PAPERS ON TEACHER TRAINING AND MULTICULTURAL/INTERCULTURAL EDUCATION

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"Selected bibliography for teacher training and intercultural/multicultural education"

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PROJECT: BASIC EDUCATION FOR PARTICIPATION AND DEMOCRACY: KEY ISSUES IN HUMAN RESOURCES DEVELOPMENT (TEACHERS AND MULTICULTURAL/ INTERCULTURAL EDUCATION)

INTERNATIONAL BUREAU OF EDUCATION - UNESCO

0001 - Furnham, A.; Bochner, S. Psychology of
intercultural contacts. In their: Culture shock:
psychological reactions to unfamiliar environments, London,
Routledge, 1990, p. 1-58
Notes: First published in 1986 by Methuien & Co. Ltd.

0002 - Sleeter, C.E. Restructuring schools for
multicultural education. Journal of teacher education
(Washington, DC), vol. 43, no. 2, March-April 1992, p.
141-148.

Abstract: An argument is made that staff development for
        multicultural education should be a part of a
        whole-school reorganization process, rather than
        a separate activity that focuses on changing
        teachers as individual.

0003 - Patrinos, H.A.; Psacharopoulous, G. Socioeconomic
and ethnic determinants of grade repetition in Bolivia and
Guatemala. (World Bank. Policy research working papers.
WPS1028). Washington, DC, The World Bank, November 1992.
26 p.

Abstract: Children from less wealthy households and
        children of indigenous origins are more likely to
        repeat a grade, so targeted interventions could
        be directed at the poor and could have an
        indigenous component, such as bilingual
        education.

0004 - Lawton, S.B. Ethno-cultural diversity and unity:
complements or opposites? A personal perspective.
Education Canada (Toronto, Ont.), Fall, 1993, p. 30-37.
Notes: This article is from a paper presented at the annual
conference of the University Council for Educational
Administration, held in Minneapolis, Minnesota, October 30
to November 1, 1992.

Abstract: This article describes a personal perspective on
        the question of how national unity can be
        maintained even while accommodating
        ethno-cultural diversity.

0005 - What we want: safe schools. On the front lines. NEA
Today (Washington, DC), vol. 12, no. 1, September 1993, p.
8-9.

0006 - McDiarmid, G. W. What to do about differences? A
study of multicultural education for teacher trainees in
the Los Angeles Unified School District. Journal of
teacher education (Washington, DC), vol. 43, no. 2,
March-April 1992, p. 83-93.

Abstract: At the end of their initial year in the Teacher
        Trainee Program of the Los Angeles Unified School
        District, teacher trainees attend a series of
        presentation entitled Multicultural Week. I

analyzed the content of the presentations and the teachers' views of stereotypes and of teaching culturally diverse children before and after the multicultural presentations. The presentations appeared to have little effect on how teachers think about these issues. On the basis of this analysis, I raise questions about the content and pedagogy of multiculural programs.

0007 - Former les enseignants à l'éducation interculturelle? Les travaux du Conseil de la coopération culturelle (1977-1983). Strasbourg, France, Conseil de l'Europe, Direction de l'éducation, de la culture et du sport. 56 p.

0008 - Les Enseignants et l'accueil des enfants migrants : quelques réflexions à partir de deux enquêtes menées dans le canton de Vaud. Inter-Dialogos ( ), 2/93, novembre 1993, p. 6-.
Notes: La première étude a été réalisée en automne 1992 auprès de 177 enseignants de classes d'accueil et de cours intensifs de français. La seconde a été effectuée en juin 1993 auprès de 175 maîtres de classes de 4e année primaire, de 7e et de 8e année de la division terminale à options 2 accueillant dans leur classe un ou plusiers élèves non francophones arrivés depuis moins de deux ans en Suisse.
Abstract: L'objectif de cet article est d'apporter quelques éléments de réflexion sur la question de l'accueil des enfants non francophones en partant du point de vue des enseignants directement concernés. En nous basant sur deux enquêtes récentes réalisées dans le canton de Vaud, nous tenterons de cerner la manière dont les enseignants envisagenet l'accueil et l'intégration de ces enfants et décrivent leurs pratiques en la matière. En conclusion, nous chercherons à discuter de certaines des demandes exprimées par les enseignants.

0009 - Multicultural education: course syllabus, Fall 1990. Fredonia, NY, 1990. p. 14-22.
Notes: ED 390/590 - Photocopy from a microfiche.

0010 - Milena Santerini, M. Educazione e comunicazione interculturale. Scuola italiana moderna (Brescia, Italy), no. 3, 1 Ottobre 1993, p. 12-13.

0011 - Asante, M.K. The Afrocentric idea in education. Journal of negro education (Washington, DC), vol. 60, no. 2, 1991, p. 170-180.

0012 - Cochran-Smith, M.; Lytle, S.L. Interrogating cultural diversity: inquiry and action. Journal of teacher education (Washington, DC), vol. 43, no. 2, March-April 1992, p. 104-115.

Abstract: There are no monolithic solutions to the complex and often unique problems ofunderstanding and responding to the increasing cultural diversity in schools and classrooms in the United States. Preservice and inservice teacher education programs need processes that prompt teachers and teacher educators to raise questions about issues of race, class, and ethnicity and to develop courses of action that are valid for particular communities. Teacher research has been proposed as one powerful process toward this end. Drawing on examples from preservice and inservice teacher education projects in urban Philadelphia, we suggest that teachers can use research in work with other teachers and teacher educators to examine what they think they already know about race, class, and ethnicity.

0013 - Making schools work for undersachieving minority students: next steps for research, policy, and practice. New York, Greenwood Press, 1990. 305 p.
Notes: Reviewd in: Journal of teacher education (Washington, DC), vol. 43, no. 2, March-April 1992, p. 153-157.

0014 - Hollingsworth, S.; Teel, K.; Minarik, L. Learning to teach Aaron: a beginning teachers's story of literacy instruction in an urban classroom. Journal of teacher education (Washington, DC), vol. 43, no. 2, March-April 1992, p. 116-127.

Abstract: This is Leslie Minarik's story of learning to teach Aaron, an African-American second-grader. In the third year of her teaching career, Leslie was concerned because Aaron could not read and write. The narrative unfolds through a longitudinal study of Leslie's learning to teach culturally diverse children that began with her graduate level preservice teacher education program. Through data collected during bimonthly classroom visits and monthly meeting with other program graduales, Leslie's story illustrates important influences upon her learning to teach. Her success in learning to resist norms that excluded attention to children's diverse needs eventually helped Aaron learn to read and write.

0015 - Kramer Schlosser, L. Teacher distance and student disengagement: school lives on the margin. Journal of teacher education (Washington, DC), vol. 43, no. 2, March-April 1992, p. 128-140.

Abstract: The school lives of 31 culturally diverse

students who were identified by the school as potential dropouts were studied using ethographic methos. Data were collected across 2 years and revealed that teachers who were identified by the students as most successful in helping them learn used practices based on two types of teacher knowledge about the home lives and cultural backgrounds of students and knoledge about the impact of young adolescents' developmental needs on learning.

0016 - Empowerment through multicultural education. Albany, NY, University of New York Press, 1991.   340 p.
Notes: Reviewed in: Journal of teacher education (Washington, DC), vol. 43, no. 2, March-April 1992, p. 149-152.

0017 - Making schools work for underachieving minority students: next steps for research, policy, and practice. New York, Greenwood Press, 1990.   305 p.
Notes: Reviewed in: Journal of teacher education (Washington, DC), vol. 43, no. 2, March-April 1992, p. 153-157.

0018 - Kumar, K.   Social character of learning.   New Delhi, Sage, 1989.   140 p.
Notes: Reviewed in: Canadian and international education (Calgary, Alta.), vol. 21, no. 1, 1992, p. 76-79.

0019 - Coballes-Vega, C.   Considerations in teaching culturally diverse children.   (ERIC Digest. ED-SP 90/2). Washington, DC, ERIC Clearinghouse on teacher education, 1992.   p. 3-4.

0020 - Reich, H.H, ed.; Gogolin, I., ed.   Opportunities and constraints of community language teaching.
(Migrantenkinder in den schulen europas: versuche und erfahrungen. vol. 2). Münster, Germany, Waxmann, 1990.   147 p.
Notes: Reviewed in: European journal of intercultural studies (Stoke-on-Trent, UK), vol. 3, no. 2/3, 1993.

0021 - Varese, S.   Desafíos y perspectivas de la educación indígena en México.   Perspectivas (Paris, UNESCO), vol. XX, no. 3(75), 1990, p. 383-394.

0022 - López, L.E.   El Desarrollo de los recursos humanos desde y para la educación bilingüe intercultural en América Latina.   Perspectivas (Paris, UNESCO), vol. XX, no. 3(75), 1990, p. 349-358.

0023 - Albó, X.; D'Emilio, L. Lenguas autóctonas y educación en Bolivia. Perspectivas (Paris, UNESCO), vol. XX, no. 3(75), 1990, p. 359-367.

0024 - Moya, R. Un Decenio de educación bilingüe y participación indígena: Ecuador. Perspectivas (Paris, UNESCO), vol. XX, no. 3(75), 1990, p. 369-381.

0025 - Zúñiga, M. Políticas y experiencias educativas con poblaciones indígenas en el Perú. Perspectivas (Paris, UNESCO), vol. XX, no. 3(75), 1990, p. 405-415.

0026 - Gurdián, G.; Salamanca, D. Educación bilingüe en Nicaragua. Perspectivas (Paris, UNESCO), vol. XX, no. 3(75), 1990, p. 395-403.

0027 - Plaza Martínez, P. Hacia la normalización de un lenguaje pedagógico en los países andinos. Perspectivas (Paris, UNESCO), vol. XX, no. 3(75), 1990, p. 417-425.

0028 - Darling-Hammond, L. Reframing the school reform agenda: developing capacity for school transformation. Phi Delta Kappan (Bloomington, IN), June 1993, p. 753-761.
Abstract: Reforms based on a behavioristic view of learning will never enable schools to meet the demands of the Information Age. Ms Darling-Hammond asserts. Instead, she suggests, reform should begin with the assumption that students are not standardized and teaching is not routine.

0029 - Price, H.B. Multiculturalism: myths and realities. Phi Delta Kappan (Bloomington, IN), November 1992, p. 208-213.
Abstract: Where those who ardently preach American values truly to practice them, Mr. Price suggests, then perhaps our collective anxiety about the growing intolerance and insularity in America would, shall we say, melt away.

