oriental teacher why can't you get an oriental person to come in and talk to us but.

Multicultural Education was not Addressed Thoroughly

Steve expressed a different opinion to the previous interviewees; he acknowledged that multicultural education concepts were addressed by faculty in his department although it was not thorough. He stated "it's definitely been addressed. Hmm, as far as in depth teaching, I wouldn't say 100% but it is definitely addressed and made a concern." Similarly, Mark explained that education concepts were discussed by using

statistical data to examine differences between ethnic groups. He commented that this approach was not addressed in depth. He stated:

Again I think it was based on maybe my instructor's experiences, it was a lot of white versus black as opposed to talking about Asian culture or even African cultures of even, you know Indian cultures or Native American cultures? A lot of that was mainly from, I remember when we talked about those things, it was mainly statistics, statistical data, you know, Mexican Americans versus Native Americans, you know and how successful they are in classes, graduation rates and stuff like that. Right, nothing really in depth.

Multicultural Education was Addressed

However, Jane and Peter asserted that multicultural education concepts were addressed by most faculty members in their departments. Jane mentioned that her professors incorporated culture into their learning and specifically focused on ethnicity and sexuality. She stated:

I think that they focus a lot on I am in a multicultural class right now and we're focusing on 4 groups, Asian Americans, African Americans, homosexuals and transgender, native Americans and Mexicans and Spanish Americans and so I think they look at more of a cultural like, what type of culture do you come from and just kind of go on from there but I also get a feel personally with multicultural, it is whatever culture you have and everyone has a different culture, my culture could be different from my parent's culture in certain aspects because of what I have been, experienced and so forth. I'm learning to understand where people are coming from based on their particular culture.

I would say for the most part, most of teachers have really strived to do that, some of them have made it known in verbal - this is what I want to do and others it is more of an underlying type factor but I think that they all try to strive to incorporate cultural into our learning and other's cultures so.

Peter also indicated that multicultural education was addressed in core and elective courses. He stated "I would say everything, I mean, its, if it wasn't a core, it was mentioned but more core, towards, mainly anything involved with design, it was definitely stressed."

In summary, the analysis of the findings revealed that participants had mixed opinions about whether faculty members in their departments addressed multicultural education concepts in their courses. Some participants felt that it was not addressed at all although one of the participants acknowledged that she had only recently enrolled in her program. Other interviewees indicated that multicultural education concepts were taught not but not in depth. Two interviewees presented a different viewpoint by reporting that multicultural content was addressed in their courses. A summary of the analysis of the theme, multicultural instructional strategies was presented in the concept map in Figure 4.8.

Theme

Multicultural Education (ME) Concepts Addressed

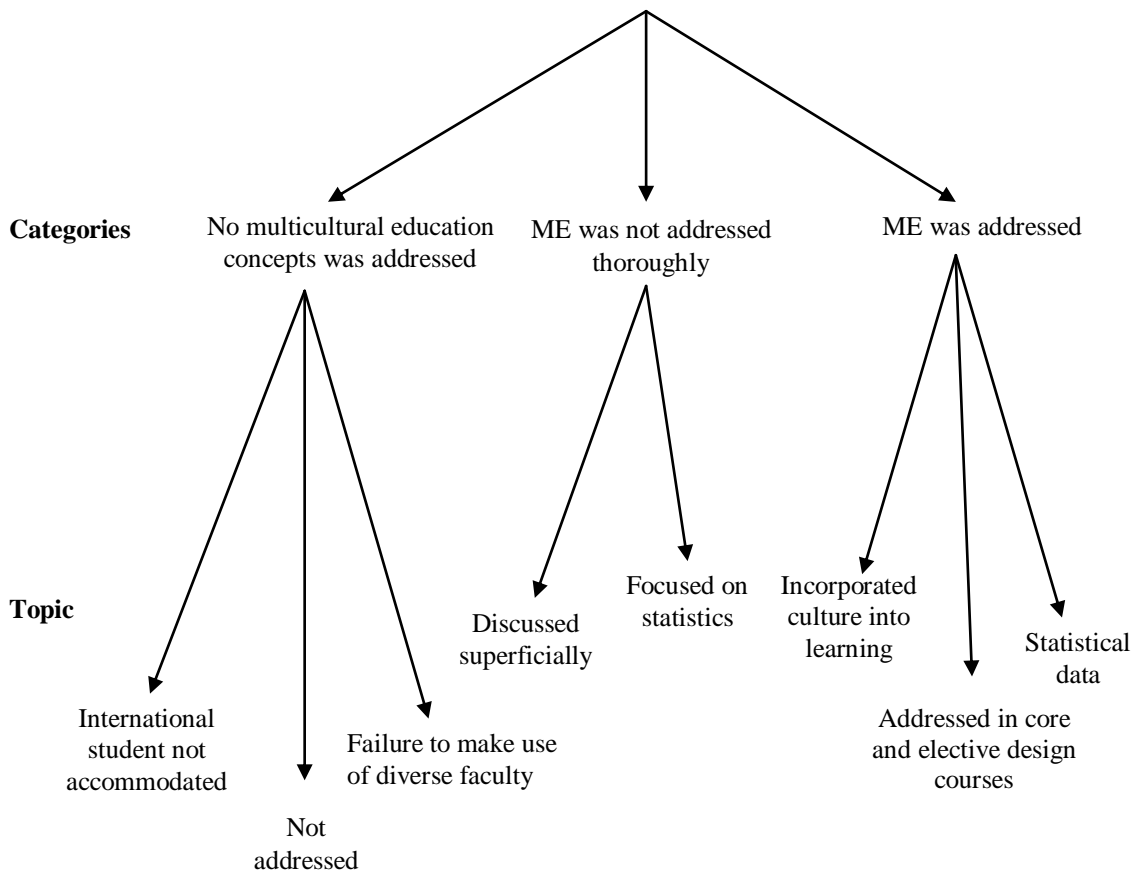


Figure 4.8 Concept Map of Graduate Students' Perceptions of Multicultural Education Concepts Addressed

Notes: ME stands for Multicultural Education

Research Question Four Part E

What Multicultural Instructional Strategies Did Faculty Members Use in Their Classrooms?

Document Analysis

A document analysis was undertaken primarily to triangulate the data collected to address trustworthiness and validity. The analysis involved reviewing National Council for the Accreditation of Teacher Education (NCATE) standards which all departments in the College of Education adhered to, were examined to determine whether multicultural content was addressed. Moreover 217 syllabi standalone graduate level and split level graduate courses from five departments in the college of the education were also reviewed. Additionally, the teacher intern assessment instrument was reviewed to assess whether teacher interns were assessed on multicultural content. The analysis involved assessing whether the documents mentioned addressed multicultural content and/or topics.

NCATE Standards

A review of NCATE standards revealed that standard #4 addressed diversity and specifies to higher education institutions that they must ensure that students have the knowledge, skills, and professional competence related to diversity. The diversity standard focused on four key objectives; (a) “design, implementation, and evaluation of curriculum and experiences; (b) experiences working with diverse faculty (c) experiences working with diverse candidates and (d) experiences working with diverse students in p-12 schools” (NCATE, 2010, Standard 4 Diversity para. 1- 4). *Design, implementation, and evaluation of curriculum and experiences* requires higher education institutions to

provide students with a foundation and awareness of diversity in curricular and work experiences. Specifically, students were expected to have an understanding of how diversity influences teaching and learning strategies and are also able to relate their learning to their cultural backgrounds. Moreover, students' knowledge and skills are evaluated to assess their proficiency and knowledge. Secondly *experiences working with diverse faculty, candidates and students* focused on providing opportunities for students-teachers to work with diverse faculty, professionals and students from different socio-economic and racial backgrounds. Their objectives mandated that students were equipped to work with diverse groups. The analysis revealed that NCATE mandated that educational institutions integrate multicultural contents in their courses and internships including exposing students to diverse individuals in their academic careers.

Syllabi

A total of 217 graduate level and split level graduate courses syllabi from five departments from in the college were examined to determine whether they addressed the multicultural content included in NCATE standards described above. Specifically, the course objectives in the syllabi were examined. The syllabi were obtained from the College of Education website. It was important to note that some of the syllabi reviewed might not be in use or updated by the relevant departments.

A breakdown of the syllabi by department was presented Table 4.27. The analysis revealed that not all departments addressed the key areas indentified in the NCATE standards. Of the 61 graduate level course syllabi in the department of counseling and educational psychology, 28 (46%) syllabi addressed multicultural content. The aforementioned syllabi which examined the implications of cultural differences alongside

course content, specifically addressed the NCATE diversity standard; *experiences working with diverse candidates and students in p–12 schools*.

Furthermore, 24% of the syllabi in department of curriculum, instruction and special education addressed multicultural content and the special education syllabi in particular, tended to address four of the key areas identified previously in the NCATE diversity standard. In the department of instructional systems and workforce development, 17% of the syllabi covered multicultural issues in their course objectives with the main focus on *experiences working with diverse candidates and students*. Approximately, 40% of kinesiology department’s syllabi addressed diversity and with strong emphasis placed on ethical issues alongside course content. Finally, leadership and foundation included multicultural content in 32% of their syllabi which addressed four of the key areas described in NCATE diversity standards.

Table 4.27 Syllabi Classified by Department

Department	Number of Graduate Level Syllabi	Number of Syllabi that addressed multicultural content	Syllabi that addressed multicultural content (%)
Counseling and Educational Psychology	61	28	46
Curriculum and Instruction, Special Education	67	16	24
Instructional Systems and Workforce Development	36	6	17
Kinesiology	20	8	40
Leadership and Foundation	37	12	32

Teacher Intern Assessment Instrument

The teacher intern assessment instrument was reviewed to assess whether teacher interns were evaluated on their efforts to integrate multicultural content. The instrument is developed by a state-wide committee and all academic units in the university use the instrument to evaluate their teacher interns. The instrument or evaluation form assessed teacher interns on whether they included multicultural viewpoints in their lessons and ensured that they use their knowledge of multiculturalism to facilitate teaching and learning and accommodate individual differences. The analysis showed that teacher interns were assessed on whether they integrated multicultural content in their teaching.

