



EDUC/PSYC 325 – Multicultural & Intercultural Education: The Psychology of Cross-Cultural Development

Course Syllabus

Fall 2024

Instructor: Natascia Petringa, PhD

Credits: 3

Contact Hours: 45

Prerequisites: None

Class Hours: Tuesdays & Thursdays, 12:30-2pm

Office Hours: before or after class via email appointment

Course Type: Standard type

Course Fee: TBA

Course Description

Multicultural education in teaching and learning views and values the cultural diversity of students as an asset rather than adopting a “deficit” perspective. It aims at promoting inclusivity, social, political, economic, equity and justice in diverse educational settings. Respecting and appreciating cultural diversity implies promoting the development of culturally relevant pedagogies and praxes. Overall, this course is designed to equip its students with the theoretical knowledge and skills they need to teach as well as collaborate with peers and colleagues from diverse backgrounds in both local and global contexts. The course will be held within the beautiful and culturally diverse setting of Perugia, Italy. It is best suited for education or psychology majors and/or linguists who are interested in hands-on, experiential teaching practices designed to meet the needs of multicultural students and/or adult learners.

Learning Outcomes

By the end of the course, students will be able to:

- *Identify* the different meanings and interpretations of multicultural education.
- *Distinguish* the characteristics of culturally responsive pedagogies and practices.
- *Analyze* the difficulties and challenges that teachers face in today’s multicultural classrooms.
- *Integrate* multicultural practices in everyday lesson plans (in any subject area).
- *Evaluate* lesson plans in terms of their multicultural characteristics and approaches.

Course Materials

Readings will be made available online to students. The books cited are also available online as PDFs.

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Assessment

Class attendance	10%
Course journal entries	15%
Weekly quizzes on Moodle	10%
Midterm exam	20%
Design of a multicultural lesson plan	20%
Gallery Walk and presentation of lesson plan	15%
Peer feedback on one lesson plan	5%
One-on-one meetings with professor (office hours)	5%

Grading

Students are reminded that it is their responsibility to note the dates of exams and other assignments. No alternative exam dates will be offered and professors are not required to give partial credit for any late work (they do so at their discretion: the Institute's default policy is no extensions and a zero for any work turned in late). Students who book travel when they have an exam or other assessment will have to change their plans or accept a zero. Letter grades for student work are based on the following percentage scale:

Letter Grade Range	Numerical Score Equivalent	Student Performance
A	93% - 100%	Exceptional
A-	90% - 92%	Excellent
B+	87% - 89%	Superior
B	83% - 86%	
B-	80% - 82%	
C+	77% - 79%	Satisfactory
C	73% - 76%	
C-	70% - 72%	
D+	67% - 69%	Low Pass
D	63% - 66%	
D-	60% - 62%	
F	59% or less	Fail (no credit)

Please note: decimal numerals between 1-4 are rounded down while 5-9 are rounded up: e.g., expect 89.4 to be 89.0 while 89.5 to round up to 90.

Course Requirements

Class attendance (10%)

Attendance is an essential part of this course. If you attend all the meetings, you will receive 10% for this part of your grade. There are no make-ups offered for attendance. Class attendance encourages positive class participation. My definition of participation means active engagement in the course: being prepared for class (having carefully read the daily assignments), asking questions, responding to questions, and/or attentively listening to others.

Course journal entries (15%)

Students will be required to keep a weekly journal. The journal entries will be student responses and reflections on the weekly readings. These are not summaries of the readings. Entries in your course journal will be graded three times throughout the semester, i.e., early in the semester (Week 4), around mid-semester (Week 8) and at the end of the course (Week 12). Refer to the full prompt on Moodle for more information.

Weekly quizzes on Moodle (10%)

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Students will be assigned a short quiz (approx. 3-5 questions) every week on Moodle and it is not timed. There will be a combination of content, methodological, and technical questions. The content questions will help students zoom in on the most important ideas of the readings. The methodological questions will test skills that will pop up every week, like finding an author's argument, assessing sources etc. Whereas the technical questions will help students learn the class's policies and administrative procedures.

Midterm exam (20%)

The midterm exam will consist of a combination of open-ended questions as well as reactions to case-studies and/or short articles. There will be a full prompt on Moodle.