0030 - Vanbalkom, W.D. Multicultural education in Alberta's teacher training institutions. Education Canada (Toronto, Ont.), Fall 1991, p. 46-48.

0031 - Cortínez, J. Equidad en el sistema, equidad en el aula. Revista de Educación (Santiago), no. 199, p. 10-13.
Notes: Reportaje.

0032 - Batelaan, P.; Gundara, J.S. Cultural diversity and the promotion of values through education. European journal of intercultural studies (Stoke-on-Trent, UK), vol. 3, no. 2/3, p. 61-80.

0033 - Batelaan, P.; Hoof, C. van. IAIE News. EUNIT: a european network for intercultural teacher education. European journal of intercultural studies (Stoke-on-Trent, UK),vol. 3, no. 2/3, 1993, p. 97-105.

0034 - Gillbornm D. Citizenship, 'race' and the hidden curriculum. International studies in sociology of education (Wallingford, Ox., UK), vol. 2(1), 1992, p. 57-73.
Notes: Reviewed in: Multicultural education abstracts (Abingdon, UK), 1992.
Abstract: Through the operation of the hidden curriculum, schools already teach a great deal about the realities of citizenship for black people. Many students are left in little doubt about the second class nature of the rights accorded their communities. Such experiences fundamentally challenge the ideology of a liberal, pluralist democracy which is presented in official guidance about citizenship education in the UK. In this context, moves to establish 'education for citizenship' may prove to be, at best, diversionary, at worst, yet another means of legitimating a corrupt status quo. Nevertheless, just as they often play an active role in denying black students rights in schools, so teachers also have the opportunity to challenge stereotypes and empower students by putting anti-racist principles.

0035 - Clay, J.; Cole, M. Euroracism, citizenship and democracy: the role of teacher education. International studies in sociology of education (Wallingford, Ox., UK), vol. 2(1), 1992, p. 75-88.
Notes: Reviewed in: Multicultural education abstracts (Abingdon, UK), 1992.
Abstract: In this paper, the authors argue for an acknowledgement of the rise in Euroracism, which they suggest, following Balibar, is a combination of post-colonial racism, anti-Semitism and facism. They then proceed to question the notion of 'Euro-culture'. Focusing on education, the authors assess the role, actual and potential, of initial teacher education in combating forms of inequality, such as racism. Rejecting both nationalistic and multicultural curricula models, they advocate an empowering curriculum, firmly embedded in an anti-racist politics. They stress the need for a Europe-wide offensive against Euroracism and urge existing teacher education

0036 - Foster, P. Teacher attitudes and afro/caribbean educational attainment. Oxford review of education (Abingdon, UK), vol. 18(3), 1992, p. 269-282, 43 refs.
Notes: Reviewed in: Multicultural education abstracts (Abingdon, UK), 1992.
Abstract: This article argues that there is very little empirical support for the theory that teachers' negative racial views and low expectations are a major factor in explaining the relatively low educational attainment of afro/caribbean students. It also questions the plausibility of this frequently advanced theory given other research evidence on teachers' perceptions of their students. Finally, it suggests an alternative explanatory faction - that afro/caribbean students are perhaps more likely to attend less effective schools.

0037 - Oladejo, J. The Teacher factor in the effective teaching and learning of ESL in developing English speaking countries: the case of Nigeria. Journal of multilingual and multicultural development (Clevedon, Avon, UK), vol. 12(3), 1991, p. 195-204, 16 refs.
Abstract: In this paper an attempt is made to show that although the problems currently facing the teaching and learning of English language in the developing English speaking countries are numerous, the major threat comes from lack of professionalism in English as a Second Language (ESL) teaching. Using the Nigerian situation by way of illustration, it is argued that the ineffectiveness of ESL teaching and learning activities results primarily from chronic teacher related factors such as: shortage of well trained teachers, use of unqualified teachers in the language classroom and lack of in-service training opportunity. If ESL teaching in the developing English speaking countries is to be given a kill of life and ESL learning is to become fruitful, therefore adequate attention should be given.

0038 - Sayers, D. Cross-cultural exchanges between students from the same culture: a portrait of an emerging relationship mediated by technology. Canadian modern language review (Toronto, Ont.), vol. 47(4), 1992, p. 678-696, 22 refs.
Notes: Reviewed in: Multicultural education abstracts (Abingdon, UK) 1992.
Abstract: This study of a year-long curriculum project which was completed jointly by a class of Puerto Rican elementary school students in a bilingual (Spansih-English) programme in the United States

and another class in Puerto Rico is presented utilising a social science methodology recently described as 'portraiture' (Lightfoot, 1985). The 65 students participated in ORILLAS, an international computer networking project which arranges collaborative teaching partnerships between educators in Argentina, both English- and French-speaking Canada, France, Mexico, Puerto Rico, the United States and several French- and English-speaking islands in the South Pacific; teachers design and implement joint curriculum projects that are usually bilingual, in languages including French, English, Spanish, etc.

0039 - Cumming, A.   Uses of biliteracy among Indo-Canadian women learning language and literacy.   Canadian modern language review (Toronto, Ont.), vol. 47(4), 1991, p. 697-707, 34 refs.
Notes: Reviewed in: Multicultural education abstracts (Abingdon, UK), 1992.
Abstract: Recent debates in literacy instruction for adult immigrants to Canada have argued whether instruction in learners' mother tongues is preferable to the conventional practice of literacy instruction in the majority language. The present paper analyses the situation of one group of Indo-Canadian women learning literacy in Vancouver, suggesting that decisions about the language of instruction in such cases need to be made in respect to detailed information on the local context, particularly regarding local patterns of literate language use, the status of the minority and majority languages, gender roles, the felt needs of learners, learners' existing knowledge of literacy and the second language, their extent of socioeconomic stability and certain kinds of programme supports.

0040 - Davies, L.; Omokhodian, J.   Teachers' perceptions of equal opportunity provision in Nigerian schools.   Compare (Abingdon, UK), vol. 21(1), 1991, p. 73-84.
Notes: Reviewed in: Multicultural education abstracts (Abingdon, UK), 1992.
Abstract: The article describes research conducted in seven Nigerian secondary schools. It is known that, in Nigerian schools, opinion on schooling is dependent upon socioeconomic group and upon the local level of modernisation. In addition, schools in the Third World, probably because of their diversity, have a much stronger influence on achievement than they do in western society, where the home background appears to be more important. The research was conducted by questionnaire and probed opinions on social class, ethnic and gender issues. A number of conclusions of the research are discussed

including the fact that schools and teachers were less inclined to sustain 'positive action' policies but were happy to join with parents in requesting increased resource provision.

0041 - Booth, T., ed., et al. Curricula for diversity in education. London, Routledge, 1991. 356 p.
Notes: Reviewed in: Multicultural education abstracts (Abingdon, UK), 1992.
Abstract: How can schools provide an appropriate educatin for the diversity of their pupils? They can start by recognising and accepting difference in their students and by providing curricula that are accessible to all. This volume portrays attempts to alleviate difficulties in learning across the curriculum and explores ways of supporting children with disabilities. It examines changes in approaches to reducing difficulties in learning and looks at the experience of children and young people under pressure: children who are bullied; young people affected by HIV and AIDS; youth 'trainees' and children in 'care'. There is a final section on basic methods of research into educational practice.

0042 - Sarup, M. Education and the ideologies of racism. Stoke-on-Trent, UK, Trentham, 1991. 169 p.
Notes: Reviewed in: Multicultural education abstracts (Abingdon, UK), 1992.
Abstract: The aim of this book is to rpovide an introduction to education and the ideologies of racism within it. The author adopts a methodological approach which stresses the institutional, structural and political elements of racism and criticises those approaches which define racism as an individual, psychological problem that can be remedied by the promotion of cultural pluralism. Separate chapters examine links between education and social class; the relationship between class, gender and race; the racist ideologies currently in use; and the analysis of one such ideology; multicultural education. The school subject of art is also examined in order to ground in the curriculum some of the problems of mutlicultural and anti-racist education.

0043 - Stopes-Roe, M.; Cochrane, R. Citizens of this country. Clevedon, UK, Multilingual Matters, 1991. 260 p.
Notes: Reviewed in: Multural education abstracts (Abingdon, UK), 1992.
Abstract: The older and younger generations in immigrant families are likely to have adapted differentially to the customs of the majority society and to vary in their contacts and their

personal feeling of identity. Different life styles may affect their attitudes to and experience of prejudice and they may differ in their hopes, fears and predictions about the future. In this book they express their own views, their differences and their similarities. Mutual understanding and harmonious interactions between citizens in our multicultural society are desirable goals; for those whose work involves contact with ethnic minorities they are essential goals. With its combination of grassroots information, statistical analysis and discrusive synthesis, this book contributes to inter-ethnic understanding.

0044 - Clifton, R.A.; Williams, T.; Clancy, J. The Academic attainment of ethnic groups in Australia: a social psychological model. Sociology of education (Washington, DC), vol. 64(2), 1991, p. 111-126.
Notes: Reviewed in: Multicultural education abstracts (Abingdon, UK), 1992.
Abstract: Data from a sample of Australian students are used to estimate differences in the academic achievement of and the completion of seocndary school by youths from Australian, English, Greek and Italian backgrounds. The effects of ethnicity are relatively small, but there are important differences between the ethnic groups. Greek and Italian students have lower academic achievement than do Australian and English students, the social psychological support they receive for education is higher and substantially more Greek and Italian students complete secondary school. These results do not support the argument that the upward mobility of non-English speaking immigrant students is blocked in the educational system.

0045 - Bradford, J. Cultural knowledge and traditions relating to the kiore rat in Aotearoa. Part I: A Maori perspective. (In: its Science and mathematics education papers - 1993, p. 5-22). Hamilton, New Zealand, Centre of Science and Mathematics Education Research, 1993.
Notes: This papers was presented with Mere Robert's paper at the Science of the Pacif Island Peoples conference, Suva, Fiji, May 1992. It is also being printed in the conference proceedings.

0046 - Garza, S.A. Teaching language minority students: an overview of competencies for teachers. Teacher education quarterly (San Francisco, CA), vol. 18(2), 1991, p. 23-46, 42 refs.
Notes: Reviewed in: Multicultural education abstracts (Abingdon, UK), 1992.
Abstract: The idea that teachers require knowledge,

attitudes and skills in multicultural education is not new. The humanistic perspective of curriculum has traditionally supported the concept that each individual should have a personally satisfying educational experince. John Dewey and other progressive educators also believed that in a democracy education must provide for individual differences. This leads to the logical assumption that in a culturally pluralistic society such as the United States, educators must acquire knowledge, skills and attitudes to effectively work with all children.