In conclusion, the document analysis revealed that NCATE standards addressed multiculturalism and specified how higher education institutions should incorporate multicultural content and issues in the design, production and application of their curricular and when working with educators, students and related professionals. Moreover, an examination of graduate level course syllabi that revealed in all five departments some of the syllabi addressed multicultural education. The findings showed that the formative teacher intern assessment instrument assessed future teacher interns on how well they integrated multicultural content in their lessons.

Research Question Six

Did Faculty Members Use Technology to Integrate Multicultural Education in
Their Classroom?

The findings revealed that faculty used different types of technologies in their teaching practices but not necessarily to integrate multicultural education. The use of technology to facilitate multicultural instructional strategies was an area that had not been researched in-depth despite the documented benefits of using technology in education

(Cummins, Brown & Sayers, 2007; Grant et al., 2004). It was important to examine which technology was used to integrate multicultural content.

A Combination of Technology was Used to Facilitate Multicultural Instruction

The majority of faculty members used Microsoft PowerPoint, DVDs and the Internet specifically, YouTube videos to introduce multicultural content into their courses. Julie indicated that she used PowerPoint and YouTube clips to address issues related to diversity. She stated:

I use PowerPoint a lot then I use different things on the Internet like YouTube videos and stuff like that. I guess that is about it, movie clips as is appropriate and I pull in different movie ideas and they are sort of shocked but whatever, I kind get whatever I can.

Michelle also reported using the Internet to teach multiculturalism in her class, she stated "...as far as multicultural ed. yes I use the Internet, then I use the literature and arts projects, that is basically about what I do. It isn't a lot but I do try a little". Lucy also reported using PowerPoint and the Internet as visual aids to support written materials and lectures. She also commented on the importance of using technology to help students' learn about diversity. She explained:

Well, you know, I do PowerPoint just as a matter of course, because you know, if you remember from my class, visual learning is a big deal.

And I really strongly believe in power of image to extend text so I try to do that in anything that I teach. Not just this but everything but also I was thinking about when I was trying to help my Congolese ladies, how wonderful it was to sit down at my computer and I could discover what their language was like, that it's

alphabet was different from mine, some of the pronunciation and endings, that all alone independently I had the technology at my finger tips to move at light speed where if it were 15 years ago, I would have had to talk to other people, I would have had to go to the library so I think the tools are there, if the time was there , the tools are there.

Moreover, Jacqui acknowledged that although multiculturalism was a small portion of her course she used a combination of visual aids and technology such as videos to teach about cultural differences as it applies to her subject area. She explained:

I have but then again that is like, you know, one one hundredth of my class, so. I use different things, for example I have a unit on multicultural communication and this is it [showing documents in a folder] so I use, you know, some visual aids, communicating across cultures, I use quizzes on how well do you accept people from different backgrounds, I use a cartoon or two, I use test your international business writing knowledge, how well do you communicate across cultures so I try to use that. There is a video from cubby leadership, there is a management diversity quiz and here is the cartoon I use, that is about Roy destroying the world with a handshake, that was a norm in his culture but it wasn't in the other. They think it was kind of funny till I tell that that can really happen. Yeah, you know he may not destroy the world but you know, yeah so we talk about things like that. But yeah this is my unit that is a mess, you see.

Yes it is organized mess; it is all in one folder, eh. Then I, I do use movie clips for this particular unit, the [inaudible] movie or I use films like Mr. baseball which is showing and I usually don't show more than 5, 10 minute clips at the most. Fools rush in showing a marriage of 2 cultures and how they didn't get along and how

they did get along by focusing on things they had in common and things like that so does that help answer that question.

Emma like Jacqui explained explicitly how she used technology to teach multicultural topics related to race, gender and class. Importantly, she used the Internet to help students acquire an understanding of the multicultural concept. She stated:

That is a really interesting question. I mean yes because we were watching videos on YouTube, to look at issues of race and class in commercials and other films, there is a great, I don't know if you have ever seen it but there is, I show it to every student, it is not really multicultural, sort of like, and, so for me, the umbrella is diversity and so multi...like, I don't know, to you does multiculturalism encompass sexism?

Because I mean, I don't know if gender, I mean gender, attitudes towards gender are very cultural but , so, you know, there is the dove evolution commercials and there is one where they take this model and she is already beautiful and then they paint up and they do her hair and then it is switched to Photoshop and you see how they like made her head longer and her eyes bigger and her cheeks slimmer and if you just go to YouTube and look for dove evolution and I show that one almost every semester because it really shows how ads work to change what is your understanding of reality. So that is a way that we use technology and so there are websites that I send them to, for me the best stuff on critical literacy is the stuff that is out of New Zealand because the country of New Zealand is part of the required curriculum and so they have this, if you, any, you can get to it just from the Wikipedia page on critical literacy, there is a link to the New Zealand standards and definition and so I will send them to that website to read about

critical literacy because of the way they explain it to the New Zealand teachers, I think, it is a really clear way of communicating it to teachers and so that is one thing that I use so mostly websites.

Emma also explained that she used PowerPoint presentations and mentioned that in her diversity course she tasked her students to make movies. She indicated:

Sometimes I will do like a PowerPoint presentation and there is some things like that but not always. In the diversity class, we made movies. There were really fun, they would, we made a movie about how to close the achievement gap and what strategies they would use to close the achievement gap.

Curtis reported using online course management software (Blackboard) and PowerPoint to facilitate instruction but he explained that he used videos to integrate a multicultural content. He stated:

I have used mycourses, one it was new for me so I am still kinda of learning to hopefully fully utilize it I have used so far to post syllabi, post assignments, announcements and post well for the globalization sports class, there is not a text so it's basically a collection of different articles and chapters and so on. And all the .pdf files for those are loaded on MyCourses. Beyond that, I do give PowerPoint or include like a few slides often with a few discussion questions for the reading depending on what the nature of the class is. I mean, I try to show videos from time to time that are that address specific issues we are talking about so that is about the extent of what I used so far.

He also stated that the he used videos to support reading materials and to add a different perspective to the subject being taught. He reported:

...in terms of, I mean, how that technology would be specifically be related to the goal of multicultural education, would be if some of the videos that I show again try to provide that perspective if, you know I can discuss a reading, discuss any additional insight I've had from other things I've read or people I've spoken to but in addition to hearing directly from somebody involved in an issue or situation, that some of the videos can do that, including interviews or commentary from other experts or people with some kind of knowledge on the issue and that would, I guess, most directly related to.

Furthermore, graduate students also discussed examples of how technology was used to facilitate multicultural education and this included the use of YouTube videos and movie clips. Chantel reported that professors made use of YouTube videos and the Internet to introduce diversity in the class. She stated "my professors use a lot of technology in rural development class, Technology such as YouTube videos and the web." Uzma provided a similar example of how a movie clip was used to address cultural differences. She indicated:

Dr. X shows videos like small movies, and stuff like that, that actually from actual life that show different Spanish students, African American and Caucasian students and where they applied the interventions and they turned out and how they have different interventions for different students.

I just remembered that, a clip, a video clip that Dr. X showed us, describes how they actually translated the rules of the class to Spanish so the Mexican/Spanish student can understand it, and they described it in Spanish, so that is something related and after the class he asked us what do you think about the strategy, which thing do you liked best, well they translated it so being from an international

background, I think that would really help the students because you related so much to your language and I know that you learn English from the start and you can speak it like fluently and stuff but like just hearing your own language you can relate to it so that can affect the student.

In conclusion, faculty members indicated that they integrated technology to facilitate their teaching but not specifically to integrate multicultural education. They reported using PowerPoint, DVDs and the Internet in the form of YouTube videos to support and enhance their instructional practices. Two faculty members stated explicitly that they used YouTube videos and DVDs to teach about issues relating to diversity and graduate students also described similar findings. A summary of the analysis of the theme, faculty members' use of technology to integrate multicultural education in their classrooms was presented in the concept map in Figure 4.9.

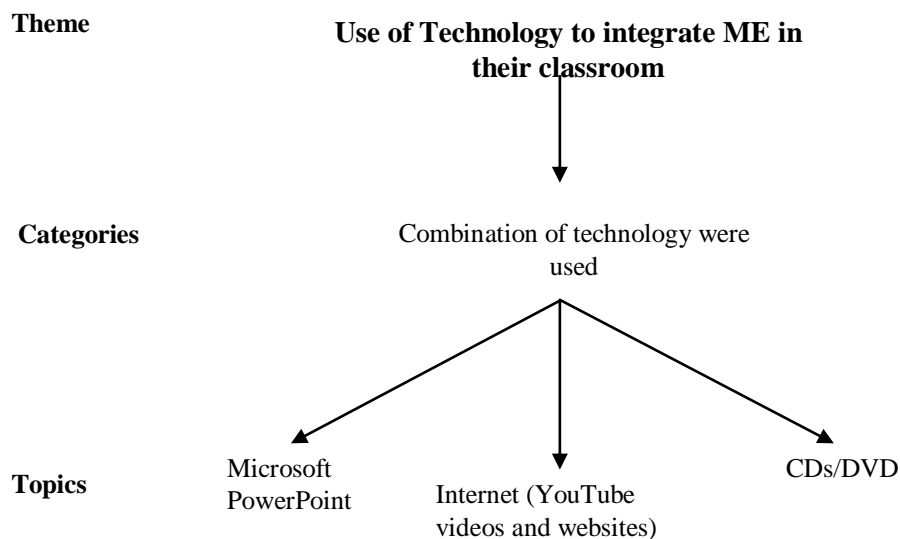


Figure 4.9 Concept Map of Faculty Members Use of Technology to Integrate Multicultural Education in their Classroom

Notes: ME stands for Multicultural Education

Research Question Seven

What Factors Influenced Faculty Members' Implementation of Multicultural Education?

Faculty and graduate students reported a plethora of instructional strategies that were used to incorporate multicultural education. However, faculty also indicated that they felt their multicultural instructional practices were not enough or effective. Therefore, identifying the factors that inhibited or facilitated faculty members' application of the multicultural concept was crucial to this study.

