



Multicultural Education

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Abstract

"If we knew what we were doing, it wouldn't be called research, would it?" (Albert Einstein). In *Diversity Issues in Special Education: Theory, Research, and Practice* I will define the diversity perspectives within the context of research, then I will develop an understanding and understand theory as it is related to research, and inform personal stance on the merits of various traditions and their use in multicultural education. Thus, I will consider numerous topics such as, social construction of disability, multicultural education, and race. Moreover, in this paper, I will address multicultural education as a knowledge production movement by discussing Rosenqvist's theories in inclusive and diverse special education classes and adopting the idea of the enhancement of competence and the extension of independence. The enhancement of competence, for example, needs recognition of what the child brings to school, accepting his/her skills, attitudes, ways of thinking and social and language experience. Similarly, the extension of independence concentrates on cultural differences. However, the idea of independence may vary in different cultures.

Keywords: Diversity, Inclusion, Education, Mathematics, Multicultural education, Universal design for Learning (UDL).

Interviewing a leader in the Special Education Field

Jerry Rosenqvist is a professor of Special Education in the department of Educational and Psychological Research, School of Education, at Kristianstad University in Sweden. Professor Rosenqvist was born in 1945 in Sweden. He has worked as a primary and special education school teacher since 1969, and as a special education professor since 1988.

Rosenqvist has been a leader of research projects in special education since 1982, and highly respected in the field. He has conducted three major research projects about the function of schools for the mentally handicapped. Further, he has conducted an evaluation project of schools for the mentally handicapped in the Swedish County of Kronoberg. He is an expert within the Organization for Economic Cooperation and Development (OECD-project) "Active Life for Disabled Youth-Integration in the School" having participated in it from 1989-1995, and he has worked as a consultant for Swedish International Development Cooperation Agency (SIDA) and the World Bank in Pakistan, Jamaica and Tanzania. In the past he has been a special education teacher, especially for students with mental retardation. He has produced about 90 publications of different extent. He has also carried out a review of "Special Education Research Environment" for the Swedish National Board of Education. For the time being he is one of four authors working towards a revision of special education research, particularly schools for the mentally retarded (Rosenqvist, 2001).

I sent the interview questions to him via email and also talked to him by telephone. Additionally, I read some of his research and conference papers in order to illuminate his answers. Specifically I returned to the "International Special Education Congress 2000, Including the Excluded." His paper was "The Big Challenge" which focused on a deviant resource (Rosenqvist, 2001). "The big challenge" is—from a political and from an activity point of view—how the pre-school and the school should handle the fact that students have different prerequisites, experiences, knowledge, and needs. How can students differences appear as resources and make steering conditions for the pedagogical work in the school in a direction that is at best for all students? Rosenqvist added that the quotation can be seen as making distinct the ideological difference between traditional "special education" and the new approach of "special pedagogy," or between the meaning of being a "special education teacher" and "special pedagogue." In order to make this difference clear, both practically and ideologically Rosenqvist started up an investigation with the aim to find out and expose further obstacles to a developmental process towards a school for all (Rosenqvist, 2001). The aim of Rosenqvist's study is to contribute to a theory of special education. A more delimited aim is to reach a deeper understanding for how teachers, school leaders, and school politicians think about "day function" (Rosenqvist, 2001). Hill-Jackson, Sewell and Waters (2007) addressed the importance of multicultural education. Moreover, they pointed out teachers need to be multicultural...able to relate to many cultures with the knowledge, skills, and attitudes to better understand the growing student diversity.

Different cultures

J. Rosenqvist (personal communication, April 18, 2008) agrees that different cultures have different systems of knowledge. He added the idea that the dependence of government, commercial powers and other authorities could bias research results. This has also been studied by Butin (2002) whose research focuses on the productive use of power in

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