0047 - Demetrulias, D.M. Teacher expectations and ethnic surnames. Teacher education quarterly (San Francisco, CA), vol. 18(2), 1991, p. 37-44, 10 refs.
Notes: Reviewed: Multicultural education abstracts (Abingdon, UK), 1992.

Abstract: Research on teacher expectations of students indicates that characteristics beyond academic competence influence teacher judgements and subsequently their assessment of student achievement. These ascribed characteristics, for example, include ethnicity, gender, physical attractiveness and socioeconomic status. These characteristics allow for pre-judgement by teachers before students have an opportunity to display their capabilities and to demonstrate the congruency with which traditional stereotypes are displayed in the classroom setting.

0048 - Siraj-Blatchford, I. A Study of black students' perceptions of racism in initial teacher education.
British educational research journal (Abingdon, UK), vol. 17(1), 1991, p. 35-50.
Notes: Reviewed in: Multicultural education abstracts (Abingdon, UK), 1992.

Abstract: The school experiences of black children in Britain are well documented. Concern has recently been shown by the Department of Education and Science and the Commission for Racial Equality about the supply and recruitment of black teachers in our education system. This paper provides an account of black students' perceptions of racism in initial teacher education and reflects on the implications to teacher educators and their institutions. This research suggests that factors as diverse as accommodation, courses and school placements influence the perceptions of students. In conclusion the author argues that black students' experiences need to be as positive as those of their white peers and that the institutions and departments within which they are educated have a direct responsibility to.

0049 - Beckmann, J.L. Relevant teacher training for a
multicultural education community. South african journal
of education (Pretoria), vol. 1(4), 1991, p. 179-184, 23
refs.
Notes: Reviewed in: Multicultural education abstracts
(Abingdon, UK), 1992.

Abstract: Multicultural education is a way of dealing with
        cultural pluralism in education. Inadequate
        teacher training is a major problem in the
        implementation of multicultural education.
        Certain key concepts are defined and some
        considerations suggested concerning a suitable
        teacher training course directed to relevant
        multicultural education. Some comments are made
        on content, structural, didactic and control
        aspects of such a course.

0050 - Short, G. Prejudice reduction in schools: the value
of inter-racial contact. British journal of sociology of
education (Abingdon, UK), vol. 14, no. 2, 1993, p. 159-168.

0051 - Watson, I. Education, class and culture: the
Birmingham ethnographic tradition and the problem of the
new middle class. British journal of sociology of
education (Abingdon, UK), vol. 14, no. 2, 1993, p. 179-197.

0052 - Lin, J. Ethnic relationships and minority education
in Guangxi, China: a case study. Canadian and
international education (London, Ont.), vol. 22, no. 1,
1993, p. 5-21.

Abstract: Drawing from dependency theory and also cultural
        capital theory, I reflect on the inequality of
        educational opportunity for minority children in
        Guangxi, China. Factors that led to political,
        economic and cultural dependence in the province
        are examined. I critically analyze issues and
        problems facing minority students in Guangxi and
        sutdies the impact of multicultural policies on
        ethnic relationships and schooling experiences
        for minority students.

0053 - Hughes, P. Similar but different: the curriculum
scene in Australia. Educational review (Abingdon, UK),
vol. 45, no. 2, 1993, p. 143-154.
Notes: Special issue (25): International perspectives on
the curriculum.

Abstract: The curriculum scene in Australia has many
        similarities together with some differences from
        what is happening in England. The similarities
        spring from common social changes which are
        influencing most countries whereas the
        differences relate more to political structures.
        In both countries the current approach is

dominated by vocational emphases which have
strong political support but also possess apeal
for the wider community, not only business but
families. However, the broader needs for social
participation and personal development are
under-emphasized and need to be as rigorously
pursued. This has particular implications for
schools and systems.

0054 - Alladin, I. Multicultural education in Canada:
rhetoric and reality. Education and society (Albert Park,
Australia), vol. 10, no. 2, 1992, p. 73-82.
Notes: This paper was presented at the Fifth International
Seminar of One Europe Research Group, Jagiellonian
University, Cracow, Poland, 21-27/10/1990.

0055 - Wade, B.; Moore, M. The Test's the thing:
viewpoints of students with special educational needs.
Educational studies (Abingdon, UK), vol. 19, no. 2, 1993,
p. 181-191.
Abstract: This paper presents views on testing by a
cross-cultural sample of primary and secondary
students with special educational needs. While
some of the responses indicated that tests were
useful for feedback and motivation, halv of the
sample disliked having tests and found them
boring. These negative views were intensified by
the marks that the students received and the
physical and emotional effects during the
testing. As the students viewed tests and
assessment as necessary components of school
life, the paper concludes that children with
special educational needs are entitled to help to
overcome their anxietis and that positive
classroom practice can help to effect this.

0056 - Carrington, B.; Short, G. Probing children's
prejudice - A consideration of the ethical and
methologocial issues raised by research and curriculum
development. Educational studies (Abingdon, UK), vol. 19,
no. 2, 1993, p. 163-179.

0057 - Kempner, K.; Makino, M. Cultural influences on the
construction of knowledge in Japanese higher Comparative
education (Abingdon, UK), vol. 29, no. 2, 1993, p. 185-199.

0058 - Aguerrondo, I. L'Innovation éducative en Amérique
latine: bilan de quatre décennies. Perspectives (Paris,
UNESCO), vol. XXII, no. 3(83), 1992, p. 397-410.

0059 - Garcia, J.; Pugh, S.L. Multicultural education in teacher preparation programs: a political or an education concept? Phi Delta Kappan (Bloomington, IN), vol. 74, no. 3, November 1992, p. 214-19.
KEYWORDS: Multiculturalism; multicultural education; teacher education; political issues.

Abstract: Currently, multiculturalism in teacher education is too political to be effective. Multiculturalism lacks the general support of faculty perceiving it as minority-related concern. Nonminority faculty avoid race and diversity issues and feel uncomfortable teaching in these areas. Preservice teachers are not internalizing multiculturalism principles, and insufficient pressures exist to prepare teachers, despite changing school demographics and timeless democratic ideals.

0060 - Mere, R. Scientific knowledge and cultural traditions. Part II: A pakeha view of the kiore rat in New Zealand. (In: its Science and mathematics education papers - 1993, p. 23-45). Hamilton, New Zealand, Centre for Science and Mathematics Education Research, 1993.
Notes: This paper was presented with Brad Haami's paper at the Science of the Pacific Island Peoples conference, Suva, Fiji, May 1992. It is also being printed in the conference proceedings.

0061 - Barton, B. Ethnomathematics and its place in the classroom. (In: its Science and mathematics education papers - 1993, p. 46-67). Hamilton, New Zealand, Centre for Science and Mathematics Education Research, 1993.

0062 - Begg, A. Mathematika pasefika. (In: its Science and mathematics education papers - 1993, p. 69-83). Hamilton, New Zealand, Centre for Science and Mathematics Education Research, 1993.

0063 - Moli, S. Some Samoan science student-teachers'views of teaching and learning. (In: its Science and mathematics education papers - 1993, p. 84-193). Hamilton, New Zealand, Centre for Science and Mathematics Education Research, 1993.

0064 - Ohia, M. Adapting mathematics to meet Maori needs and aspirations: an attempt to shift paradigms. (In: its Science and mathematics education papers - 1993, p. 104-115). Hamilton, New Zealand, Centre for Science and Mathematics Education Research, 1993.

0065 - Fairhall, U. Mathematics as a vehicle for the acquisition of Maori. (In: its Science and mathematics education papers - 1993, p. 116-123). Hamilton, New Zealand, Centre for Science and Mathematics Education Research, 1993.

0066 - Harlow, R. A Science and mathematics terminology for Maori. (In: its Science and mathematics education papers - 1993, p. 124-137). Hamilton, New Zealand, Centre for Science and Mathematics Education Research, 1993.

0067 - Rutherford, M. The Radmate Centre: some linguistic aspects for material production for pre- and in-service teacher education. (In: its Science and mathematics education papers - 1993, p. 138-147). Hamilton, New Zealand, Centre for Science and Mathematics Education Research, 1993.

0068 - McNaught, C. Which science? Which language? (In: its Science and mathematics education papers - 1993, p. 148-171). Hamilton, New Zealand, Centre for Science and Mathematics Education Research, 1993.

0069 - Koloto, A.H. Tongan systems of numeration. (In: its Science and mathematics education papers - 1993, p. 194-209). Hamilton, New Zealand, Centre for Science and Mathematics Education Research, 1993.

0070 - Begg, A. Tomorrow's mathematics curriculum. (In: its Science and mathematics education papers - 1993, p. 210-231). Hamilton, New Zealand, Centre for Science and Mathematics Education Research, 1993.

0071 - Mc; McPherson, P.; Bell, B. Language, culture and science education. (In: its Science and mathematics education papers - 1993, p. 232-262). Hamilton, New Zealand, Centre for Science and Mathematics Education Research, 1993.

0072 - McKinley, E., ed., et al. Science and mathematics education papers - 1993. Hamilton, New Zealand, Centre for Science and Mathematics Education Research. 268 p.
Notes: Other title: SAMEpapers 1993.

0073 - Begg, A., ed., et al. Science and mathematics education papers - 1990. Hamilton, New Zealand, Centre for Science and Mathematics Education Research, 1991. 274 p.
Notes: Other title : SAMEpapers 1990.

0074 - Gilbert, J.; McComish, J. Science learning.
Language and feminist pedagogy. (In: its Science and
mathematics education papers - 1990, p. 32-59). Hamilton,
New Zealand, Centre for Science and Mathematics Education
Research, 1991.

0075 - Biddulph, F. Pupil questioning as a
teaching/learning strategy in primary science education.
(In: its Science and mathematics education papers - 1990,
p. 60-73). Hamilton, New Zealand, Centre for Science and
Mathematics Education Research, 1991.

0076 - Loveridge, J.Y. The Use of interviews to explore
children's knowledge about numbers. (In: its Science and
mathematics education papers - 1990, p. 74-88). Hamilton,
New Zealand, Centre for Science and Mathematics Education
Research, 1991.

0077 - Ohia, M. The Unresolved conflict and debate: an
overview of bilingual education in New Zealand. (In: its
Science and mathematics education papers - 1990, p.
111-132). Hamilton, New Zealand, Centre for Science and
Mathematics Education Research, 1991.