Factors that Facilitated the Integration of Multicultural Education

One of the factors that faculty members reported as enabling them to integrate multicultural education was living and working in a country different to their own. Jacqui indicated that her knowledge of other countries, specifically her experience living in the Middle East helped to broaden her horizons and gain an understanding of different business communication practices. She explained that she always shared her experiences with her students to help them "navigate the world." She stated:

Probably my own experience in different cultures, travelling was the best education I ever had, just seeing and living in another culture makes you appreciate your own and I just thought, I think that is the best education so I want my students to experience that and learning, for example I share a story with my students, I had a colleague from Oman and I lived in the Middle East for about 5 months and that was a very different culture from my own, I share this experience with students about business communication across cultures and how what's a norm in one culture for example handshaking in American business and most western business is very common and it's an accepted norm to shake someone's

hand and talk about that tradition a little bit and then I mention, I have a friend from Oman, a colleague from Oman who he said I could never shake anyone's hand, in, unless it was his sister, his mother or his aunt or his grandmother because that would be against his religious beliefs, it would be disrespectful to that woman so he doesn't shake a woman's hand in business, that is a, what is a cultural norm for us is something that is not done in his culture and we have to understand and respect so that we strive not to offend and ok so my senior moment again, did I answer the question?

Just my own background, my own appreciation of learning about other cultures, so that I can better understand people from cultures that are different than mine. I want my students to be able to do that too, I want them to be able to navigate the world no matter where they are.

Moreover, Sarah reported that travelling was one of the factors that exposed her to multicultural issues along with taking educational psychology classes. She explained:

Yeah, it is. I didn't take a specific course but it has been, I don't if it's just that or where going through things or it was that I had graduate students from other countries that I have worked and international students or I definitely know going to Australia definitely woke a lot of things up but as far as that, I think, I think I picked up a little bit of it, because I took some education psychology courses and I don't want to say I took one on diversity but I took one on something to that effect and I don't think it was a diversity course. There was something in that area so that kinda was like, oh ok yeah. Of course in the educational psychology courses I was always the odd man out because they all educational. Psychology and here comes the person from exercise science. So they taught me a lot about

normal people and I taught them a lot about athletes. Athletes are not normal people.

Factors that Hinder the Integration of Multicultural Education

The findings showed that faculty members expressed difficulties in teaching all aspects of multicultural educations. One faculty member (Julie) explained that there was an inherent difference between the theoretical instruction of multiculturalism and the reality of teaching it in classroom. She explained further that this difference made it challenging to teach multicultural education effectively. She stated:

In theory it would be a place where all topics related to culture or life or social or whatever aspects of education would be open and easily discussed. There would no discrimination, no bias, you know like that. In reality the world is a different place and I am American Indian and going through my program, even at Georgia, there was a lot of discrimination because unobvious minority and so I can be a minority when I want or I can be mainstream when I want but I am really truly always minority but the perception is very different and so even in, in courses there where we are supposed to liberating and all of that, it was not and it was the first time, and, and in graduate school that I actually felt like another in the educational setting and it really kind of hurt my heart not just personally but for the all of the kids to feel that way on a regular basis.

So I think just because there is such a wide variety of thought about multicultural ed., and it's very different from a practitioner's points of view to academic scholarly point of view and it is very easy for scholars to sit and say this is what

you should do but it's very hard to do those things in a classroom, in an effective way with all of the other stuff you are having to do.

Emma admitted that achieving all the multifaceted layers of multicultural education was not attainable "Is it achievable is a really good question and of course it is never achievable, nothing is, none of it is achievable in 16 weeks or 32 weeks." In addition, Julie noted that one of the primary factors that hampered her efforts was a lack of time to address multiculturalism because there was significant curricula content that also needed to be taught to the students. As a consequence diversity courses were eliminated in order to address more important knowledge and skills students required to be effective teachers. She explained:

So I think it is important, the lack of time is the biggest barrier that we have in our program. You see even right now, programmatically speaking for the undergraduate degree in elementary ed., we have 124 hours max that the state department will let us use to build our program and we need, our students aren't doing as well as they should in their lesson planning and assessing and managing of their classrooms and so we are trying to figure out what we can do to improve that and our current our idea is to drop the exploring through the diversity through writing course and add a planning and managing course that would focus on elements of diversity but the one class that we have that sort of focused on diversity is about to hopefully go because the classroom management and the assessment and the plans if they can't, if they don't have the pedagogical knowledge to teach then it doesn't matter what they know about diversity because they are never going to be in the classroom.

Similarly, Lucy indicated that having to meet program requirements made it difficult to address multiculturalism effectively. She explained that as course objectives increased including multicultural content more becomes more challenging. She explained:

It doesn't feel like it's ever enough and I don't, it's like, having Julian there, I know it opens some eyes up but I don't think people left there thinking about a lot of that in any depth. It's like la la la, it's another thing in class. I don't think it made them change their perspective any. I think true multicultural teaching or the teaching for cultural sensitivity would profoundly change the way that people regarded others or approached a situation and I know that I don't do that but to advocate for myself my class that I teach I've got to get through everything about development, everything about the learning theories and then the individual differences and so of all the individual differences which are learning styles, thinking styles, exceptionalities, gender, ethnicity, culture and class.

You know a few years ago, educational psychology textbooks tried to weave in diversity and cultural sensitivity in to like every chapter. So they would like have like a side bar of how to adapt what was taught in that chapter in, with a multicultural concern but even when that was there in the book, I didn't have time just to get the basics out, every year they add 2 or 3 more objectives on from the department of ed. And they don't take any away so I'm, pretty soon it's like I'm down to 28 objectives in 15 weeks for pre-service teachers and that's a lot.

Another inhibiting factor reported by faculty was having insufficient knowledge of the content to teach it efficiently. Jacqui exemplifies this by stated that "probably, time and knowledge, you know, I have never been to some parts of the world so I probably

wouldn't teach something that I don't know about." Similarly, Michelle expressed that "I would say knowledge, for me, on how to do it. I mean, I could probably do more of it if I really knew what to do and how to do it" and James stated that "yeah, I really don't have the knowledge so I really don't feel that I am confident to, to really consider that part".

Additionally, Emma stated that time, money, and knowledge were major factors that impeded faculty members' efforts to teach multiculturalism. Moreover, she explained that for her, the extent to which she integrated multicultural education depended on how motivated she was. She admitted that often discussing topics related to race was difficult when there were few minority students in the class. She indicated that she was weary of putting minority students "on the spot" and that the process would be easier if there were more minority students in the course. She asserted:

Sure, all of those. Yeah it is always a squeeze to fit everything you want to fit into the classes and you know a lot of it just depends on how much of a priority I decide to make it that particular semester because we can do comprehension instruction, be completely diversity free and talk about this is how you help kids comprehend and sometimes I'll be lazy and sort of stay at that level but sometimes I will really push. Part of it is your own will but in terms of resources, I can, I know we don't have a lot of resources here but I feel like I always have what I need. So I wouldn't say that. It would be nice if our classes were more diverse, it would be nice if I had some guys in my classes for example. You know when there only one or two black people on the class it is always a little difficult to bring up, yeah, some of the issues because you don't want to put people on the spot or make them feel like, you know, so it is, when, it is just so much easier

when there is at least 5 or 6, then those issues are better but I so I guess that is my answer

In a similar vein, Lucy explained that she addressed multicultural education more when she had diverse student populations in her classes. She also noted that she was conscious of her students' lack of experiences and awareness of multicultural issues so she made a special effort to prepare her pre-service teachers to teach students who were culturally different from them. She explained:

I see it, well; you know I struggle with this myself. In my creativity and giftedness classroom this semester, I had 3 young women from the Congo, who are our star basketball players right now. I have 2 track athletes, a lady and a gentleman from Jamaica about 40% of that class is African American not counting those people of African descent that are actually from Africa and then I have Caucasian students and 1 native American student in that class. So just the very nature of that particular class has caused me to try to be more sensitive to multicultural issues, more so than maybe I would be in an ordinary semester. There is a segment in, when I am teaching my pre-service teachers that I try to bring elements of multiculturalism, race, ethnicity, language to them but they have, they are some very special issues I try to address there because many of my pre-service teachers have taken those special needs scholarships which means the majority of them are Caucasian, middle class folk who went to a private school who are going to be teaching their first two years over on the delta where people are different not only racially but language wise [inaudible] a lot of stuff so I am trying to prepare them although I don't feel like I do a good job.

Moreover, Jacqui, like Emma and Lucy express similar sentiment that diverse students make addressing multicultural education easier because students can share their experiences from their cultures which creates a open learning environment to discuss multicultural issues. She stated:

You know, I had at other universities I have been to where we had more international students, more people from different cultures, it was easier to talk about it because we try to, you know, we try to invite students to share their experiences with different issues and so they would share their own experience from their culture, it was usually different when we had a student from Indian, from China and Japan.

Very well said, I would say that exactly, thanking for saying it. That was very well said. Yes. Yes if I have students from different cultures then it is much easier to incorporate multiculturalism in the classroom.

Sarah also agreed with other faculty members by stating that having a diverse classroom means you have to tackle multicultural issues on a regular basis in and out of the classroom. She explained this when she describes her experiences living in Sydney, Australia and Mississippi State. She explained:

Definitely, definitely and it's kinda like one of those around here, part of the things with Sydney, it was so integrated in that it was something that they had to deal with it on a regular basis whereas here, mostly it is the grad students and international students, they don't see a lot of, Mississippi is not exactly known for being international, multicultural, diverse except at the universities.

Faculty members also reported that a lack of diverse faculty also impacted on the integration of multicultural education in her department. She indicated that her department had difficulty retaining minority faculty. She reported:

Yeah, so we have we had more and primarily African American, we don't have a lot of Asian or Hispanic faculty members, people applying for faculty positions and so the African American faculty that we lost they didn't necessary leave for better places, they left for different workloads and so we are not as competitive as different universities with regard to the load which the dean is working on. So it wasn't a cultural issue but a work environmental thing.