Submission of a multicultural lesson plan (20%)

Students will have to submit a multicultural lesson plan (in any subject area), which takes into account the cultural, linguistic and social needs of diverse students. The teacher will provide the students with a clear rubric for the lesson plan as well as assist students with the steps involved in lesson planning. Examples of lesson plans in diverse subject areas (i.e., science, language arts, social studies etc.) will be available for their perusal. This submission will occur in three stages: students will first be asked for a rough draft (10%); and for a final lesson plan (10%). There will be a full prompt on Moodle.

Gallery walk and presentation of lesson plan (15%)

Students will present their multicultural lesson plans to their peers in the form of an oral presentation (in any format of their choice). They will be asked to design any visual format they choose to showcase their lesson plan. This may be a poster-board, video, PowerPoint, etc. There will be a full prompt on Moodle.

Peer feedback on one lesson plan (5%)

Students will be asked to provide detailed feedback on the lesson plan of one of their peers after their oral presentation. A feedback template will be provided to all students.

One-on-one meetings with professor (office hours) (5%)

Students are expected to sign up for two slots of 20 minutes for a one-on-one meeting during my office hours. The rationale for this will be shared with the class. Getting to know your professor makes you more comfortable with that person and therefore more likely to ask for help. It might also help you to ask questions about the various assignments. In this course, 2.5% of your grade will be allocated to you for every time you visit me. This amounts to a total of 5% on your overall grade. I would suggest an early visit and then an intermediate one. Don't wait until the end of the semester!

Extension & Submitting Late Work

Work submitted after the deadline will receive a grade of zero, not partial credit. Each student is allowed one extension of 24 hours over the entire semester. This can be used for any assignment except the final project. Students need to email the instructor before the deadline and inform the instructor of their use of the extension. Any work submitted after the 24-hour extension will be marked zero. As for all policies, exceptions can be made by the Director for students with special accommodations or in case of medical emergencies, etc.

Attendance & Lateness Policy

Attendance is expected and mandatory for classroom times and co-curricular activities. Regular attendance is a critical component of academic success and students are expected to attend all scheduled classes unless there is a legitimate reason for absence. Students are also expected to be on time for all classes and co-curricular activities.

Each unexcused absence will affect the final grade by 1.5% up to a maximum of 10%. Each incident of tardiness (late arrivals to or early departures from class) is 0.5% off the final grade. Excessive unexcused absences (8 or more) may result in a failing grade or disciplinary action. It is the student's responsibility to be aware of the number of absences or late arrivals for each course, and to ask the instructor when in doubt.

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If students miss class, they are responsible for obtaining class notes from other students and/or for meeting the professor during office hours. Any work missed in class because of an excused absence may be made up within one week of the return to the class. Any work missed that was a quiz or other test must be made up outside of class time and will, in the interest of intellectual honesty, be a slightly different test than the one given in class.

Presence during mandatory field trips is especially important. Missing a mandatory field trip for a course, unless for a very serious reason that is communicated to Umbra staff in a timely manner, will be considered the equivalent of two unexcused absences. As such, absence from the co-curricular field trip will lower students' final grade in that course by 3% (the equivalent of two unexcused absences).

Legitimate reasons for an excused absence or tardiness includes death in immediate family, religious observances, illness or injury, local inclement weather, or medical appointments that cannot be rescheduled. Absences relating to illness may be excused by the Director but only if a medical certification is provided. Students who request an approved absence to observe a religious holiday must submit a formal request to the Institute's Director within one week after the add/drop period when course schedules, including any field trips, are finalized. No exceptions will be made after this deadline.

Except in the case of medical emergencies, absences are not accepted when tests are scheduled; tests cannot be made up. Furthermore, scheduled times and dates indicated for exams, quizzes, oral presentations, and any other graded assignments cannot be changed for any reason. Even if more sections of the same class are activated, students may only take exams during the scheduled times and dates for the section they are enrolled in.

Academic Integrity

All forms of cheating (i.e., copying during exam either from a fellow student or making unauthorized use of notes) and plagiarism (i.e., presenting the ideas or words of another person for academic evaluation without acknowledging the source) will be handled according to the Institute Academic Policy, which can be found in the Umbra Institute Academic Policies and Conduct Guidelines.

Utilizing ChatGPT or other artificial intelligence (AI) tools for the generation of content submitted by a student as their own as part of any assignment for academic credit at the Institute constitutes a form of plagiarism. Should the Institute become aware of a student's use of such platforms and services, the student will be subject to the same consequences and judicial proceedings as are in place for plagiarism (defined above).