0078 - Barton, B. He matauranga tau ahua reorua: he
kitenga o tetahi kaiako/Bilingual mathematics education: a
practitioner's point of view. (In: its Science and
mathematics education papers - 1990, p. 159-176). Hamilton,
New Zealand, Centre for Science and Mathematics Education
Research, 1991.

0079 - McPherson, P.W. A Maori person's viewpoint on the
education of Maori children and in particular, science
education. (In: its Science and mathematics education
papers - 1990, p. 177-201). Hamilton, New Zealand, Centre
for Science and Mathematics Education Research, 1991.

0080 - Jones, A. Technology and science education. (In:
its Science and mathematics education papers - 1990, p.
202-227). Hamilton, New Zealand, Centre for Science and
Mathematics Education Research, 1991.

0081 - McGregor, M., ed.; Moore, R., ed. Teaching
mathematics in the multicultural classroom. A resource for
teachers and teacher educators. Melbourne, Vic., School of
Science and Mathematics Education, Institute of Education,
University of Melbourne, 1991. 147 p., figs.

0082 - Fuller, M.L.   Monocultural teachers and multicultural students: a demographic clash.   Teaching education (Columbia, SC), vol. 4, no. 2, Spring 1992, p. 87-93.

Abstract: Although the population of K-12 students in public schools is becoming increasingly multicultural, the population of preservice teachers is increasingly monocultural. Responses to these conditions include recruiting and retaining larger numbers of preservice teachers from diverse groups and better integration of multicultural education into teacher preparation programs.

0083 - Valencia, A.A.   Multicultural education: contemporary perspectives and orientations for teachers and counselors.   Journal of multicultural counseling and development (Alexandria, VA), vol. 20, no. 3, July 1992, p. 32-42.

Abstract: Presents interpretation of multicultural education. Proposes feasible approaches for emphasis in professional education programs for teachers and counselors. Identifies multicultural features for special emphasis in professional education, including cross-cultural and ethnolinguistic student characteristics, educational equity and civil rights, test biases and academic placement, academic expectations, personal problems, cross-cultural communications and learning styles, and racial and ethnic prejudice/discrimination.

0084 - Bullard, S.   Shifting sands: teachers seek common ground in Miami's unpredictable ethnic climate.   Teaching tolerance (Montgomery, AL), vol. 1, no. 1, Spring 1992, p. 38-45.

Abstract: The Inhabiting Other Lives Program is an intensive effort to acquaint public high school teachers in Miami (Florida) with the literature and arts of different cultures. It is hoped that these teachers will give their students in the ethnically diverse Dade County school system an appreciation of cultural differences.

0085 - Poplin, M. Educating in diversity. Executive educator (Washington, DC), vol. 14, no. 3, March 1992, p. A18-A24.
KEYWORDS: Multicultural education; teacher education; postgraduate study; interdisciplinary approach.
Abstract: Although schools are trying to incorporate multiple cultures and diverse backgrounds, even multicultural education is failing to engage students. The biggest problem is not bilingual children but monocultural teachers. Euro-American culture differs from other world cultures by stressing extroversion, analytical thought, and discrete disciplines. Teachers must appreciate multiple worldviews and teach children appropriately.

0086 - Finch, M.E.; Rasch, K. Preparing preservice students for diverse populations. 1992. 20 p.
Notes: Paper presented at the 5th National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education, Louisville, KY, June 5-8, 1992. Available on ERIC microfiche no. ED351290.
KEYWORDS: Multicultural education; preservice teacher education; teacher education curriculum; teacher improvement; student characteristics.
Abstract: The Education Division of Maryville University (Missouri) believes in preparing teachers for student diversity. It encourages teachers to be reflective practitioners and suggests that the quality of a teacher's reflections and actions depends on a developmental ability to integrate concrete teaching experiences, models and strategies of others, and principles of research in teaching into an integrated whole. Data analysis showed that: (1) students were uncomfortable with children unlike themselves; (2) racism existed in most students; (3) students needed to believe that all children could learn; (4) many students did not want to work in schools with diverse populations; and (5) most students were ignorant of the civil rights movement and related historical issues.

0087 - Reiff, J.C.; Cannella, G.S. Preparing teachers for cultural diversity: rhetoric or reality. 1992. 13 p.
Notes: Available on ERIC microfiche no. ED350267.
KEYWORDS: Philosphy of education; multicultural education; preservice teacher education; teacher attitudes; political issues.
Abstract: Teacher educators must consider two major issues in their efforts to incorporate multicultural education into preservice teacher preparation programs: (1) the background and previous experiences of preservice teachers; (2) schooling as an institution that either inhibits or promotes the strengths of citizens in a

democratic society. In addition, the curriculums
at all educational levels tend to be strongly
monocultural, reflecting little ethnic or
cultural diversity. Developmental psychology
perspectives would cause teacher education to be
based on the recognition that an individual's
cognitive development cannot be separate from the
surrounding social context. Preservice teachers
must construct understandings of the effect of
values on reality, the dominant forces in
society, the political and economic context in
which decisions are made, and the impact of
culture on the individual.

0088 - Worthington, J. Growing our own: a masters level
certification program for bilingual instructional
assistants. Review of selected literature. 1992. 21p.
Notes: Paper presented at the Annual Meeting of the
American Association of Colleges for Teacher Education (San
Antonio, TX, February 25-28, 1992). Available on ERIC
microfiche ED349261.
KEYWORDS: Multicultural education; preservice teacher
         education; student attitudes; teacher education
         curriculum; teacher recruitment; minority group
         teachers.
Abstract: This review of literature focuses on teacher
         education responses to the need for a more
         diverse teacher workforce. It discusses
         literature on the following topics: the need for
         cultural diversity in teacher education, minority
         teacher education programs, and recommendations
         and generalizations. The literature on the first
         topic reflects two approaches to cultural
         diversity in teacher education.

0089 - York, S. Developing roots &wings: a trainer's guide
to affirming culture in early childhood programs. Mt.
Rainier, MD, Gryphon House, P.O. Box 275, 1992. 207 p.
KEYWORDS: International understanding; multicultural
         education; inservice teacher education;
         intercultural programmes; cultural traits.
Abstract: This trainer's guide describes a workshop that
         helps teachers implement the multicultural
         curriculum described in a companion text.
         Introductory sections of the guide discuss the
         importance of multicultural education, the use of
         an active learning approach in training teachers
         to implement multicultural education, and the
         role of the teacher trainer in a multicultural
         education workshop. The bulk of the guide
         outlines the 11 workshop sessions. Two of the
         sessions covers (1) the holidays and celebration
         of people of various cultures and ethnicities and
         (2) children's perspectives of race.

0090 - Clarken, R.H.; Hirst, L.A. Enhancing multicultural education in teacher preparation programs. 1992. 14 p. Notes: Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Educatin (San Antonio, TX, February 25-28, 1992).

KEYWORDS: Minority groups; multicultural education; preservice teacher education; teacher education curriculum; field experience programmes.

Abstract: This paper addresses the need for multicultural perspectives in teacher preparation programs and ways in which teacher education institutions can enhance multicultural education. Standards and criteria of the National Council for the Accreditation of Teacher Education (NCATE) with regard to multicultural education and the response of Norther Michigan University's teacher education program to these standards are outlined. This program incorporates multicultural or global perspectives throughout the professional studies component of the teacher education program. The university engages in ongoing efforts to recruit, support, and retain students and faculty from among the Native American, African American, and Hispanic populations of the state. Attention is also given to arranging field placements in culturally diverse settings. Several recommendations featuring specific strategies are made for enhancing multicultural teacher education. The recommandations focus on four areas: a multicultural knowledge base as the centerpiece for the teacher education curriculum, field experiences, student recruitment and retention, and faculty teaching strategies.

0091 - Klug, B.J., et al. From awareness to application: creating multicultural reform despite "Political Correctness". A case study. 1992. 22 p.

KEYWORDS: Inservice teacher education; models; multicultural education; rural urban differences; teacher education curriculum.

Abstract: Creating a relevant, integrated multicultural education university program in a sparsely populated, rural, mountainous state whose minority residents constitute barely five percent of the population poses unique challenges not possible in more urban areas. This case study describes the attempts of one faculty to ensure that preservice teachers develop the needed skills, knowledge, and dispositions to face the challenges of working with children from diverse populations. It traced the emergence of a wholistic model that focuses on and responds to the dynamic tensions created as faculty, students, and the community together strive to come to a fuller understanding of and commitment to the issues involved. The following aspects of

multicultural education are discussed: history, curriculum in the schools, implications for teacher education, students in classrooms, forms of bias in curricular materials and in classrooms, teacher education and college campuses, and obstacles to change. The College of Education, Idaho State University, is presented as a model for change, emergent multiculturalism, accomplishments, and visions for the future.

0092 - Coballes-Vega, C. Considerations in teaching culturally diverse children. ERIC Digest. Washington, DC, ERIC Clearinghouse on Teacher Education, 1992. 4 p.
KEYWORDS: International understanding; multiculturalism; minority group children; multicultural education; preservice teacher educlation; teacher education curriculum.
Abstract: Researches have recommended that the following be included in the teacher education curriculum: (1) at least one course in multicultural education that takes into consideration the needs of all students; (2) information about the history and culture of students from a wide range of ethnic, racial, linguistic, and cultural backgrounds; (3) integration of content about the contributions made by various groups; (4) information about first and second language acquisition and effective teaching practices for working with students from limited English proficient backgrounds; and (5) field experiences and student teaching opportunities with students from varying backgrounds.

0093 - Kleinfeld, J.; Noordhoff, K. Developing reflective inquiry skills in rural teachers: the "Teachers for Rural Alaska" program. Journal of rural and small schools (Bellingham, WA), vol. 4, no. 3, Winter 1991, p. 38-42.
KEYWORDS: Intercultural programmes; preservice teacher education; teacher attitudes; rural education.
Abstract: The reflective inquiry approach to teacher preparation is based on analysis of teaching "cases" and is particularly relevant for teachers in Alaska's rural multicultural schools. Students learn to ask ethical as well as pedagogical questions and to reflect upon larger issues imbedded in the details of school life.

0094 - Larke, P.J., et al. The Minority mentorship project: changing attitudes of preservice teachers for diverse classrooms. Action in Teacher Education (Washington, DC), vol. 12, no. 3, Fall 1990, p. 5-11.
Notes: Available on ERIC microfiche no. EJ425074.
KEYWORDS: Intercultural programmes; multicultural education; preservice teacher education; student teacher relationship; student attitudes; teacher

attitudes.