Furthermore, Michelle reported there were little to no diverse faculty and students on her campus. She asserted:

We don't have a lot of in our little campus, we have about 780 something students, I am not really sure exactly how we have, I know we have under 800 but we look at our faculty and we don't even have a diverse faculty. We used to have 2 students from Korea, yeah, we don't have any in education, arts and sciences, I think has one and I don't know where he is from but we only have like 3 in the whole campus from different nationalities and countries so we need a more diverse faculty too. I think that would help.

In addition to the lack of diverse personnel and students in the university, Dylan indicated that he was apprehensive about discussing what he referred to as "hot topics" because he did not wish to offend his students. He described an instance where students were not sensitive to a female class mate. He stated

I think the biggest challenge for me anyways is talking about topics that kinda maybe hot topics with students because you can't control what they are going to

say, you know, and even I don't want to say something that offends anyone and I don't know exactly what might be offensive to one culture versus another and so I really try to, kinda just stay on outside and let them talk as much as I can but you kinda have to control a little bit but that I think is the hardest thing is that might prevent us from talking about something is...If a class isn't really respectful of others then you kinda have to scale it back a little bit, and it's difficult to do. We had a discussion in the administration class about women and sports, and some of the comments that some of the guys made my jaw was on the floor, I was like, oh, I can't believe they are saying this but by the end those students that were making the sexist comments kind of realized that, they started to see things from the other side, and unfortunately there was only one female in the class. So she really and she is kind of a quiet person and really didn't stand up for herself so I had to kind of help her out a little bit but I think she may have been intimidated by, I think there was like 16 guys in there and just her, so but she, she did talk about it a little and did open up but that is kinda of, the biggest road block, is just not knowing what is going to come out of the students' mouths, so.

Likewise, Lucy indicated that political correctness made discussing topics related to race difficult to address in the classroom, especially when it came to choosing the correct labels and terms to use. She explained that confusion with labeling could be frustrating. She stated:

And you know people struggle with, if you are African American, shall I call you black, shall I call you African American, shall I call you a person of color, what's your preference today? And I think people get frustrated with that but I also think that people groups not necessary just African American, many people groups try

to use that to put themselves at a disadvantage and to put down someone who is trying to understand, trying to make them feel like they are in the wrong. So it is almost like a game you can't win, whichever words choice you choose isn't the right one. And I don't understand about that but I see it going on.

Another key factor pointed out by Jacqui was that some units did not lend itself to teaching multicultural education which meant that she introduced multicultural issues/topics where appropriate. She explained:

And I don't spend a lot of time talking about multicultural issues when I am talking about leadership styles and things like that or management philosophies or leadership philosophies or PowerPoint or, you know, maybe my content doesn't necessarily lend itself, but you know, when we have a unit in my textbook that talks about communicating in across cultures then yes we talk about it. Once in a while we will get of tangent on some topic and we will talk about something but not very often so.

Sarah also indicated that teaching hard sciences made it difficult to address multicultural topics and coupled with need to ensure students were equipped with the pertinent knowledge of the hard sciences makes teaching multiculturalism secondary. She indicated:

The biggest hindrance is just the topic area when I am teaching because it's, it doesn't open up itself up to a lot of multicultural discussion, being a hard science, it is just not, I mean, it is not a very multicultural type of realm for the most part there when I can come up with actually applied information that definitely helps. But again there are the time limitations of, yeah ok I have got to get through this and make sure they get all this, it is just kinda one of those, you get pulled into

well, if there is time, if I can find an opening to slide things in, yes I will pull in it but there is usually, I try to put in an opening during my classes but you can see that the kids are just not getting the concepts, the scientific concepts so there is not a chance to slide anything outside of the scientific concept because I don't want to confuse them, it like they have know this concept to understand what is going on next and anything addition I can give them is bonus for them and usually they get a lot more from the bonus stuff because they don't care about the concept but that concept they need to know for their actual practical information.

Interestingly, one faculty member reported that there were no factors that prevented her from integrating multicultural concepts in the classroom. She explained that she was willing to use anything to engage her students and she does address multicultural issues. She reported:

I don't think so. I mean, you know, you know I'm open to doing anything that will engage people who, especially graduate students who worked all day long, and they have taught all day long and they are taking 12 other hours somewhere and they are sitting there on Tuesday night at 6 o'clock looking cross eyed at you, like please let her let us go home early because I am just tired, you know because everybody, you know we have all been there and anything I can do, you know, if I can light my hair on fire and make it alive for them other than this is just another chunk of theory and practice that you have got to digest so you can cough it on comps, I'll do, you know, I'll do whatever and we do talk about multicultural issues in the classroom, I bring them up.

In summation, faculty members reported a number of factors that facilitated and hindered their ability to integrate multicultural content in their curricular. A couple of

faculty members indicated that traveling abroad and experiencing a different culture exposed them to new ideas and influenced them to teach about multiculturalism. However, faculty members also explained that time and knowledge were primary factors that impeded their efforts. Other factors mentioned by faculty included money, the practical difficulties of teaching multiculturalism in the classroom and finally the fact that some courses were not amenable to the inclusion of multicultural content. A summary of the analysis of the theme, factors that influenced faculty members' implementation of multicultural education was presented in the concept map in Figure 4.10.

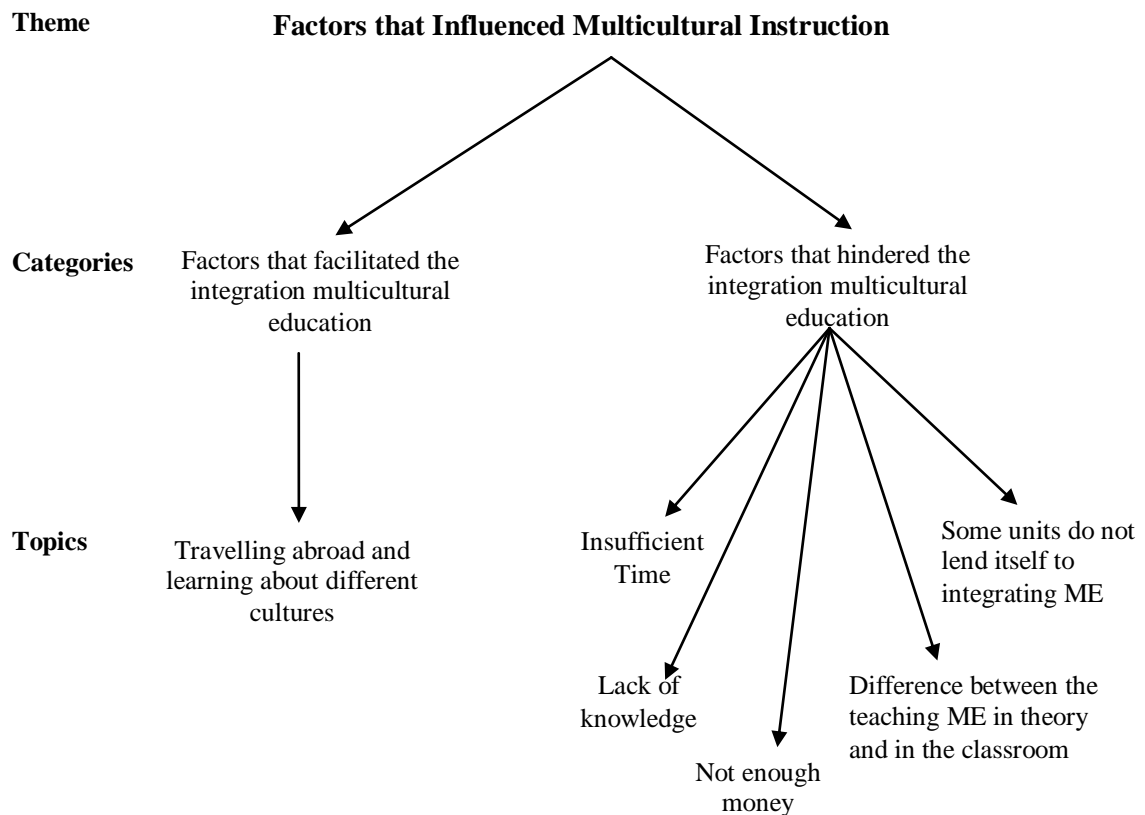


Figure 4.10 Concept Map of Factors that Influence Faculty Members' Multicultural Instruction

Notes: ME stands for Multicultural Education

Summary of Results

The quantitative and qualitative results of this study revealed that faculty members and graduate students had a positive perception of multicultural education and there were significant differences between faculty members and graduate students in terms of their perceptions. Faculty members and graduate students differed in their perceptions of multicultural education, in terms of whether multicultural education promoted equality in educational institutions and in society. Most of participants indicated that they perceived multicultural education to be beneficial to them in terms of enhancing their ability to work with diverse groups in their academic and professional careers. A number of graduate students perceived that multicultural education was beneficial to their families. The majority of faculty members believed that the National Council for the Accreditation of Teachers Education (NCATE), University Committee on Courses and Curricular (UCCC), the Dean of the College of Education, Department head and faculty should all be responsible for ensuring that multicultural education is implemented in the classrooms. However, faculty members were perceived as being mostly responsible for integrating multicultural education in their courses.

The findings also revealed that faculty used a variety of instructional strategies to integrate multicultural education into their courses. Some of the instructional strategies included; connecting students' experiences to course content, using a variety of assessment tools to evaluate the student, and presenting course content from multiple viewpoints. Moreover, the findings also showed that faculty used a number of strategies to introduce sensitive topics by discussing less threatening topics first before broaching more contentious topics. Faculty members revealed that they had no formal methods of

evaluating their students understanding of multicultural education and that they tended to rely on anecdotal information.

The results showed that faculty used different technologies to incorporate multiculturalism in the classroom such as Internet, specifically, YouTube videos, online course management software (blackboard), CDs/DVDs and Microsoft PowerPoint. The results also suggested that a combination of factors hindered and facilitated faculty members' efforts to teach multiculturalism. The factors that hindered faculty included time, money, knowledge of multicultural education concept, finding a lack of training and support from the college administration. However, factors that facilitated their efforts were their knowledge and experiences of other countries, and the knowledge acquired when they were graduate students.