Classroom Policy

Students are expected to follow the policy of the Institute and demonstrate the appropriate respect for the historical premises that the school occupies. Please note that cell phones must be set on silent mode before the beginning of each class.

Laptop/Smartphone Policy

An ever-increasing body of research shows that open laptops and telephones in the classroom create distraction (both visual and auditory) for those using them and those around them. You can type faster than you can write, and as a result you end up processing less when you're simply typing notes. For this reason, students are asked to keep computers and phones away and use a regular notebook. There are four exceptions: 1) if you have an accommodation; 2) if you're using a tablet to take notes, 3) if you make an office hours appointment with me to discuss the use of a computer; or 4) if we have an in-class tutorial about online research tools.

Schedule of Topics, Readings and Assignments

Week 1
(September 9 - 13, 2024)

Introduction and welcome to a multicultural education course

Meeting 1: *Welcome and introduction to multicultural and intercultural education*

Meeting 2: *Past challenges and new directions of multicultural education*

Readings:

Banks, James A. "Multicultural education: Development, dimensions, and challenges." *The Phi Delta Kappan* 75, no. 1 (1993): 22-28.

Banks, James A., and Cherry A. McGee Banks, eds. *Multicultural education: Issues and perspectives*. John Wiley & Sons, 2019. (Chapter 1, 23 pages)

Ladson-Billings, Gloria. "New directions in multicultural education." *Handbook of research on multicultural education* 2 (2004): 50-65.

Assignment:

Weekly Moodle Quiz

Week 2
(September 16 - 20, 2024)

Multiculturalism in 21st century classrooms

This session focuses on multiculturalism in today's classrooms. It addresses the challenges that teachers face in meeting the diverse needs of their students, alongside their already growing demands and duties as educators. In addition, it analyzes teacher attitudes and competencies with regards to designing multicultural lessons. The road ahead is an onerous one which will take time, training and support, as well as visionary educational policies.

Meeting 1: *Characteristics of multicultural classrooms*

Readings:

Forghani-Arani, Neda, Lucie Cerna, and Meredith Bannon. "The lives of teachers in diverse classrooms." OECD Education Working Papers No. 198. (2019). <https://doi.org/10.1787/8c26fee5-en>

Gay, Geneva, and Tyrone C. Howard. "Multicultural teacher education for the 21st century." *The Teacher Educator* 36, no. 1 (2000): 1-16. <https://doi.org/10.1080/08878730009555246>

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Meeting 2: *Teacher + diversity awareness within multicultural educational settings*

Readings:

Acquah, Emmanuel O., Madhavi Tandon, and Sonia Lempinen. "Teacher diversity awareness in the context of changing demographics." *European Educational Research Journal* 15, no. 2 (2016): 218-235.

<https://doi.org/10.1177/1474904115611676>

Papadopoulou, Konstantina, Nektaria Palaiologou, and Zoe Karanikola. "Insights into teachers' intercultural and global competence within multicultural educational settings." *Education Sciences* 12, no. 8 (2022): 502 1-18.

<https://doi.org/10.3390/educsci12080502>

Assignment:

Weekly Moodle Quiz

Week 3
(September 23 - 27, 2024)

Multiculturalism or interculturalism: What are the differences?

Meeting 1: *Differences between multiculturalism and interculturalism*

Readings:

Brahm Levey, Geoffrey. "Interculturalism vs. multiculturalism: a distinction without a difference?." *Journal of Intercultural Studies* 33, no. 2 (2012): 217-224.

Meer, Nasar, and Tariq Modood. "How does interculturalism contrast with multiculturalism?." *Journal of Intercultural Studies* 33, no. 2 (2012): 175-196.

Meeting 2: *Multicultural and intercultural education*

Readings:

Holm, Gunilla, and Harriet Zilliacus. "Multicultural education and intercultural education: Is there a difference?." *Dialogues on Diversity and Global Education* (2009): 11-28.

Tarozzi, Massimiliano. "Intercultural or multicultural education in Europe and the United States." (2012): 393-406.

Assignment:

Weekly Moodle Quiz

Week 4
(September 30 - October 4, 2024)

Multicultural or intercultural education in Italy: Which one is it?