Abstract: Discusses how the Minority Mentorship Project, a cross-cultural program at Texas A&M University, changed the attitudes and perceptions of preservice teachers to work with a culturally diverse school-age population. Integration of multicultural education, human relations training, and cross-cultural mentoring provided appropriate strategies for changing attitudes about minority students.

0095 - Cooper, A., et al. Preparing teachers for diversity: a comparison of student teaching experiences in Minnesota and South texas. Action in Teacher Education (Washington, DC), vol. 12, no. 3, Fall 1990, p. 1-4.
KEYWORDS: Intercultural programmes; international understanding; multicultural education; preservice teacher education; student attitudes; teacher attitudes; student teacher relationship; practice teaching.

Abstract: Discusses a study comparing experiences of Minnesota student teachers working in Texas and in Minnesota, looking for connections between cross-cultural experiences and attitudes toward multicultural teaching. Self-assessment questionnaires indicated that Texas students were willing to demonstrate multicultural competencies whereas Minnesota students acknoledged less effort to that effect in their classrooms.

0096 - Nava, A. Toward a model in applied cross-cultural education: CSUN/Ensenada Teacher Institute. Social Studies Review (Roseville, CA), vol. 29, no. 3, Spring 1990, p. 77-79.
KEYWORDS: Comparative education; intercultural programmes; preservice teacher education; student teachers relationship; second language instruction.

Abstract: Presents a cross-cultural training program at California State University (Northridge), in which U.S. student teachers lieve with Mexican families in Ensenada, Mexico; teach English-as-a-Second-Language (ESL) to Mexican high school students; and learn about Mexican school system. Argues that experiences awakens students to Mexico's cultural diversity and will serve them well when working as teachers in United States.

0097 - Pytowska, E. The Teacher as cultural researcher. Momentum (Washington, DC), vol. 21, no. 4, November 1990, p. 40-42.
KEYWORDS: Intercultural programmes; inservice teacher education; minority groups; multicultural education; denominational schools.

Abstract: Describes the Intercultural Training Resource

Center, which trains K-12 teachers to support the self-worth and cultural identity of culturally diverse students through instructional approaches and learning environments. Highlights the center's emphasis on dialogical education, listening skills, self-disclosure, intercultural education, and teacher empowerment. Reviews a new model for Boston Catholic schools.

0098 - Cross-cultural concerns: what's missing from special education training programs? Teacher Education and Special Education (Columbus, OH), vol. 11, no. 4, Fall 1988, p. 155-161.

KEYWORDS: Intercultural programmes; multiculturalism; inservice teacher education; programme design; handicaps.

Abstract: A 12-step curriculum model for training inservice special education specialists who must also meet the needs of a culturally and linguistically diverse student population is proposed. The model follows the guidelines of Bloom's taxonomy for awareness, knowledge, and application. Suggestions for adaptation and implementation are also made.

0099 - Cushner, K.; Brislin, R. Bridging gaps: cross-cultural training in teacher education. Journal of Teacher Education (Washington, DC), vol. 37, no. 6, Nov.Dec. 1986, p. 51-54.

KEYWORDS: International understanding; preservice teacher education.

Abstract: Teachers must interact with and effectively teach culturally different children while preparing them for an interdependent world. A culture-general assimilator training program, designed for a variety of audiences, is described.

0100 - Bishop, R.J., et al. The Cazden-Kleinfeld dialogue: further comments. Anthropology and Education Quarterly (Washington, DC), vol. 15, no. 2, Summer 1984, p. 167-187.

KEYWORDS: Intercultural programmes; educational anthropology; minority groups; teacher education; research utilization.

Abstract: Included here are eight responses to the Courtney Cazden-Judith Kleinfeld dialogue (Spring and Winter 1983) on the role of anthropology and ethnography in education, and particularly teacher education. Responses touch on training for cross-cultural teaching, change as the status quo in education, and the integration of ethnographic and quantitative research.

0101 - Barnhardt, R. A Field-based fieldwork course.
Anthropology and Education Quarterly (Washington, DC), vol.
14, no. 3, Fall 1983, p. 206-208.
KEYWORDS: Intercultural programmes; teacher education;
          field studies; anthropology.

Abstract: Describes a course designed principally for
          teachers enrolled in a graduate program in
          cross-cultural education. States that, although
          most of the individuals taking the course will
          not conduct field research, the skills acquired
          will better enable them to teach in a
          cross-cultural setting.

0102 - Sims, W.E. Preparing teachers for multicultural
classrooms. Momentum (Washington, DC), vol. 14, no. 1,
February 1983, p. 42-44.
KEYWORDS: Intercultural programmes; curriculum development;
          multicultural education; preservice teacher
          education; teacher education curriculum.

Abstract: Proposes the curricular infusion method (i.e., an
          alteration of an educational infrastructure by
          permeating the system with multicultural
          education) to prepare teachers for public and
          private elementary and secondary schools.
          Recommends multicultural education modules for
          each level of the traditional professional
          education curriculum.

0103 - Mock, K.R. Early childhood education in a
multicultural society. Multiculturalism (Toronto, Ont.),
vol. 5, no. 4, 1982, p. 3-6.
KEYWORDS: Intercultural programmes; multicultural
          education; teacher education; early childhood
          education; teacher effectiveness.

Abstract: Holds that for schools to be effective in
          multiracial, multiethnic societies such as
          Canada, they should introduce multiculturalism at
          the early childhood level. Emphasizes that
          preservice and inservice teacher education
          programs should be redisigned to include
          multicultural content.

0104 - Mahan, J.M. Native americans as teacher trainers:
anatomy and outcomes of a cultural immersion project.
Journal of Educational Equity and Leadership (Columbus,
OH), vol. 2, no. 2, Winter 1982, p. 100-110.
KEYWORDS: Intercultural programmes; multicultural
          education; preservice teacher education; teacher
          education curriculum; educational output; ethnic
          groups.

Abstract: Describes the results of a nine-year field
          project designed to provide multicultural
          education to student teachers through intensive
          immersion in Navajo and Hopi cultures. emphasizes
          the impact of intensive teacher preparation

experiences in a cultural community where the
trainee must function in the role of a minority
person.

0105 - Australia in Asia: implications for teacher
education in Queensland. Toowong, Qld., Queensland Board
of Teacher Registration, 1991. 88p.
Notes: Conference proceedings (Queensland, Australia,
October 31, 1990).
KEYWORDS: Intercultural programmes; international
        understanding; inservice teacher education;
        preservice teacher education.
Abstract: Proceedings of a workshop designed to examine the
        need of Queensland, Australia teachers in the
        areas of Asian studies and languages and to
        provide recommendations and preservice and
        inservice teacher education are presented in this
        report. The proceedings include an opening
        address by the Minister of Education and two
        keynote addresses. Presentations by four panel
        members provide information about the present
        Asia content in the Queensland schools, classroom
        activities on the subject, strengths and
        weaknesses of an action research approach in a
        grade 9 classroom, and the use of a "cluster"
        system in the planning and implementing of
        language learning. Summary reports of five
        workshop groups are given next and are followed
        by recommendations and conclusions.

0106 - Final evaluation report. OREA report. Brooklyn, NY,
Office of Research Evaluation and Assessment, New York City
Public Schools, 1990. 13 p. // Asian-American
Communications In-School Staff and Parent Workshops.
1989-90.
KEYWORDS: Intercultural programmes; international
        understanding; inservice teacher education;
        parent participation; ethnic groups.
Abstract: The Asian American Communications In-School Staff
        and Parent Workshops provided three phases of
        on-site workshops on Asian cultures for personnel
        in New York City schools with large Asian student
        populations, and also provided related support
        services upon request. Phase I workshops were
        based on a needs survey, Phase II workshops were
        follow-up workshops, and Phase III workshops
        provided information on Chinese American history
        and literature upon request. Evaluation
        information included questionnaires completed by
        workshop participants and telephone interviews
        with principals and workshop participants from 11
        of the 47 schools receving services in 1989-90.
        A-AC met its objectives of conduction a pre-Phase
        I needs assessment, providing 40 Phase I
        workshops and 20 Phase II workshops, and offering
        Phase III workshops and follow-up services upon

request. It partially met ist objective of providing parent workshops on request due to insufficient staff. The project should reevaluate its involvement in providing support services, given the low level ofneed expressed by the schools.

0107 - Wark, L.K.; Wellsfry, N.   The ESL student: strategies for meeting their needs.   1990.   14 p.
Notes: Paper presented at the Annual International Conference on Leadership Development of the League for Innovation in Community Colleges, "Leadership 2000", 2nd, San Francisco, CA, July 8-11, 1990.
KEYWORDS: Intercultural programmes; curriculum development; inservice teacher education; teacher seminars.
Abstract: Sacramento City College (SCC) is enrolling a growing population of minority students requiring English-as-a-Second-Language (ESL) training. This shift in demographics has resulted in two major challenges for SCC faculty: a visible language barrier between them and their students, and also a more subtle and critical "culture conflict" between faculty and students. While early college ESL efforts, such as tutoring and special courses, were directed at the students themselves, more recently, a new program has been developed to address the needs of faculty. Faculty were recruited to participate in the training program and queried on their perceived needs. A handbook was developed to serve as the text for an inservice training program. Phase I of the project consisted of a 2-day summer workshop for full-time faculty, focusing on the language and cultural barriers facing ESL students and ideas for developing customized teaching strategies to meet the unique needs of these students. In phase II, a 1-day workshop was held during the semester break, focusing on cultural conflict and its resolution. Phase III brought ESL and vocational faculty together on the development of a vocational ESL (VESL) course emphasizing listening comprehension. As a result of concerns about vocational students' failure to enroll in ESL courses, SCC initiated an enhanced and expanded counseling/orientation/assessment program to insure a higher level of participation in appropriate ESL courses by vocational education students.

0108 - Gayles, A.R.   Major guidelines to be followed in developing a successful bilingual/multicultural teacher education program.   In: their Garcia, H.S. and Chavez, R.C. Ethnolinguistis issues in education. 1988. Texas Technical University, Lubbock, Texas.   11 p.
Notes: For a related document, see ERIC microfiche no. ED 309002.