In addition, the findings showed that no demographic variables influenced faculty members' perceptions of multicultural education, while four demographic variables had an impact on graduate students' perceptions of multicultural education. The four demographic variables that had an impact included race-black, SES - <\$20,000, department of kinesiology and department of instructional system and workforce development.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter included a summary of the study, a discussion of the findings, the implications of the study and conclusions. It also included the recommendations for future research and recommendations for the College of Education.

Summary

The review of literature showed that research which examined faculty members' and graduate students' perceptions of multicultural education were limited. Multicultural theorists believed that multiculturalism was beneficial to students and society because individuals would be better able to manage problems associated with cultural differences as well as reinforce principles of equity, ethics and social justice. However, critics of the concept stated that multicultural education has an adverse effect on teaching and learning because focus was drawn away from the course content. Critics also believed that multicultural education objectives were too wide ranging making its application in the class impractical. Research in this field tended to assess K-12 teachers and administrations and used qualitative research methodologies. Furthermore, existing research also showed that few educators recognized the benefits of using technology to infuse multicultural content in their teaching and learning.

The purpose of this study was to investigate the College of Education faculty members' and graduate students' perceptions of multicultural education and to ascertain

which demographic factors had the most influence on participants' perceptions. The study also examined whether there were any significant differences between faculty members' and graduate students' perceptions of the concept. The aim of this study was to determine whether and how faculty members implemented multicultural teaching strategies. The study assessed factors that influenced faculty members' application of multicultural education in their classrooms and examined the technology used by faculty to facilitate multicultural instruction.

The research design used in this study was a mixed method design; a combination of quantitative and qualitative methodologies. The quantitative method involved administering surveys to both faculty members and graduate students and the qualitative approach entailed conducting semi-structured interviews with faculty and graduate students and conducting a document analysis of NCATE standards, graduate level syllabi and teacher intern assessment instrument.

The validity of the quantitative instruments was established by having a panel of experts review them. Internal consistency and reliability was determined using Cronbach's alpha and test/retest reliability which revealed that the instruments were consistent and reliable. The validity and trustworthiness of qualitative instruments were assessed using member checking, peer and expert review including triangulation. The surveys were completed by 313 graduate students and 48 faculty members while 10 faculty members and 13 graduate students participated in the semi-structured interviews.

Descriptive and inferential statistical analyses were conducted to analyze the quantitative data. The interview responses were transcribed verbatim immediately after the interviews were completed. The researcher used qualitative analysis software Nvivo 8 to analyze the data collected. The transcribed interviews were read and re-read several

times to facilitate the coding and memoing process. Initial coding and focused coding were used to analyze the data.

Discussion

The purpose of this study was to investigate faculty members' and graduate students' perceptions of multicultural education and address gaps in the research. The findings of the study showed that faculty members and graduate students exhibited a positive perception of multicultural education. Specifically, faculty members and graduate students maintained that multicultural education was beneficial to learning and students' prospective careers including helping to increase awareness about inequalities in education and society. Essentially faculty members perceived that integrating multicultural education theory in the classroom involved adding multicultural content in their courses, teaching to reduce prejudice and for social justice, including addressing students' misconceptions (Banks, 2004). The findings of this study showed that participants' views of multicultural education corresponded to Banks' description of multicultural education. Graduate students reported similar perceptions but also reported the personal benefits of multicultural education, in terms of gaining self awareness and exposing their children to diverse cultures. Graduate students also indicated that multicultural education was addressed in their course but not in detail and this perception was supported by faculty members who took part in this study. Faculty often indicated that they did not believe that they integrated multicultural education effectively and sufficiently in their courses. This finding was supported by Brown and Radcliff (1998) who asserted that universities should adopt a multicultural curriculum that promotes egalitarianism and is "infused across a planned sequence of courses rather than added as a

single course or lecture” (p. 20). Faculty exhibited a similar viewpoint when they indicated that their efforts to integrate multicultural education were not sufficient or adequate. Faculty members maintained that they should expand their efforts to ensure that multicultural education was taught effectively and consistently.

Participants’ perception of the benefits of the concept supported the contention that multicultural education encouraged self analysis, an awareness of one’s prejudices and privileges, including a sense of freedom and equality (Parekh, 2000). The findings of this study showed that graduate students, in particular believed that multiculturalism was a vital part of their program (Cruz-Janzen & Taylor, 2004). Similarly, faculty members considered multicultural education to be beneficial when it was taught properly and students were able to relate to the multicultural content being introduced. This was also supported by literature - Milner’s (2005) case study examined an English teacher’s application of multicultural education in her classroom. The author concluded that for multicultural education to be effective, teachers need to change the curriculum and instructional strategies to allow students to use their experiences and family background. Generally, the research findings of this study showed that participants agreed with the fundamental principles of multicultural education.

Comparisons between the findings of this study and findings of existing research showed some differences. Existing research discussed in the review of literature showed that both faculty and graduates had poor perceptions of multicultural education and as a consequence, they were resistant to the concept and failed to recognize its benefits (Gayle-Evans & Michael, 2006; Grant et al., 2004). Asada et al.’s (2003) research also showed that individuals who resided in the southern rural localities were less likely to have a positive perception of multicultural education. Essentially, the findings of this

study refuted the claims presented by previous researchers, by revealing that participants were accepting of multicultural education and its underlying principles to equip students with the knowledge and skill to address cultural differences in the classroom (Bennett, 2003). Both faculty members and graduate students perceived many benefits of multicultural education, specifically to students' academic and professional careers.

Speculations as to the possible reasons for the differences between the researcher's findings and that of existing research, including this study's research participants' positive perceptions of multicultural education could be due to a change in social climate. That is, the social climate has changed with more emphasis being placed on the importance of integrating multiculturalism in the classroom and developing inclusive and accessible learning environments. In addition, one cannot dismiss that in a racially sensitive state such as Mississippi; it has become increasingly important not only to be perceived as being politically correct but to advocate for equality and inclusion in all aspects of society. The change in social climate and need to be politically correct have implications on the findings of this study because both faculty members and graduates are aware that they are supposed to embrace multiculturalism and this awareness may have affected the honesty of their responses. One limitation of the study was honesty – there may be differences between participants' actual actions and beliefs and their reports of their actions and beliefs.

Another point for discussion was that the findings of this study showed that multicultural education was perceived as distracting teachers from teaching the primary course content. This finding supported the claims made by critics who asserted that multicultural education demands teachers to participate in societal change through their teaching activities which was not part of their job description (Al-Haj, 2005; May 2000;).

The findings of this study also revealed some disadvantages of multicultural education; specifically graduate students believed that the concept could create a false sense of equity in the classroom as some students were perceived as receiving preferential treatment under the guise of accommodating all students. This finding supported McLennan's (2001) viewpoint that multicultural education could help to create a pseudo universal culture as opposed to an equitable one.

The findings of this study expanded on existing research by showing that there were some significant differences between faculty members' and graduate students' perceptions of the concept. Despite the fact that both faculty members and graduate students had positive perceptions of multicultural education; an examination of the quantitative findings showed differences between faculty members' and graduate students' perceptions revealed that both participants differed on a number of points. Faculty members more so than graduate students believed that multicultural education was important and should be included in the students' programs of studies. The qualitative findings provided more insight into the differences between faculty and graduate students. Faculty members believed that the inclusion of multicultural education was important but they were also pessimistic about whether its inclusion would change their graduate students' opinions or actions. They maintained that all they could achieve would be to encourage their students to assess information critically and from multiple perspectives.

The findings revealed no demographic factors influenced faculty members' perceptions of multicultural education while race, department and socio-economic status impacted on graduate students' perceptions. This finding did not conclusively support the findings in existing literature. Asada et al. (2003) conducted a multiple regression that

examined the impact of demographic factors, ideological factors, university factors and racial attitudes on 437 students' perceptions of multicultural education. The students attended a southern university located in a rural community. They found that gender, race, socioeconomic had an impact on students' perceptions, specifically; women with lower socioeconomic status were more likely to have a positive perception of the concept when compared to their male counterparts. In stark contrast to Asada's findings; in this study, gender did not have an impact on their perceptions of multicultural education, although male graduate students had a more positive perception of multicultural education than female students.

However, it was important to note, gender might not have been an influencing factor in this study because more female students participated in the study than male students. The findings also showed that black/African American students had a negative perception of multicultural education unlike their white counterparts. These findings did not support Asada et al.'s (2003) assertion that that non-white students tended to have a positive perception of the concept. The racial differences in perception could mean that while black/African American students believed that multicultural education was important, they did not believe that it had any particular benefits in their various departments. Despite faculty members reporting that they supported multicultural education and that they strived to promote an equitable learning environment. Perhaps the reasons for black/African American students' poor perceptions of the concept could be that faculty demographic is not representative of the State's population. There are considerable fewer faculty members of color in the College of Education and thus black/African American students may not see their ethnic groups being represented in their departments. However, it is important to add that faculty members' racial identity

does not determine whether and how faculty address multicultural education, and this is evident in the results which showed that foreign faculty members had no knowledge of the concept, and were less likely to integrate the concept in their courses.

The research findings of this study also revealed that faculty used a combination of instructional strategies to integrate multicultural content in their courses and faculty did not refer to their efforts to integrate multiculturalism as “multicultural instruction” but as “good” or “effective” teaching. This finding highlighted the problems found in the literature review, which was a lack of agreement on the processes involved in applying the concept theory. A study conducted by Ladson-Billings (1994) involved observing and recording the instructional activities of highly efficient teachers of minority students. The author found that culturally relevant teaching involved challenging conventional teaching methods and modifying their instructional strategies to address students’ learning needs and cultural backgrounds. However, critics of Ladson-Billings’ findings pointed out that what the Ladson-Billings referred to as culturally relevant teaching was simply excellent teaching. The implication of this was reported by faculty who participated in this study who indicated that because they did not refer to their activities as multicultural teaching, their students might not recognize when faculty integrate multicultural topics into the course content. Thus could have affected students’ perception of how multiculturalism was taught in their departments.

