

# **Using Framework and Model as a Tool to Understand Human Diversity**

Presentation by: Jun Woo Jang

# What is this paper about?

- We currently face a diverse and multicultural world.
- Multicultural education is essential in the real world.
- Existing frameworks:
  - British Columbia
  - Singapore
  - United States

# Vocabulary

- Globalization
- Discrimination
- Multiculturalism

# Globalization

- “The development of an increasingly integrated global economy marked especially by free trade, free flow of capital, and the tapping of cheaper foreign labor markets”
  - Merriam Webster online
- Process of individual countries working with other individual countries in order to trade and develop as a nation.

# Discrimination

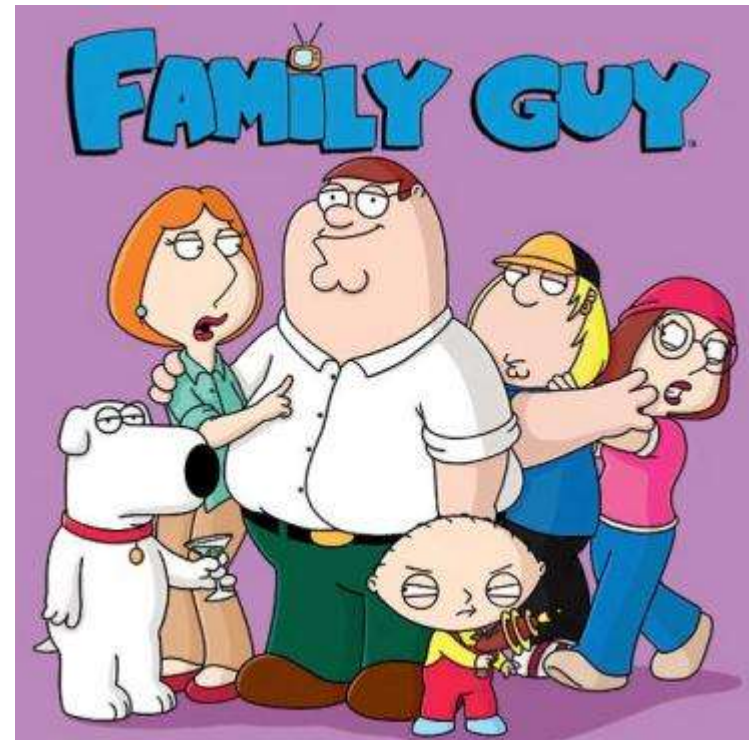
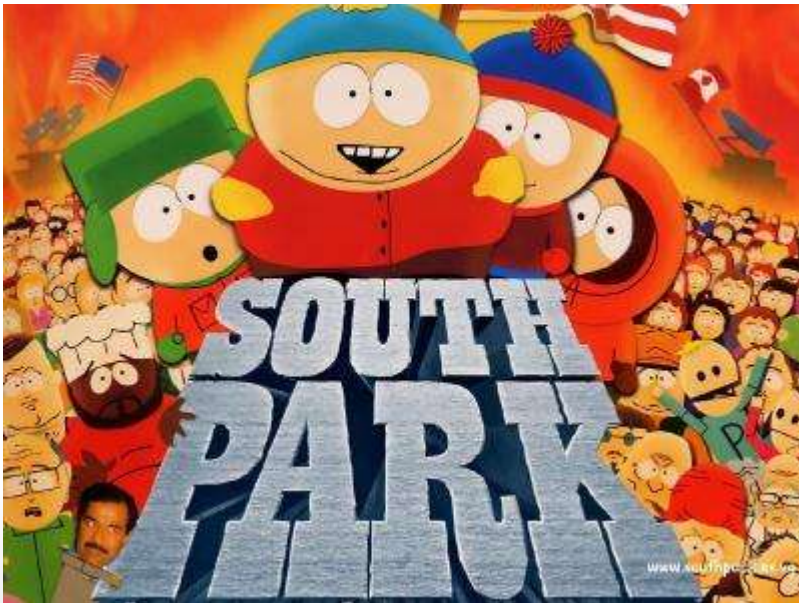
- “making a distinction”
  - Merriam Webster online
- The factors that are included in discrimination:
  - Race
  - Skin Color
  - Gender
  - Physical Defects
  - Economical Discrimination

# Multiculturalism

- “of, relating to, reflecting, or adapted to diverse cultures”  
- Merriam Webster online
- Diverse cultures that exist within the community

# Influence on Media

- Not all media is beneficial to our multicultural education.
- Funny, but not a positive influence on the youth.



# News travels fast

- If someone learns a funny racist comment, the comment can spread around the community.



# Instructor problems

- The teachers and instructors think that students are already exposed to multiculturalism.
- They also assume that students will learn about diversity on their own.

# Where are there problems?

- In Korea, there are problems pertaining to racism and discrimination
- There was an experiment conducted by EBS (educational broadcasting system).
- There was an experiment where two foreigners, one American and one Indonesian, asks directions for a mall in Korea where every Korean citizen should know.