Abstract: Curricular experiences in a
bilingual/multicultural teacher education program
should be designed around the experiential and
conceputal backgrounds of multiethnic children
and youth. The concepts, generalizations,
content, language pattersn, values, attitudes,
habits, and cultural heritage familiar to all
racial and cultural groups should constitute the
core of an effective program. This allows the
prospective teacher to acquire the competencies
needed to design and implement bilingual
cross-cultural programs, function effectively in
ethnically diverse classrooms, and carry out
"culture context teaching". Every aspect of a
multicultural teacher education program (general
education, area of specialization, and
professional education) should be designed to
help the teacher acquire a realistic
understanding of a culturally diverse society and
assist culturally diverse children in coping with
the persistent probels of everyday living.

0109 - Roberts, J. Cross-cultural INSET for language
teachers. The Bell Educational Trust Academic reports.
Cambridge, UK, Bell Education Trust, 1988. 21 p.
Notes: Printed on gray stock.
Abstract: The In-Service Teacher Training (INSET)
experiment took place in September 1986 and
involved 24 German teachers of English and 14
English teachers were participants in a 10-day
course in England. Teachers worked together
within the community to gather information on
topics relating to environmental education,
making video and audio recordings, and preparing
a presentation for the large group. English
teachers were required to use german in their
presentations, and German teachers were required
to use English. The phases of the project
included familiarization and orientation,
task-setting, information gathering, information
processing, presentation, and evaluation. The
project promotes a task-oriented,
learner-centered, experience-based approach to
learning and a high level of communicative
interaction between participants. Participants
investigate a variety of current local issues,
gain insights into culture-based assumptions, and
develop cross-cultural awareness. The experiment
was considered successful enough to be repeated.

0110 - Kleinfeld, J.; Noordhoff, K.   Teachers for Rural
Alaska (TRA) Program. Final report.   Fairbanks, AK, Alaska
University. Centre for Cross- Cultural Studies, 1988.   84
p.
Notes: Contents.- Part A: Project Portrayal.- Part B:
Program Assessment Report.- Part C: Practice Profile.
KEYWORDS: Intercultural programmes; preservice teacher
         education; secondary school teachers; teacher
         education curriculum.
Abstract: Teachers for Rural Alaska is a fifth year program
         leading to seocndary teacher certification and
         focusing on preparation for teaching in small
         village high schools with predominantly Native
         populations. Emphasizing a reflective inquiry
         orientation, the program aims to develop teachers
         who (1) can identify crucial problems and
         dilemmas in rural, cross-cultural teaching
         situation; (2) have a wide repertoire of teaching
         strategies; (3) use the research base to develop
         strategies; (4) can tailor instruction to
         culturally different students; and (5) habitually
         reflect upon and learn from their own practices.
         The program features use of master teachers to
         provide a classroom-based perspective, relfective
         seminars linked to an apprenticeship, coursework
         focused on concrete teaching problems, use of
         lengthy "teaching cases" to develop reflective
         inquiry skills, assessment of prospective
         teachers through videotaped teaching samples, and
         distance-delivered coursework during student
         teaching in rural villages. The 27 teacher
         education students participating in the program's
         first and second years showed dramatic changes in
         their development as teachers, reflecting program
         goals. The three-part report contains 10
         references, 6 tables of program evaluation
         results, the coding system for analysis of
         teaching videotapes, and a checklist for
         monitoring 14 program components.

0111 - Kleinfeld, J., ed.   The Teacher who came to
Rivertown: a case study.   1988.   40 p.
Notes: Teaching cases in cross-cultural education.
KEYWORDS: International understanding; teacher education;
         conflict; cultural factors; rural schools; ethnic
         groups.
Abstract: This study is a "teaching case". It is a
         description of events written to help education
         students understand the ocmplex, ambiguous
         situations that arise in rural teaching. The
         limitations of scientific rules and principles
         for teacher training are especially obvious in
         rural Alaska schools - where teachers who are
         typically Causasian instruct children from Eskimo
         or Indian communities. Teachers in a
         culturally-different community must decide to
         what extent they should participate in community

affairs, how they should respond to various
community factions, and to what extent they
should accept or attempt to alter the situations
in which they find themselves. In recounting of
actual events, an experienced teacher arrives in
a small Eskimo community, in which difficult
social problems, such as alcoholism, exist. The
teacher is a veteran of rural Alaska - known
throughout the region for his success in
establishing positive, cooperative relationships
with village students and adults. The case
describes what he did, how he dit it, and the
toll it took on his family of six. The story
emphasizes his sensitivity toward the villages
and their way of life.

0112 - Carey, R.A.; Kleinfeld, J., ed. Harassment in
Lomavik: a case study. 1988. 56 p.
Notes: Teaching cases in cross-cultural education.
KEYWORDS: Intercultural programmes; conflict; culture
           factors; rural schools; teacher education; sexual
           harassment; ethnic groups.
Abstract: This study is a "teaching case". It is a
           description of events written to help education
           students understand the complex, ambiguous
           situations which arise in rural teaching. The
           limitations of scientific rules and principles
           for teacher training are especially obvious in
           rural Alaska schools - where teachers who are
           typically Caucasian instruct children from Eskimo
           or Indian communities. Teachers in a
           culturally-different community must decide to
           what extent they should participate in community
           affairs, how they should respond to various
           community factions, and to what extent they
           should accept or attempt to alter the situations
           in which they find themselves. In this recounting
           of actual events, an experienced female teacher
           in rural Alaska becomes the recipient of threats
           and obscene phone calls. This case describes the
           actions the teacher took to resolve the problem,
           the tangle of events in which the problem was
           embedded, and what finally happened ot the
           teacher. This study delineates the history of the
           local school since its opening in 1977. It
           describes the Alaska Natives in the community who
           were largely autonomous and protective of their
           native members. The Adivosry School Board,
           staffed by local natives, exerted much authority
           over the school and involved itself in the
           personal lives of the certified school staff, who
           were basically outsiders.

0113 - Cammaert, M.F. Interculturalism: theory and
practice. Strasbourg, France, Council of Europe, Council
for Cultural Cooperation, 1987. 30 p.

Notes: The CDCC's Project No. 7: "The Education and
cultural development of migrants".

Abstract: As follow-up to a five-year Council for Cultural
          Cooperation project on migrants, a seminar and
          roundtable discussion on the theory and practice
          of intercultural education in europe is
          presented. Seminar participants include educators
          and administrators from Belgium, West Germany,
          the Netherlands, and Sweden as well as a
          representative from the Council of Europe. The
          participants concur on the need for intercultural
          or "contact" education for all school children as
          a response to the on-going presence of immigrant
          families in Europe. Agreement is also apparent on
          the need to retrain teachers for intercultural
          education and to establish a link between centers
          of research and teacher-practitioners. There is
          no consensus on the objectives of intercultural
          education, which is variously believed to be
          necessary to: (1) promote knowledge and
          understanding of ethnic relations; (2) combat
          ethnic prejudice; (3) condemn racism; (4) explain
          the history of migration and the balance of power
          between states; (5) provide equal opportunity in
          education; (6) enhance the self-esteem and status
          of minority groups; (7) harmonize the
          relationship of immigrant groups with the
          dominant groups; (8) work towards a multiracial
          society; and (9) study "culture". Two teacher
          working groups, Italian and Belgian, provide
          suggestions on the contents and criteria for a
          teaching plan for intercultural education.

0114 - Judge, W.W. Deductins from a comparative analysis
of data to reflect attitudes of Florida A & M university
student teachers towards teacher activities and sills
appropriate for diverse ethnic groups for the academic
years 1978-79 and 1979-80. Tallahassee, FL, Florida
Agriculture and Mechanical University, 1980. 172 p.
Notes: Some tables contain marginally legible print. Best
copy available.

Abstract: Student teachers in Florida A & M University's
          teacher preparation program were aware of their
          need for additional training in working with
          diverse ethnic groups. A survey consisting of 30
          questions relating to self-assessment, assessment
          of on-campus training, assessment of student
          teaching experience, and need for further
          training in that specific area, was administered
          to 440 black and 36 white student teachers during
          the 1978-79 and 1979-80 academic years. In

addition, students participating during the
winter 1979 and spring 1980 quarters also
responded to another instrument, the Assessment
of Multiethnic Attitude. Data were analyzed by
quarter, and compared with the findings of the
1978-79 study. Findings included the following:
(1) 49 percent indicated a need for more training
in working with diverse ethnic groups; (2)
responses from whites and blacks differed very
little; and (3) there appears to be a close
relationship between the respondents' perception
of their ability to deal with situations
involving ethnicity, and their backgrounds and
experiences as they relate to ethnic diversity.
Statistical data are included in 30 tables. A
two-page list of references and a copy of the
survey instrument are included in the appendices.

0115 - Mahan, J.M. Cultural immersion for inservice
teachers: a model and some outcomes. 1984. 18 p.
Notes: Paper presented at the Annual Meeting of the
Association for Supervision and Curriculum Development (New
York, NY, March 9-13, 1984).
KEYWORDS: Ethnic groups; intercultural programmes;
         international understanding; inservice teacher
         education; multicultura education; practicums.
Abstract: The inservice teacher cultural immersion model of
         Indiana university has placed 122 inservice
         teachers in summer graduate practicum positions
         in distant Native American communities. The model
         was developed so that teachers can have an
         innovative and personal experience learning about
         Native Americans in their own cultural setting.
         The program involves graduate courses, practicum
         site preparation, and independent and group
         preparatory activities before teacher placements.
         Teachers are placed in Native American sites with
         host site supervisors for a period of 6 to 10
         weeks. The participants are responsible for
         keeping detailed weekly summaries of their
         expereinces as well as preparing lesson plans
         and/or materials for "back home" teaching. A
         series of evaluation activities are carried out
         by the project director, host site supervisors,
         and project staff. At the end of the practicum
         placement, participants provide structured,
         evaluative information on their experience. The
         onsite experience for the participants has
         resulted in broadened awareness of cultural
         differences and actual change sin communication
         patterns. Interaction with Native American
         children on a daily basis leads to heightened
         sensitivity toward their needs and increased
         achievement by the teachers.

0116 - McGroarty, M. Design and evaluation of
cross-cultural workshops for ESL teachers and
administrators. 1984. 41 p.