Moreover, the results of the document analysis of graduate level syllabi in the College of Education showed some inconsistencies; not all of the syllabi covered multicultural content but some of the syllabi reviewed were being used by the departments. This findings of this study signified that the implementation of multicultural content was incongruent which supported Levine and Cureton’s (1992) assertion that

universities and colleges applied the concept inconsistently or not at all. Nevertheless, the findings of this study also showed that faculty primarily used a combination of Banks' (2004) multicultural instructional strategies which included the following; level 2 ethnic additive approach; level 3 transformation approach and finally level 4 the decision-making and social action approach.

Level 2 ethnic additive approach involved adding something to the curriculum such as an activity or book that addressed multiculturalism. This approach did not require the educator modify the curriculum extensively. Lopez et al. (2003) conducted research to determine the types of multicultural instructional strategies; 999 teachers used their classroom. The strategies examined in their study were based on Banks' (2004) instructional strategies. Lopez et al. (2003) found that more than half of the teachers used the ethnic additive model which supported Banks' conclusion that ethnic additive approached was the predominant strategy used in schools.

Furthermore, the results of this study also showed that faculty applied a myriad of strategies when integrating multicultural initiatives in their course content. They also used Banks' level 3 the transformation approach which required teachers to restructure the curriculum to allow and encourage students to examine course content critically and from various viewpoints, and interact with different social groups. Lastly, faculty used level 4 the decision-making and social action approach, whereby faculty empowered their students to take action in their future endeavors to reduce intolerance and practically apply the knowledge they acquired in their future careers. Notably, a small number of graduate students and faculty indicated that some faculty addressed multicultural education superficially, that is, they used Banks' level 1 contribution approach which did not address multicultural education in any depth, and glossed over the cause of

discrimination and subjugation experienced by certain ethnic groups. A possible reason for this could be that faculty members lack adequate knowledge of the concept to allow them to teach it effectively.

In addition, faculty also used Lopez et al.'s (2003) cultural pluralism/cultural difference model which focused on equality in the classroom and discussed issues that disenfranchised social groups encountered. The results also showed that faculty used specific activities which included meaningful discussions to help students discuss sensitive topics, and libraries to encourage student to conduct research and be critical thinkers (Tiedt & Tiedt, 2005). One primary strategy that stood out in the qualitative findings in this study was encouraging students to be "thinkers" and to critically evaluate the information presented to them. Another strategy entailed including multicultural content to help dispel stereotypes which refuted the supposition that multicultural education helped to strengthen stereotypes (Clegg, 2000; May 2000).

Moreover, experiential learning was also another instructional strategy used by faculty that involved encouraging students to share experiences/stories from their cultural and social backgrounds in the classroom. Graduate students in this study, specifically international graduate students indicated that they were often asked to share personal experiences, stories and philosophies from their own cultures when necessary. They also expressed that such activities helped them to learn the course content.

Furthermore, faculty emphasized the importance of their students' admitting their prejudices and not letting their biases consume them. This strategy is supported by the literature. Fishman and McCarthy (2005) conducted a longitudinal qualitative study with students to examine the benefits of incorporating multicultural content in the classroom. The researcher found that reflecting on one's bias and comfort level with discussions

about racial conflict could create an open learning environment and promote multicultural understanding of race relations. Additionally, teachers entered the teaching profession with certain preconceptions about their occupation and their students; and as a consequence, becoming a multicultural instructor required changing one's mindset and behavior including assessing one's belief system (Brown & Kysilka, 2002).

A further point of discussion was that faculty members perceived that college and departmental administrators, including accrediting bodies were responsible for implementing multicultural education in the curriculum but that faculty bore the most responsibility for applying the theory in the classroom. This supported the idea that teachers were considered to be the most important element in teaching and learning because they imparted the curriculum to students (Brown & Kysilka, 2002). This is a matter of concern for the College of Education because faculty members are the primary method by which multiculturalism is addressed in the classroom but they lack the pertinent knowledge to implement it.

In addition, the findings of this study showed that faculty members who were successful in their multicultural teachings tended to be passionate about the topic and teaching in general. This was supported by Ladson-Billings (1994) who indicated that multicultural teachers were committed to and passionate about their profession. This study also examined how faculty assessed whether their students were receptive to their multicultural instruction because multicultural theorists stressed the importance of allowing students to evaluate what they were taught. The research finding showed that faculty did not use formal methods to evaluate whether their students were receptive to the multicultural content. Faculty primarily relied on anecdotal feedback from students.

Faculty indicated that using effective evaluation methods did not guarantee that students were receptive to the multicultural content.

The findings also showed that in some instances, the evaluation could be ineffective because some graduate students were aware that they were expected to be accepting of all individuals so they knew instinctively to exhibit the correct behaviors and opinions regardless of whether they genuinely believed or supported those opinions and behaviors. Despite the College of Education's indication that it embraces the principles of multicultural education, it does not evaluate faculty members' application of the concept in its formal evaluation of faculty teaching. Shireman (2003) suggested that it was important for colleges to conduct self-assessments to determine how students from various backgrounds received multicultural education because research showed that mandating students to complete multicultural education courses, specifically white students might make them become more resistant and less responsive to it (Asada et al., 2003).

In contrast, Tiedt and Tiedt (2005) acknowledged that schools, colleges and universities faced different multicultural problems that might be associated with race, religious bigotry, disparity in attainment, linguistic diversity, sexism and disability. Although multicultural education was all encompassing, each school could tailor multicultural education principles to suit their individual needs. The findings of the study revealed that faculty used observations and class discussion to gauge their students' reactions to the topic which helped them to identify when students were resistant to a particular topic which helped the faculty adapt their teaching approaches and strategies.

The findings of this study revealed faculty members' exhibited mixed perceptions about the resources and support available to them to integrate multiculturalism. Some

faculty indicated that the University's Cultural Diversity Center was always willing to assist faculty and students with their multicultural activities while others reported that they never sought out external resources. Additionally, faculty stated that they received no support from the college administrators while others reported that the college administrators were supportive but the level of commitment varied. Bennett (2004) explained that resistance to multicultural issues was often due to administrators' reluctance to address the issue. Administrators often exhibited an indifferent attitude to diversity, preferring to impose a color-blind or race neutral policy (Bennett, 2004). The findings revealed that faculty perceived that administrators could do more to support them. In order for higher educational institutions to succeed in enforcing multicultural policies and integrating the concept into the curriculum, university administrators must be proactive in driving it forward (Bennett, 2004).

In addition, the findings of this study revealed that a number of factors facilitated and hindered faculty members' multicultural instruction. Faculty reported that traveling to foreign countries and learning about different cultures helped them introduce and share their knowledge, experiences and stories about problems associated with culture and race and the solutions they devised to counter these problems. Learning about multiculturalism when they were graduate students also helped them to teach the concept. Lopez et al. (2003) found that teachers who had received multicultural training were more interested in multicultural education than those who had received no training.

The factor that hindered faculty was insufficient time to implement many facets of multicultural education. Faculty reported differences between the theory of teaching multicultural education and its practical application in the classroom, faculty members and graduate students reported that it was unrealistic to achieve all facets of multicultural

education. The general consensus was that although multicultural was beneficial, its objectives were overextended which prevented faculty from implementing it effectively (Brown & Ratcliff, 1998). The findings of this study showed that faculty felt overwhelmed because they could not teach all aspects of multicultural education due to the demands of meeting the increasing core requirements of the program. As a consequence the multicultural aspects of the course were often eliminated.

Fong and Sheets (2004) presented similar findings when they administered surveys and interviewed two teachers to examine their understanding of multicultural education and their experiences implementing its principles. The researchers found that the teachers believed that multicultural education was invasive and onerous because they did not have an understanding of the concept or how to implement it in the classroom. The teachers in the study did not believe that it was their responsibility to solve society's problems. Based on these findings, the researchers concluded that multicultural training should focus on the students and school related issues as opposed to social justice and change (Fong & Sheets, 2004).

In addition to insufficient time and the difficulties of applying multicultural education practically in the classroom, faculty reported lacking enough knowledge to teach the concept effectively. They indicated they would benefit from in-house training and/or a forum where faculty shared their strategies for integrating multicultural topics. Similar findings were reported by Marks and Smrekar (2002), who conducted a study with faculty to ascertain how pertinent multicultural education was to them, the resources they needed to integrate the ideology in their classes, and whether they applied the concept in their classroom. They requested faculty attend a workshop on multicultural education and administered a pre and post test to faculty. The pretest showed that faculty

had a limited understanding of multicultural education and the post test showed that the training faculty received improved their understanding of the topic and encouraged them to implement the concept in their classrooms. The researchers also found that faculty initially resisted discussing the topic of multiculturalism but found open discussions about diversity and strategies for infusing the concept in the classroom to be useful and important. It was not enough to recognize the merits of the multiculturalism but teachers need to be equipped with the knowledge to enable them to infuse multicultural content in the classroom (Moll & González, 2004). Moreover the type of training provided was also important, Denevi & Carter (2006) found that on-site training was more beneficial to faculty than off-site training.

Moreover, the findings of this study showed that faculty believed that multicultural education was easier to address when they had a more diverse student population in the classroom not just whites and blacks which was the typically the case. However, some faculty maintained the multicultural education could be taught with homogenous groups and in an all white classroom, it was imperative to address multiculturalism because white students often felt they did not have a culture. Regardless of the discrepancies in the findings, generally, faculty maintained that multicultural education could be taught to all students regardless of ethnicity and nationality and this was supported by the literature. According to Lawrie & Wessel, (2006) heterogeneous students could also benefit from learning about multiculturalism. However, Heard's (1999) study requested teachers to participate in a project that would assist them with implementing multicultural education. The researcher found that teachers believed there was no need to teach multicultural education when the class had all white or all black

students. Heard's (1999) recommended that teachers needed to recognize that multicultural education was applicable to all students.

In addition, money was also an inhibiting factor because there were limited funds to recruit minority students and minority faculty members. The findings also showed that faculty members were apprehensive about discussing sensitive topics for fear of offending their students or placing their students, especially minority students in an uncomfortable position. The literature revealed that teachers were reluctant to discuss multicultural issues because certain topics were highly sensitive (Gayle-Evans & Michael, 2006).