Meeting 1:

Readings:

Barzanò, Giovanna, Paola Cortiana, Ian Jamison, Maria Lissoni, and Lorenzo Raffio. "New means and new meanings for multicultural education in a global-Italian context." *Multicultural Education Review* 9, no. 3 (2017): 145-158. <https://doi.org/10.1080/2005615X.2017.1346554>

Torres, Carlos Alberto, and Massimiliano Tarozzi. "Multiculturalism in the world system: Towards a social justice model of inter/multicultural education." *Globalisation, Societies and Education* 18, no. 1 (2020): 7-18. <https://doi.org/10.1080/14767724.2019.1690729>

Meeting 2:

Readings:

Bussotti, Luca. "The Italian way to intercultural education: innovation and resistance." *Foro de Educación* 23 (2017): 43-68.

Liddicoat, Anthony J., and Adriana Díaz. "Engaging with diversity: The construction of policy for intercultural education in Italy." *Intercultural Education* 19, no. 2 (2008): 137-150.

Assignments:

Weekly Moodle Quiz

Hand in "Course Journal". This is your first submission.

Week 5
(October 7 - 11, 2024)

Using multicultural narratives in the classroom

Meeting 1:

Readings:

Osler, Audrey. "The stories we tell: Exploring narrative in education for justice and equality in multicultural contexts." *Multicultural Education Review* 7, no. 1-2 (2015): 12-25. <https://doi.org/10.1080/2005615X.2015.1048605>

Phillion, JoAnn, and Ming Fang He. "Using life-based literary narratives in multicultural teacher education." *Multicultural Perspectives* 6, no. 3 (2004): 3-9. https://doi.org/10.1207/s15327892mcp0603_2

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Meeting 2:

Readings:

Kang, Rui, and Charles W. Hyatt. "Preparing preservice teachers for diversity: The power of multicultural narratives." *SRATE Journal* 19, no. 1 (2010): 44-51.

Phillion, Joann. "Narrative multiculturalism." *Journal of Curriculum Studies* 34, no. 3 (2002): 265-279.
<https://doi.org/10.1080/00220270110101797>

Assignment:

Weekly Moodle Quiz

Week 6 (October 14 - 18, 2024)

Using tangibles as a way to create and share multicultural narratives

Meeting 1:

Reading:

Kador, Thomas, Helen Chatterjee, and Leonie Hannan. "The materials of life: Making meaning through object-based learning in twenty-first century higher education." In *Disciplinary Approaches to Connecting the Higher Education Curriculum*, pp. 60-74. UCL Press, 2017.

In-Class Activity: Bring your own tangible and tell "your" story. During this class, each student will bring a tangible of their choice and share their story. You will find a prompt on Moodle for this activity.

Assignment:

Weekly Moodle Quiz

Meeting 2: Take **midterm exam** in class

Mid-Semester Break

Week 7 (October 28 - November 1, 2024)

Identity in multicultural and multilingual contexts

Meeting 1: *Identity in Multicultural and Multilingual Contexts*

Reading:

Lestinen, Leena, Jelena Petrucijová, and Julia Spinthourakis. *Identity in multicultural and multilingual contexts*. London: CiCe Thematic Network Project, 2004.

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Meeting 2: *Multilingualism and immigration in Italy*

Reading:

Catenaccio, Paola, and Giuliana Garzone. "Multilingualism and immigration in the educational system: The case of Italian schools." *Urban Multilingualism in Europe: Bridging the Gap between Language Policies and Language Practices* 110 (2019): 37-68.

Pirchio, Sabine, Ylenia Passiatore, Giuseppe Carrus, and Traute Taeschner. "Children's interethnic relationships in multiethnic primary school: results of an inclusive language learning intervention on children with native and immigrant background in Italy." *European Journal of Psychology of Education* 34 (2019): 225-238.

Assignment:

Weekly Moodle Quiz

Week 8
(November 4 - 8, 2024)

Teacher self-efficacy and multicultural education

Meeting 1: *Teacher self-efficacy and feelings about being a multicultural teacher*

Readings:

Cherng, Hua-Yu Sebastian, and Laura A. Davis. "Multicultural matters: An investigation of key assumptions of multicultural education reform in teacher education." *Journal of Teacher Education* 70, no. 3 (2019): 219-236.