Abstract: Two cross-cultural workshops are outlined and
        discussed, one designed for graduate students in
        a training program for teachers of English as a
        second language and one for public school
        teachers and administrators. Activities used in
        each workshop and the rationale for their
        selection are described in detail. Each workshop
        included a combination of cognitive,
        experiential, and affective approaches to
        cross-cultural topics related ot the professional
        roles of the participants. Evaluation of the
        workshops was carried out by means of a rating
        scale and an open-ended questionnaire. The rating
        scale was a 10-item instrument devised for the
        goals and content of each workshop and was
        administered immediately before and after
        workshop sessions. The questionnaire was
        distributed after each workshop. The self-rating
        scale allowed assessment of the effectiveness of
        the sessions by relating gains in the
        participants' self-rated awareness of cultural
        issues to the specific activities chosen for the
        workshops. To varying degrees, both workshops
        were perceived as useful by participants, with
        questionnaire comments corroborating rating scale
        information. Participants in both workshops made
        significant gains in self-rated cultural
        knowledge. Further research into the long-term
        value of such training in helping educators
        become more effective in cross-culturalsettings
        at home and abroad is recommended.

0117 - Chattergy, V. A Specialization program in bilingual
multicultural education at the tertiary level. Honululu,
HI, University of Hawaii, 1980. 12 p.

Abstract: The presence of limited English speaking students
        in the Hawaiian schools is a major challenge for
        classroom teachers and teacher education. At the
        beg9inning of the 1970s, there was a shortage of
        qualified bilingual and English as a Second
        Language teachers for students from very diverse
        language and cultural groups. A specialization
        program within the existing Master's Degree
        program in the Department of Curriculum and
        Instruction was developed at the University of
        Hawaii to meet these needs. The first phase of

the program consists of teachers' gathering
information and gaining competencies fundamental
and significant to the attainment of goals and
skills in bilingual second phase stresses the
opportunity to learn and practice the
competencies field-based activities at site
schools. During the final phase, trainees produce
a piece of work to be used in the schools, or a
piece of research that will contribute to new
perspectives in the area of study. A description
is presented of the competencies to be mastered
by the trainees. Specific activities and events
evolving from the program are itemized with notes
on their impact on the schools.

0118 - Peace Corps stateside teacher training for
volunteers in Liberia. Vol. V: Cross-cultural training and
support services. Final report. Washington, DC, PSI
Associates, 1982.   50 p.
KEYWORDS: Intercultural programmes; international
          understanding; inservice teacher education;
          volunteers.
Abstract: The cross-cultural training module and support
          services for Peace Corps volunteers en route to
          Liberia make trainees more aware of and sensitive
          to cultural differences in human behavior and
          human interaction. In this part of the Peace
          Corps Stateside Teacher Training Model, the
          apporach to training is both generic and
          specific. and both native Liberians and former
          volunteers are used as resource persons for
          specific content on Liberia. Concerns focused on
          in the module and support services include: (1)
          coping with cross-cultural experience; (2)
          recognizing personal values and attitudes with
          regard to stereotyping and prejudice; (3)
          realizing personal expectations and motivations;
          (4) learning to adjust to and deal with the
          stress of a new and different culture; (5)
          recognizing basic issues of health and survival
          in Liberia. This document describes the
          cross-cultural training model and support
          services. Highlights of the training are
          summarized. The syllabus, including methodology,
          major objectives, and weekly training objectives,
          is provided. Also present in this module is a
          description of the medial and counseling support
          services provided for Peace Corps volunteears,
          and a performance checklist given ot all
          volunteers.

0119 - Peace Corps stateside teacher training for
volunteers in Liberia. Vol. IV: Training program for
secondary school teachers (group C). Final report.
Washington, DC, PSI Associates, 1982.   515 p.
KEYWORDS: Intercultural programmes; inservice teacher

Abstract: The Peace Corps stateside training program for
secondary school teachers in Liberia trained 37
volunteers in several subject area grous-language
arts, mathematics and science, and health.
Because many of the teachers had never taught
before, their 4-week training program
concentrated on teaching and learning theories
and specific teaching skills/techniques, on
sharpening content skills, and on opportunities
for practice teaching. Week 1 was devoted to
workshops on teaching theory and general teaching
teachniques. During week 2, teachers were divided
up into specific content areas. Week 3 saw the
teachers working in District of Columbia Public
Schools as student teachers, using lesson plans
they had developed. The final week of the
training program was used for skills refinement,
simulated teaching experiences, and evaluation.
Included in this document are many of the
resource materials the volunteers received.
Present are such items as Liberia's secondary
school curricula for English (complete with aims,
objectives, and syllabus), mathematics, and
science.

0120 - Peace Corps stateside teacher training for
volunteers in Liberia. Vol. II: Training program for
teacher trainers (Group A). Final report. Washington, DC,
PSI Associates, 1982. 493 p.

KEYWORDS: Intercultural programmes; curriculum development;
inservice teacher education; teacher educators;
volunteers.

Abstract: Teh goal of the teacher/university education
component of the Peace Corps Liberia Education
Training Program is to provide trainees with
experiential and theoretical learnings that would
be useful to them as inservice teacher trainers
or university educators for the Ministry of
Education, Republic of Liberia. To achieve this
goal, training focuses on: (1) acquainting and
familiarizing trainees with Liberia-specific
information about roles, functions, and
organizational structures; (2) instruction in
generic teacher training, providing a cursory
treatment of several teaching-learning models and
approaches to the supervision of inservice and
preservice teachers; (3) instruction in cognitive
learning theory, emphasizing that cognitive
styles are "culture bound" and that the
recognition of differences in learning styles is
essential to the adaptation and development of
curriculum materials; and (4) instruction in
workshop planning, implementation, and
evaluation. Multiple handouts provided ot the
volunteers are present in this report. Included
are: "The Revised National Curriculum for

Monrovia," "Liberia in Language Arts (grades
4-6)," proceedings from mathematics and science
workshops on how certain teachers tackled
difficult subjects and students, a training
syllabus for the workshop for mathematics and
science teachers, a section on volunteer-made
materials, and a section on using indigenous
materials in the classroom.

0121 - Peace Corps stateside teacher training for
volunteers in Liberia. Vol. I: Evaluation report. Final
report. Washington, DC, PSI Associates, 1982. 80 p.
KEYWORDS: Competency-based education; intercultural
programmes; inservice teacher education; teaching
methods; volunteers.
Abstract: this report contains an evaluation of the Peace
Corps stateside teacher training model for
volunteers in Liberia. The first section lists
recommendations stemming from the evaluation,
concerning the pre-training questionnaire,
deselection during training, emergency
procedures, and the teacher training program.
Section 2 describes the training model, which
emphasizes the development of curriculum
competencies to provide volunteers with basic
generic skills to use in Liberia. The
product-oriented model's three levels of training
are noted: general teaching methodology; review
and upgrading in the content area and practice
teaching in junior/senior high schools; and
inservice workshops for peers. Cross-cultural
training and unexpected training events are also
described. Section 3 discusses the staff
evaluation of the training program, in which key
staff members were interviewed about specific
areas of program organization, content,
effectiveness, and impressions. The fourth
section details volunteer evaluation of training
by analyzing pre- and post-training
questionnaires and interviews. The second half of
the report includes the actual evaluation
materials used by trainees to evaluate the
program and by staff to evaluate trainee success.
These materials include guidelines for trainee
evaluation, guidelines for teacher-trainer
evaluation, skills assessment evaluation
materials, preservice training objectives, and a
final evaluation rating scale and summary sheet.

0122 - The Education of migrant workers' children. "The
training of teachers." Course on the intercultural training
of teachers (Lisbon, Portugal, September 21-24, 1981).
Strasbourg (France), Council for Cultural Cooperation,
1982. 44 p.
KEYWORDS: Intercultural programmes; migrants; children;
teacher education; multicultural education.

Abstract: A course on the intercultural training of
         teachers, organized by the Portuguese
         authorities, was a result of a Franco-Portuguese
         pilot project concerned with the development of
         intercultural training courses and teaching
         materials. Purposes of the course were to present
         the material prepared by the joint
         Franco-Portuguese team; to test and evaluate it
         on the basis of the participants' thoughts; and
         to draw up recommendations concerning the
         intercultural training of teachers in Europe.
         Participants were from 14 countries (France,
         Portugal, Austria, Cyprus, Spain, Denm,ark,
         Italy, Norway, Netherlands, Federal Republic of
         Germany, United Kingdom, Switzerland, Turkey, and
         Yugoslavia) and 4 governmental and
         non-governemental organizations. Topics covered
         in lectures, talks and discussions in plenary
         sitting and in working groups were: presentations
         of the Franco-Portuguese pilot projects; examples
         of data relating to the stiuation of Proguguese
         migrants in France; mutual images (obtained from
         educational, tourist, and general publications
         and from questionnaires given to various
         categories of pupils); use of real life materials
         (materials suitable for use in teaching or
         training, but not made for that purpose); and
         practical teaching and the intercultural
         approach. Group reports and recommendations
         concluded the course.

0123 - Knight, E.M. The Case for teacher training in
nonbiased, cross-cultural asessment. 1981. 15 p.
Notes: Paper presented at the Council for Exceptional
Children Conference on the Exceptional Bilingual Child (New
Orleans, LA, February 18-20, 1981, Session F-8).
KEYWORDS: Intercultural programmes; cultural traits;
         handicapped; inservice teacher education; teacher
         attitudes; handicap detection.
Abstract: The paper discusses principles of a Montgomery
         County (Maryland) program to train regular
         teachers in approaches to cross cultural
         assessment. the program originated because of
         overreferral of limited English proficient (LEP)
         students for special education evaluation and
         placement. The program stresses four major areas:
         (1) changing the teacher's attitude toward
         students who are bilingual and/or speak with
         different intonation/structural patterns through
         knowledge of applied and sociolinguistics; (2)
         helping the teacher acquire skills in
         distinguishing between "normal" and interference
         patterns and true language disabilities; (3)
         offering the teacher insights into the reading
         problems of linguistically different students;
         and (4) offering the teacher insights into
         linguistic problems of the LEP student which

interfere with test taking. The county also
stresses linkages between special education and
English as a Second Language/Bilingual Programs
which have helped LEP teachers identify
potentially handicapped students and special
education teachers understand linguistic and
cultural differences which can account for
"temporary" handicaps in LEP students.