Interestingly, the results of the study revealed that faculty in college were striving to integrate multicultural policies in the various departments and reward faculty for their multicultural activities and teaching by reinstating the college diversity and globalization committee. Faculty who participated in the study indicated that the committee was dedicated to enforcing genuine changes as opposed to being a committee in name only. Denevi and Carter (2006) suggested instilling a departmental committee to manage diversity issues could help to develop an equitable learning environment.

Moreover, faculty members used a combination of technologies to facilitate their multicultural instruction. These technologies included use of the Internet and, multimedia to infuse multicultural content in the course content. Grant et al. (2004) indicated that only a small number of studies examined how technology could enhance multicultural instruction. The faculty in this study indicated that they did not use technology specifically to integrate multiculturalism but used it to facilitate their teaching activities as a whole. However, faculty members' description of how they used technology showed that they recognized the advantages of using educational technology to integrate

multicultural content and introduce different cultures in the classroom (Akintunde 2006; Banks, 2004; Bush 2005).

In summary, the findings of this study were not consistent with research found in the literature in terms of faculty members' and graduate students' perception of multicultural education. The literature indicated that faculty in higher education were reluctant to address multiculturalism and took a shallow approach to integrating it their courses. However, the findings of this study indicated that this was not the case. Faculty used a range of instructional strategies to incorporate multicultural education, and described several factors that impacted on the application of multicultural education. With regards to the factors that prevented faculty from infusing multicultural concept, the difficulties described by faculty were also reported in existing research.

Finally the findings on the use of technology expanded on existing literature and showed that most faculty members used different types of technologies to facilitate their teaching. It was important to add that some of the research described in chapter 2 addressed experiences of K-12 teachers and the findings of this study showed that the conclusions drawn from examining K-12 teachers' experiences were transferable to higher education faculty. This is supported by the literature, Bennett (2004) asserted that despite the fact that the research focused predominantly on secondary education, the findings were still applicable to higher education institutions (HEIs). In addition, the qualitative findings supported the quantitative findings and provided insight into faculty members and graduate students' opinions about multicultural education.

Implications

One implication discerned from this study that was not addressed in the literature was that graduate students and faculty believed multicultural education involved having firsthand experience of working with different cultures which cannot be taught. Graduate students indicated that it was difficult to learn about multiculturalism in a classroom and it would be more beneficial to experience it. The implication for educators is whether multicultural education could be taught effectively without having students experience some the multicultural issues discussed in the classroom. However, faculty acknowledged that exposing students to multicultural education no matter how limited the exposure was better than not teaching multicultural education at all.

Conclusions

In conclusion participants in the study exhibited a positive perception of multicultural education which refuted the claims made in existing literature that faculty members and graduate students resisted multiculturalism in higher education institutions. Possible reasons for the positive perception could be due in part, to faculty members and graduate students' experience of multicultural education. Faculty members reported that they learned about multiculturalism after been exposed to it as graduate students or through their travels to foreign countries. While graduate students indicated that they learned about multicultural education from their experience living in multicultural neighborhoods or being exposed to the concept in their graduate learning. One could conclude that being exposed to multicultural education could have a positive influence on how individuals' perceive it and whether they implement the theory in the classroom. Other influencing factors on graduate students' perceptions were race and department, in

this study white students were shown to exhibit more positive attitude towards multicultural education, although, there were significantly more white participants than black/African American participants.

Furthermore, faculty believed that teachers were mostly responsible for implementing multicultural education and this notion was supported by literature. This point had important implications because teachers appeared to work in isolation without much needed support from department heads and college administrators. The literature indicated that in order for multiculturalism to be integrated effectively in the classroom, university/school leaders must be seen to implement the concept in their activities such in college and departmental policies. This was evidenced by the graduate students who participated in the study, who indicated that multicultural education needed to be taught in more depth, and felt that more could be done to infuse multicultural content in all their courses. A similar viewpoint was espoused by faculty, who reported that not enough was being done by faculty, department and college administrators to integrate multiculturalism in the curriculum. The multicultural climate in the College of Education could be described as being in transition between integrating multicultural content to meet NCATE standards and actually applying the concept meaningfully to benefit students. In order for faculty to be successful in their attempts to apply multicultural education in the class, they need university administrators to also support and implement it.

One conclusion drawn from the study was that faculty members perceived multicultural instructional strategies to be simply “good teaching” which could mean that both K-12 and higher educator teachers address multicultural contents in their classrooms but may not be aware of the emerging terminology such as multicultural education.

Furthermore, the notion of whether multicultural education could be taught was a recurrent theme in the analysis of the findings, specifically, in order to be multi-culturally aware, one must possess life experiences. This was problematic for educators, who indicated that graduate students had few life experiences so they (faculty) assumed the responsibility of teaching students to manage problems related to diversity when students had little to no experiences of cultures that were different from their own. The consequence of this was that some students felt that the implementation of multicultural education lacked depth and thus were less receptive to it. Students were more responsive to multiculturalism when teachers formed connections between theory and real life, such as inviting guest speakers or witnessing genuine experiences using technology. Moreover, the assessment methods used to evaluate whether students were receptive to the multicultural content taught in their classes; were not systematic and tended to be informal. However, faculty indicated that using effective evaluation methods did not guarantee that students were receptive to the content.

Factors such as time, money, lack of knowledge and fear of discussing sensitive topics hindered faculty members' efforts to teach multiculturalism effectively. This was supported by literature which showed that a lack of knowledge and training was the primary reason teachers resisted multicultural education. Finally faculty used a combination of technology to facilitate their multicultural instruction which refuted the idea that educators did not recognize the benefits of using technology to infuse multicultural content. However, faculty in this study used technology to facilitate and enhance their teaching in general not only to integrate multicultural education.

Recommendations for Future Research

The following recommendations for further research were based on the findings of the study. This study was conducted in a university located in a rural community with predominantly white faculty and student population. The study could be replicated in other universities in the state where both faculty and graduate students are predominantly black to determine whether any differences exist between the two institutions because the findings of the study showed that race had an impact on participants' perceptions of multicultural education.

One of the limitations of the study was not examining college administrators' perceptions of multicultural education and how they ensure that the departments within the college teach multiculturalism. Future research could include administrators to assess their perceptions and whether their commitment would influence the extent to which the concept was integrated in the classroom. Moreover, further research could examine international faculty members' perceptions of multicultural education and compare their perceptions to domestic faculty members because this is an area not discussed in the existing literature.

Recommendations for College of Education at MSU

The following recommendations for possible changes that the College of Education at MSU could implement to facilitate the process of implementing multiculturalism were discussed below:

- The findings of this study revealed that graduate students believed that their departments did not address multicultural education adequately in their courses and that the department should consider infusing it in all the courses taught as opposed to offering a standalone course on the topic. Therefore, departments in

the College of Education should consider infusing multicultural education in all the courses taught.

- The findings showed that faculty did not possess sufficient knowledge and training on the topic to allow them to teach it effectively. It would also be beneficial to the college to establish a forum that would allow faculty to disseminate multicultural instructional strategies and ideas.
- The College of Education could offer in-house multicultural training to faculty utilizing the university's equity and diversity center and the newly re-established college diversity and globalization committee. The findings revealed that faculty required additional support from departmental heads and College of Education administrators in terms of literature and/or online resources that could help faculty in their efforts to integrate multicultural content in their classrooms.

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APPENDIX A
INSTITUTIONAL REVIEW BOARD APPROVAL

IRB Approval Form



January 25, 2008

Tinukwa Okojie-Boulder
ISLWD

RE: IRB Study #07-357: Faculty Members' and Graduate Students' perceptions of multicultural Education in American Higher Education

Dear Okojie-Boulder:

The above referenced project was reviewed and approved via administrative review on 1/25/2008 in accordance with 45 CFR 46.101(b)(2). Continuing review is not necessary for this project. However, any modification to the project must be reviewed and approved by the IRB prior to implementation. Any failure to adhere to the approved protocol could result in suspension or termination of your project. The IRB reserves the right, at anytime during the project period, to observe you and the additional researchers on this project.

Please refer to your IRB number (#07-357) when contacting our office regarding this application.

Thank you for your cooperation and good luck to you in conducting this research project. If you have questions or concerns, please contact me at kcrowley@research.msstate.edu or 325-8543.

Sincerely,

Katherine Crowley
Assistant IRB Compliance Administrator

cc: Dr. James Adams

APPENDIX B
QUANTITATIVE AND QUALITATIVE SURVEYS

Faculty Member Survey I

Faculty Multicultural Education Survey I

The purpose of the study is to examine faculty members' perception of multicultural education in the College of Education at Mississippi State University. Your participation is voluntary and your responses will be confidential.

Instructions: Please respond to the following statements by checking (✓) the response that best reflects your true position. (Note: 1 is Strongly Agree, 2 is Agree, 3 is Somewhat Agree, 4 is Somewhat Disagree, 5 is Disagree, and 6 is Strongly Disagree). Thank you for your participation.

Section A: Prior knowledge of Multicultural Education

Please check the statement that best describes your true position.	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
1. I am familiar with the concept of multicultural education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I possess the educational background to enable me to implement multicultural education theories in the courses I teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I possess the knowledge to infuse multicultural education theories in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section B: Responsibility for implementing Multicultural Education

I perceive that the organization, office, administrator or faculty listed below should be responsible for ensuring that multicultural education is implemented in the classrooms.	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Somewhat Disagree
1. The National Council for the Accreditation of Teachers Education (NCATE).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The University Committee on Courses and Curricular (UCCC).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Dean of the College of Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My Department head	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Other (Please specify)						

Faculty Member Survey I

Section C: Perception of Multicultural Education

Instructions: Please respond to the following statements by checking (✓) the response that best reflects your true position. (Note: 1 is Strongly Agree, 2 is Agree, 3 is Somewhat Agree, 4 is Somewhat Disagree, 5 is Disagree, and 6 is Strongly Disagree). Thank you for your participation.