# Why is this happening?

- Not much progress has been done to eliminate racial discrimination.
- Presence of stereotypes

# The United States of America

- Documentary “Racism Hidden Camera”
- An experiment whether or not people would react to a scenario which involves racial discrimination.
- Only 20% of the people tried to eliminate this discrimination
- Results suggests that even the United States is not having enough multicultural education.



# Existing Frameworks

- British Columbia



- Singapore



- Virginia Tech University



# British Columbia



- Resolve the tension between promoting their national identity, and at the same time, respect all the other diverse cultures.
- 8<sup>th</sup> to 12<sup>th</sup> graders.
- Uses four main strategies in order to promote human rights, multiculturalism and a shared national identity simultaneously which are:
  1. Framing human rights and multiculturalism as part of national identity
  2. Using pedagogical approaches that promote multiple perspectives
  3. Celebrating social and scientific figures and accomplishments as a main source of national pride
  4. Drawing on exogenous sources to affirm state legitimacy.

# Singapore



- Targeted for secondary schools and is made by the Curriculum Planning and Development Division (CPDD) from the Ministry of education of Singapore.
- Promote national identity, multicultural understanding, and global perspectives.
- The aim of this curriculum is to make students:
  1. Understand issues that affect the socioeconomic development, the governance, and the future of Singapore;
  2. Learn from the experiences of other countries to build and sustain a politically viable, socially cohesive, and economically vibrant Singapore;
  3. Develop thinking and process skills that are essential for lifelong and independent learning;
  4. Have a deep sense of shared destiny and national identity;
  5. Develop into citizens who have empathy toward others and will participate responsibly and sensibly in a multiethnic, multicultural, and multireligious society; and
  6. Develop into responsible citizens with a global perspective.

# Virginia Tech University

- Core Values:

1. Freedom of inquiry
2. Mutual Respect
3. Lifelong Learning
4. Commitment to diverse and inclusive community
5. Ut Prosim (That I May Serve)
6. Personal and institutional integrity
7. Culture of continuous improvement





# Goal 1

- “To achieve a more diverse and inclusive undergraduate and graduate student body, faculty and staff”
- University creates three objectives

# Objective 1

- Achieve increased enrollments of diverse and underrepresented undergraduate students.
- Strategies:
  1. Implement initiatives which would make the university an institution of choice for high-achieving-pre-college students from diverse and underrepresented.
  2. Reduce the gap in rates for admitted freshmen or transfers from diverse and underrepresented groups.
- Indicators:
  1. Number of pipeline program participants
  2. Increased yield
  3. Number of first time full-time undergraduate or transfer students.

# Objective 2

Increase the academic success of diverse and underrepresented and first year students.

# Strategies for Objective 2

1. Identify barriers to the academic progress and achievement.
2. Enhance their counseling system within their school.
3. Advance the academic, social, and cultural needs of the first year students, the ones in financial aid, and the underrepresented students.
4. Ensure the broad involvement of diverse, first generation, low-income, and underrepresented students in undergraduate research and experiential learning opportunities within the campus.
5. Asses the effectiveness of one or more pipeline or undergraduate academic support programs each year.

# Indicators for Objective 2

- First- to second- year retention rates.
- Six-year graduation rates
- Academic progress and success of students who participate in selected academic support programs.

# Objective 3

Increase diversity and global inclusion within the graduate and professional student community at Virginia Tech University.

# Strategies for Objective 3

- Continue recruiting a diverse graduate and professional student population.
- Implement activities and programming
- Expand the Transformative Graduate Education programs
- Create a benchmark to assess the effectiveness of key graduate student recruitment or retention initiatives.

# Indicators

- Number of students admitted
- Check the grants submitted
- Check the time-to degree and graduation rates
- Calculate the number of graduate degrees awarded by race/ethnicity and gender.



# Possible Frameworks

- Local, Public Schools
- International Schools

# Coping with Multiculturalism

- For International Schools, coping with multiculturalism is not a huge problem.
- For public schools, this can be a problem.

# Racism Day

- Elementary school students
- Teachers find a distinct feature that only a few people in the class have.
- The people with the distinct feature are considered “special” and is given a lot of advantages.
- In the end of the day, the teacher explains what this day is all about and the people who were discriminated can share their feelings.
- Gives a big impact psychologically

# Biology

- Middle and/or High school students
- DNA
- 99.9% of all our human DNA are related.

# Law

- Teachers can explain that racism can lead people to jail.
- The law is something that many middle and high schoolers fear.

# Special Care

- The minority of the community should be carefully monitored.
- Check if they are getting discriminated.

# International Culture Day

- Celebrate cultures from all around the world.
- Celebrate national identity as well by bringing in their national costumes, national food, interesting facts and etc.
- To take a step further, do a cultural exchange.

# Filipiñana

- A day where the school celebrates Filipino culture.
- Set up stalls containing Filipino artifacts, clothes, and food.
- Open to the whole school community.
- Other cultures can be celebrated this way.



# Conclusion

- Cultures all over the world are interacting.
- Youth should learn and understand multiculturalism.
- Paradigms and frameworks are essential to promote multicultural education.