

Dimensions of multicultural education:

- **Content integration**
 - When teachers use examples and content from a variety of cultures and groups to illustrate key concepts when teaching diverse groups
- **Equity pedagogy**
 - Modifying teaching in order to facilitate the academic achievement of students from diverse racial, cultural, gender and social-class
 - This includes using a variety of teaching styles and approaches to accommodate a wide range of learning styles within different cultural and ethnic groups
- **The knowledge construction process**
 - Refers to the methods, activities and questions teachers use to help learners understand how assumptions and perspectives influence the way in which knowledge is constructed
 - Teachers help learners to understand how racial, ethnic and social class influences knowledge
- **Prejudice reduction**
 - By reducing prejudice, teacher helps learners to develop positive attitudes towards different racial, ethnic and cultural groups
 - The objective is to overcome the learner's current bias and add more positive attitudes
- **An empowering School culture**
 - This involves restructuring the culture and organization of the school so that learners from diverse groups can experience equality
 - This is a collaborative process that involves all members of the school staff

Ethnic group and ethnocentrism

- An ethnic group is the distinct social group within a larger society
- Ethnocentrism is the tendency to view one's own cultural group as its social standards as superior

Multicultural society/community

- It is the heterogeneous, diverse nature of societies and communities

Stereotypes

- When we create mental categories in order to place people, items or events in conceptually specified groups. It is how we describe people
- It can amount to overgeneralization of a person or a group
- Example: Lower income people are uneducated

Prejudice

- The judgement or opinion of a person or thing prior to examination of the facts
- It is how we feel about people
- Sources: Social inequalities, frustration and aggression, social dominance, institutions

Assimilation (6)

- Members of the minority groups in society must conform to and adopt the values, norms and language of the majority and dominant social group
- It is opposed to the principles of multicultural education
- It does not celebrate diversity
- It ignores the needs of the learners from diverse social groups

Socio-economic class

- An individual's economic and social position in society in relation to other, based on their income, education and occupation
- Categorized into three levels; high, middle and low
- Example: The average working class citizen would fall into the middle category, while an unemployed person who has no shelter and minimal food would fall into the low class

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