

# Dimensions of Multicultural Education

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**Content Integration** – the extent to which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline

**Knowledge Construction Process** – the extent to which teachers help students to understand, investigate, and determine how the implicit cultural assumptions, frames of references, perspectives, and biases within a discipline influence the ways in which knowledge is constructed within it

**Prejudice Reduction** – focuses on the characteristics of students' racial attitudes and how they can be modified by teaching methods and materials

**Equity Pedagogy** – exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, and social-class groups. This includes using a variety of teaching styles that are consistent with the wide range of learning styles within various cultural and ethnic groups.

**Empowering School Culture and Social Structure** – grouping and labeling practices, sports participation, disproportionality in achievement, and the interaction of the staff and the students across ethnic and racial lines are among the components of the school culture that must be examined to create a school culture that empowers students from diverse racial, ethnic, and cultural groups.

Banks, J. (2006, 2001). (5<sup>th</sup> ed.). Cultural diversity and education: Foundations, curriculum, and teaching. Boston, MA: Pearson.