I perceive that ...	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
1. by integrating multicultural education theory in the classroom, students will acquire an awareness of cultural differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. integrating multicultural education concepts into classroom instruction may result in discord in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. multicultural education is a useful part of graduate students' program of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. addressing multicultural education in my department helps me manage problems associated with diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. creating a multicultural learning environment is beneficial to my department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. multicultural education is an unnecessary concept that should not be included any course of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. multicultural education is beneficial to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. a unit on multicultural education should not be included in the courses taught in the College of Education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. integrating multicultural education theory in the classroom, promotes equal opportunities in education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. multicultural education should be infused across the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. integrating multicultural education in the classroom helps to promote equality in society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Faculty Member Survey I

Section D: Multicultural Instructional Strategies

Instructions: Please check (✓) which multicultural teaching strategies you use?

1. I integrate multicultural content into the courses I teach.
2. I use a variety of assessment tools to evaluate students' progress.
3. I discuss cultural influences in the courses I teach.
4. I present the course content from diverse viewpoints.
5. I connect course content to students' experiences.
6. I assist students to develop an awareness of cultural differences in the courses I teach.
7. I discuss the impact of prejudice in relation to the course content.
8. I use different problem solving strategies to reflect diverse viewpoints.
9. I assign multicultural textbooks as part of the reading assignments in the courses I teach.
10. I use class discussions to infuse cultural content into the courses I teach.
11. I include a unit on multicultural education in the courses I teach.
12. I discuss the accomplishments of different ethnic/cultural individuals in the courses I teach.
13. I adapt my pedagogical strategies to eliminate discrimination in the classes I teach.
14. I modify my pedagogical practices to accommodate students from diverse cultures
15. I infuse multicultural content into the courses I teach to empower students to change their cultural misconceptions in the classes I teach

16. Other (Please specify)

Faculty Member Survey I

Section E: Technology and Multicultural Instruction

Instructions: Please check (√) which technologies you use to integrate multicultural education concepts in your classroom.

NOTE: If you do NOT use technology to integrate multicultural education in your classroom, please go to Section F

1. WebCT Communication tools (e.g. E-mail, Discussion boards & Chat room)
2. Computer Applications (e.g. Microsoft Word, PowerPoint)
3. Internet resources (Electronic libraries and encyclopedias)
4. Multimedia (text, animation, audio, movies, video, DVDs, CDs)

5. Other (Please Specify)

6. Please explain or give an example of how you use technology to integrate multicultural education concepts in your classroom.

Faculty Member Survey I

Section F: Factors that influence the application of Multicultural Education

Instructions: Please respond to the following statements by checking (✓) the response that best reflects your true position. (Note: 1 is Strongly Agree, 2 is Agree, 3 is Somewhat Agree, 4 is Somewhat Disagree, 5 is Disagree, and 6 is Strongly Disagree). **Thank you for your participation.**

I perceive that	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
1. I do not have the pertinent knowledge in multicultural education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have not received relevant multicultural training to be able to integrate multicultural content in my courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. there is no support from departmental administrators to assist me in addressing cultural diversity in my courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. the sensitivity of multicultural education topics discourages me from discussing them with my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I do not have the relevant skills to tackle diversity in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. there is a lack of directive from the college supporting the implementation of multicultural education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Other (Please specify)						

Faculty Member Survey I

Section G: Demographic Information

Instructions: Please place a (√) in the check box. Thank you for your participation.

<u>Gender</u>	<u>Age</u>
---------------	------------

1. Male 2. Female

1. Under 30 4. 40-49
 2. 30-34 5. 50 & above
 3. 35-39

<u>Race/ Ethnicity</u>	<u>Education Rank</u>
------------------------	-----------------------

1. Caucasian
 2. Black, African American
 3. Asian American
 4. Hispanic American
 5. Native American
 6. Other
 Please specify

1. Instructor
 2. Assistant Professor
 3. Associate Professor
 4. Full Professor
 5. Other
 Please specify

<u>Highest degree earned</u>	<u>Socioeconomic Status-Annual Salary</u>
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1. Bachelor's Degree
 2. Master's Degree
 3. Specialist Degree
 4. Doctorate Degree
 5. Post Doctoral Degree

1. Under \$45,000 5. \$75,000-\$84,999
 2. \$45,000-\$54,999 6. \$85,000-\$94,999
 3. \$55,000-\$64,999 7. \$95,000 and above
 4. \$65,000-\$74,999

<u>Please state your years of teaching experience in Higher Education below</u>	<u>Please state your area of Specialization below</u>
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Graduate Student Survey I

Graduate Students Multicultural Education Survey I

The purpose of the study is to examine graduate students' perception of multicultural education in the College of Education at Mississippi State University. Your participation is voluntary and your responses will be confidential. **Thank you for your participation.**

Instructions: Please respond to the following statements and check (✓) the response that best reflects your true position. (Note: 1 is Strongly Agree, 2 is Agree, 3 is Somewhat Agree, 4 is Somewhat Disagree, 5 Disagree, and 6 is Strongly Disagree).

Section A: knowledge of Multicultural Education: Please check the statement that best describes your true position.	Yes	No
1. I am familiar with the concept of multicultural education.	<input type="checkbox"/>	<input type="checkbox"/>
2. A course on multicultural education is taught in my department as part of my program of study	<input type="checkbox"/>	<input type="checkbox"/>
3. Multicultural content is integrated into courses in my program of study	<input type="checkbox"/>	<input type="checkbox"/>

Section B: Perception of Multicultural Education I perceive that ...	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
1. By integrating multicultural education theory in courses I take, I will acquire an awareness of cultural differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Integrating multicultural education into my courses encourages me to embrace diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A unit on multicultural education should not be included in any courses offered in the College of Education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Addressing multicultural education in my department helps me manage problems associated with diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Learning about multicultural education is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. A multicultural learning environment is supported in my department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Multicultural education is an unnecessary topic to be included in my program of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Multicultural education will provide me with pertinent skills I need to work with people from diverse backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Integrating multicultural education theory into the curriculum, promotes equal opportunities in education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. There is not enough emphasis placed on multicultural content in my courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Graduate Student Survey I

Instructions: Please respond to the following statements and check (√) the response that best reflects your true position. (Note: 1 is Strongly Agree, 2 is Agree, 3 is Somewhat Agree, 4 is Somewhat Disagree, 5 Disagree, and 6 is Strongly Disagree).

Section C: Experience of Multicultural Instructional Strategies

Please check the instruction strategies you have been exposed to during the course of study	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
1. The professors in my department discuss cultural influences that relate to the course content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Multicultural content is included in the course syllabi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The professors use a variety of assessment tools to evaluate my progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The professors in my department help me to develop an awareness of cultural differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The instruction I received does not reflect diverse viewpoints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The professors in my department make connections between course content and students' experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The professors in my department use different problem solving strategies in my classes to reflect diverse views.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The professors in my department encourage students to read a variety of multicultural textbooks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Discussions are not used to integrate multicultural content into my course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The professors in my department include a unit on multicultural education in their course syllabi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The professors in my department discuss the accomplishments of different ethnic/cultural individuals in relation to the course content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The professors in my department include discussions on discrimination in relation to the course content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Graduate Student Survey I

Section D: Demographic Information

Please place a (√) in the check box.

Gender Age

- | | | | | | | | |
|---------|--------------------------|-----------|--------------------------|-------------|--------------------------|---------------|--------------------------|
| 1. Male | <input type="checkbox"/> | 2. Female | <input type="checkbox"/> | 1. 22 under | <input type="checkbox"/> | 4. 33-37 | <input type="checkbox"/> |
| | | | | 2. 23-27 | <input type="checkbox"/> | 5. 38-42 | <input type="checkbox"/> |
| | | | | 3. 28-32 | <input type="checkbox"/> | 6. 43 & above | <input type="checkbox"/> |

Race/ Ethnicity Socioeconomic Status: Please state your *anticipated* starting salary

- | | | | | | |
|----------------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|
| 1. Caucasian | <input type="checkbox"/> | 1. Under \$20,000 | <input type="checkbox"/> | 5. \$50,000-\$59,999 | <input type="checkbox"/> |
| 2. Black, African American | <input type="checkbox"/> | 2. \$20,000-\$29,999 | <input type="checkbox"/> | 6. \$60,000-\$69,999 | <input type="checkbox"/> |
| 3. Asian American | <input type="checkbox"/> | 3. \$30,000-\$39,999 | <input type="checkbox"/> | 7. \$70,000-\$79,999 | <input type="checkbox"/> |
| 4. Hispanic American | <input type="checkbox"/> | 4. \$40,000-\$49,999 | <input type="checkbox"/> | 8. \$80,000 & above | <input type="checkbox"/> |
| 5. Native American | <input type="checkbox"/> | | | | |
| 6. Other | <input type="checkbox"/> | | | | |

Please specify

Degree you are currently pursuing

- 1. Bachelor's Degree
- 2. Master's Degree
- 3. Specialist Degree
- 4. Doctorate Degree
- 5. Post Doctoral Degree

Please state your area of specialization below

Faculty Multicultural Education Interview Survey II

The purpose of the study is to examine faculty members' perception of multicultural education in the College of Education at Mississippi State University. Your participation is voluntary and your responses will be confidential. **Thank you for your participation.**

Prompt: Can you tell me more about that?

Introductory Questions: You are an _____ professor. What courses do you teach?

1. Explain how you envision a multicultural classroom?
2. Explain how you would integrate multicultural education concepts in your pedagogy? How do you evaluate whether it is effective?
3. Discuss factors that influence your efforts to implement multicultural education concepts in your classroom?

What types of support do you receive from the departmental administrators, from the Dean of Education or MSU Cultural Diversity Center? (**Prompt**)

4. Explain how you perceive multicultural education? Explain whether you perceive it to be beneficial or detrimental to your department?
5. Explain how you use technology to help you integrate multicultural education into your pedagogical practices?

Graduate Students Multicultural Education Interview Survey II

The purpose of the study is to examine graduate students' perception of multicultural education in the College of Education at Mississippi State University. Your participation is voluntary and your responses are confidential. **Thank you for your participation.**

Prompt: Can you tell me more about that?

Introductory Question: You are a _____ student in the department _____?

1. Explain how you perceive multicultural education?
2. Explain whether multicultural education concepts are addressed by your professors in the courses you have taken in your department?
3. Explain what multicultural instructional strategies you have witnessed during your course of study.
4. Discuss whether you perceive multicultural education to be beneficial or detrimental to your learning? How so?