<https://doi.org/10.1177/00224871177428884>

Gorski, Paul C., Shannon N. Davis, and Abigail Reiter. "Self-efficacy and multicultural teacher education in the United States: The factors that influence who feels qualified to be a multicultural teacher educator." *Multicultural Perspectives* 14, no. 4 (2012): 220-228. <https://doi.org/10.1080/15210960.2012.725332>

Meeting 2: *Professional development for multicultural teacher educators*

Readings:

Gorski, Paul C., and Gillian Parekh. "Supporting critical multicultural teacher educators: Transformative teaching, social justice education, and perceptions of institutional support." *Intercultural Education* 31, no. 3 (2020): 265-285.

Neumann, Richard. "Social foundations and multicultural education course requirements in teacher preparation programs in the United States." *Educational Foundations* 24 (2010): 3-17.

Assignments:

Weekly Moodle Quiz

Hand in "Course Journal". This is your second submission.

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Week 9
(November 11 - 15, 2024)

Going beyond immigration: Multiculturalism in Third-Culture Kids (TCKs)

Meeting 1:

Reading:

Lijadi, Anastasia Aldelina, and Gertina J. Van Schalkwyk. "Narratives of third culture kids: Commitment and reticence in social relationships." *The Qualitative Report* 19, no. 25 (2014): 1-18.

Meeting 2: No Class

Reading:

Lijadi, Anastasia Aldelina, and Gertina J. Van Schalkwyk. "'The international schools are not so international after all': The educational experiences of Third Culture Kids." *International Journal of School & Educational Psychology* 6, no. 1 (2018): 50-61.

Surprise Activity!

Assignment:

Weekly Moodle Quiz

Week 10
(November 18 - 22, 2024)

Lesson planning for multicultural classes

During this session, students will be asked to design a multicultural lesson plan (in their subject area). In addition to the traditional steps involved in lesson planning, specific accommodation accompanied by clear justifications will need to be made explicit highlighting the multicultural component of the lesson plan. Students will be provided with samples of lesson plans for their perusal.

Meeting 1: *Designing a multicultural lesson plan*

Readings:

McDonald, Jason K., and Richard Edward West. "Design for learning: Principles, processes, and praxis." (2021). https://edtechbooks.org/id/designing_for_diverse_learners

Tunney, Jessica, and Amy Hanreddy. "Inclusive teaching requires inclusive lesson planning." In *Minding the Marginalized Students Through Inclusion, Justice, and Hope: Daring to Transform Educational Inequities*, pp. 111-134. Emerald Publishing Limited, 2021. <https://doi.org/10.1108/S1479-363620210000016007>

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For use as reference only:

Houston, Debby, and Marty Beech. Designing lessons for the diverse classroom: A handbook for teachers. Florida Department of Education, Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services, 2002. <https://www.fldoe.org/core/fileparse.php/7690/urlt/0070084-4dclessn.pdf>

Assignment:

Weekly Moodle Quiz

Week 11
(November 25 - 29, 2024)

Gallery walk and presentations of student lesson plans

Students will prepare a visual of their multicultural lesson plans (in any format of their choice) provided they respect the criteria indicated on the rubric provided by the teacher.

Meeting 1: *Gallery walk and presentations of student lesson plans*

Presentations of student lesson plans – students will prepare their lesson plan and share it with their peers. The students may use any format of their choice (video, poster, PowerPoint etc.).

Assignment: *Peer feedback on one lesson plan*

Peer Feedback on a lesson plan – students will be assigned the lesson plan of one of their peers by their teacher and will need to submit constructive written feedback for that student. The focus of this feedback should be on the strengths and weaknesses of the lesson plans in terms of inclusivity (i.e. culture, language, race, religion, gender, socio-economic and political equity). This list is by no means exhaustive.

Meeting 2: Thanksgiving. No class

Week 12
(December 2 - 6, 2024)

Preparation of the Community Engagement Presentations

Taking stock of the material covered this semester.

End of semester Community Engagement Presentation: Preparation and rehearsal for the event.

Assignment:

Hand in “Course Journal”. This is your third submission.

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Week 13
(December 9 - 13, 2024)

Final Classes, Final Exams, & Special Academic Events Week

Meeting 1: Sharing of student feedback in class.

Students will share the feedback about their peers. Focus will be on how the lesson plan could be improved.

Depending on student interest, international pot-luck in class.

Game on multicultural and/or interculturalism.

Wednesday December 11, 2024

End of the Semester Community Engagement Presentations