0124 - Tafoya, T. What you say after hello: pre-service
orientation for native programs. 1981. 10 p.
KEYWORDS: Communication problems; intercultural programmes;
         ethnic groups; preservice teacher education.
Abstract: Four pre-service orientation exercises utilize
         both cognitive and affective approaches to foster
         positive attitudes and self-awareness among staff
         members working with Alaska Native students.
         While designed specifically for the Nome (Alaska)
         Public School Title VII program, the terminology
         could be readjusted easily to meet the needs of
         many american Indian, Asian American, Mexican
         American, or other bilingual and/or ethnic group
         programs. Plans for each activity detail
         objectives, time required, appropriate setting
         and participants, materials needed, and
         procedures. Exercise I creates interaction
         between Natives and non-Natives on a
         non-threatening level by requiring identification
         of Native language words for food. Exercise II
         develops awareness of hidden stereotypes by
         taking participants on a fantasy bus ride.
         Exercise III focuses on awareness of overt
         stereotypes through listing and discussing
         sterotypes of two participant groups. Exercise IV
         allows English-speaking participants to
         experience Native language problems in a
         bilingual setting.

0125 - Wallace, G., et al. Training for international
development: a summary of faculty and foreign student
interviews. Fort Collins, CO, Colorado State University,
1980. 49 p.
KEYWORDS: Intercultural programmes; inservice teacher
         education; academic teaching personnel;
         international programmes; technical assistance;
         teacher improvement.
Abstract: To determine a basic design for training Colorado
         State University (CSU) faculty for assignment to
         international development programs, a written
         questionnaire and oral interview were
         administered to faculty with experience in
         international programs in Africa, the Middle
         East, and Latin America. A subset of 10 selected
         from each geographical region, representing
         long-term and short-term assignments in a
         cross-section of disciplines (Animal Science,

Agronomy, Engineering, Economics, etc.), answered
the questionnaire and were interviewed. Foreign
graduate students who had contact with American
development projects in their home countries were
also interviewed. Information was analyzed and
synthesized into 11 categories: positive and
negative characteristics of Americans overseas;
understanding the socio-political scenario,
including history of previous development
programs; geography, climate, and topography;
cultural understanding; a knowledge base about
small producers, to facilitate transfer of
technology; flexibility and adaptability to new
surroundings; immersion experiences; team
building, commitment, and counterpart
relationships; family participation in training
and in life overseas; language training; and
training activities and materials. The categories
suggested different components of any training
design. The stories, quotes, and advice received
pointed to content that CSU faculty felt should
be included in training. The questionnaire,
interview sheet, and a tally of the written
questionnaire are appended.

0126 - The Challenge to the South: the report of the South
Commission. Oxford, Eng., Oxford University Press, 1990.
325 p., figs.
Notes: Incl. bibl.
KEYWORDS: Economic development; social development;
        developing countries; development strategies;
        human resources development; self concept.

0127 - Gibson, M.A.; Ogbu, J.U., eds. Minority status and
schooling. A comparative study of immigrant and involuntary
minorities. New York, Garland Publishing, Inc., 1991. 407
p.
Notes: This volume is the outgrowth of a symposium
organized by the editors at the annual meeting of the
American Anthropological Association held in Chicago in
1983. The purpose of the symposium was to present and
discuss ethnographic findings on the school experiences of
different minority groups in order to shed light on why
some groups are more successful in school than others.
KEYWORDS: International education; immigrants; comparative
        analysis; minority groups.
Abstract: This series of scholarly works in comparative and
        international education has grown well beyond the
        initial conception of a collection of reference
        books. Although retaining its original purpose of
        providing a resource to scholars, students, and a
        variety of other professionals who need to
        understand the role played by education in
        various societies or regions of the world, it
        also strives to provide up-to-date information on
        a wide variety of selected educational issues,

problems, and experiments within an international context. This volume addresses the central question of why some minority groups do relatively well in school, in spite of facing substantial barriers related to such factors as their different cultures and languages, the prejudiced attitudes of the dominant group toward minorities and unequal access to jobs, while other minorities ocnforonting similar barriers do far less well in school.

0128 - Rajecki, D.W.   Attitudes.   Sunderland, MA, Sinauer Associates, Inc., 1990.   522 p., illus., tables.
KEYWORDS: Attitudes; psychological characteristics; conceptual schemes; behaviour.

0129 - Figueroa, P.   Education and the social construction of 'race'.   London, Routledge, 1991.   216 p., tables.
KEYWORDS: Multicultural education; racism; race relations; behaviour.
Abstract: The author undertakes a searching philosophical and sociological analysis of multicultural and antiracit education. He shows how the education system itself can reinforce racist assumptions and behaviour in society, but also argues that through educational and social reconstructing it can promote constructive cross-cultural relations.

0130 - Jones, E.E.   Interpersonal perception.   New York, W.H. Freemand and Company, 1990.   313 p., figs., tables.
Notes: Contents: Chapter 1: The interpersonal framework.- Chapter 2: Early approaches to person perception.- Chapter 3: The attributional approahch.- Chapter 4: Expectancy effects.- Chapter 5: The naive assessment of situational contraint.- Chapter 6: Correspondence bias.- Chapter 7: Interaction goals and strategic self-presentation.- Chapter 8: Getting to know ourselves.- Chapter 9: The facte of expectancies in social interaction.
Abstract: This book explores how we come to understand what makes a particular person - including our own selves - behave in particular ways. How do we sense or figure out what a person is like "inside" from the way he or she acts at a particular time in a particular setting? Many everyday actions are outine or perfunctory. When we observe them, we don't learn much, if anything, about the actor. But the more interesting and meaningful social actions reflect decisions, and these decisions imply motives and motives, at least some of the time, imply stable personality dispositions: values, beliefs, traits. When we perceive a person, we draw conclusions about that person, either rapidly and automatically, or thoughtfully and deliberately,

In this book we shall be preoccupied with what determines these person perception conclusions and the consequences of drawing different conclusions for interpersonal relations.

0131 - Compendium of instructions on intercultural education schemes in Europe.
Council of Europe. Council for Cultural Co-operation. Working Party on the Training of Teachers of Migrants' Children; Council of Europe. Council for Cultural Co-operation. School Education Division. (fre: Recueil d'informations sur les opérations d'éducation interculturelle en Europe) Strasbourg, France, School Education Division, Council for Cultural Co-operation, Council of Europe, 1983. 191p., illus., figs., tables.
Notes: (DECS/EGT (83) 62). At head of title: Education of migrants' children.
KEYWORDS: Migrant education; biculturalism; intercultural programmes; language programmes; case studies; Western Europe; minority group teachers; teacher education; school community cooperation.

0132 - Batten, Margaret; Marland, Perc; Khamis, Mon. Knowing how to teach well: teachers reflect on their classroom practice. (ACER Research Monograph. no. 44). Hawthorn, Vic., ACER, 1993. 84 p., figs., tables.
Notes: Bibl.: p. 73-79.
KEYWORDS: Student teacher relationship; educational environment; teacher education; teacher attitudes; teacher evaluation.
Abstract: The book gives an account of three associated studies of the professional craft knowledge of teachers as articulated by 20 teachers in four secondary schools in Australia. In the book, the studies are set in the context of other research into the professional knowledge that teachers acquire and use day by day in their classrooms. Five aspects of successful teaching that weere mentioned frequently by the teachers in all three studies were: developing good teacher-student relationships, creating a positive learning environment, exercising classroom management skills, catering for and responding to individual student needs, generating student interest and enthusiasm. The concluding chapter of the book summarises the findings from the three studies and examines the implications of the findings for research on teacher thinking, for teacher education, and for teacher appraisal.

0133 - Teacher preparation: issues and problems. Journal of teacher education (Washington, DC), vol. XXXVII, no. 2, March-April 1986. 64 p., figs., tables.
Notes: Contents.- 1. Potpourri.- 2. Research.- 3.Book reviews.

0134 - Intercultural education: a selected
bibliography/L'éducation interculturelle: bibliographie
choisie. (Bulletin of the International Bureau of
Education/Bulletin du Bureau international d'éducation.
65th year, no. 260, July-September 1991).
IBE. (engfre: L'Education interculturelle: bibliographie
choisie) Paris, UNESCO, 1992. 93 p.
KEYWORDS: Multicultural education; annotated bibliography;
        Africa; America; Asia; Europe; Oceania;
        multilingualism; bilingualism; minority groups;
        migrant education; teacher education; racism;
        race relations; teaching techniques; curriculum.

0135 - Tohmé, Georges. Cultural development and
environment.
IBE; UNESCO. (fre: Développmenet culturel et environment)
Paris, UNESCO, 1992. 120 p.
Notes: Bibl.: p. 117-120. Prepared for the International
Bureau of Education.
KEYWORDS: Cultural development; environment; environmental
        influences; productive living; physical
        environment; ethics; cultural background;
        agriculture; technological advancement; health;
        architecture; urban areas.

0136 - Steiner, Rudolf, et al. Education towards freedom.
Rudolf Steiner education: a survey of the work of Waldorf
schools throughout the world. East Grinstead, UK, Lanthorn
Press, 1993. 263 p., illus.∅.
Notes: First published in 1972 under the title 'Erziehiung
zur Freiheit'. Library also holds Croatian, Czech, Dutch,
Estonian and Japanese editions.

0137 - Education des adultes et développement, 40. Bonn,
DVV, Institut de coopération internationale, Confédération
allemande pour l'éducation des adultes, 1993. 432 p.,
illus.
Notes: Contenu.- 1. Dimensions multiculturelles.- 2.
L'apprentissage relatif à l'environnement.- 3. La
coopération et le partenariat avec l'Europe orientale.- 4.
Femmes et formation.- 5. Divers. Disponible en allemand,
anglais et français chez l'éditeur.
KEYWORDS: adult education; development; Africa; Asia; Latin
        America.

0138 - Thomas, E., et al. Policy and practice in initial
teacher training. (Quality in basic education:
professional development of teachers (London, Commonwealth
Secretariat). 1993, 73 p.).
Notes: Bibl.: p. 72-73.

0139 - Initial teacher training: South Asian Approaches.
(Quality in basic education: professional development of
teacher (London, Commonwealth Secretaria). 1993, 88 p.).
Notes: Bibl.: p. 87-88. An overview by Beatrice Avalos.

0140 - Katzner, Kenneth.   The languages of the world.
London, Routledge, 1986.   376 p., tables.
Notes: First published in 1977.
KEYWORDS: Languages.
Abstract: The author sets the scene by providing a survey
           of the language families of the world, showing
           with the help of comprehensive charts the degrees
           of relatedness (or uniqueness) of the five
           hundred individual languages. He also gives a
           country-by-country survey, listing the principal
           languages spoken and giving statistical
           information about the number of speakers. The
           core of the book is an intriguing collection of
           passages from each of two hundred languages,
           giving readers a unique chance to sample the
           flavour of each language for themselves. Takin in
           the main from folk literature or from a famous
           literary native script, followed by an English
           translation and a discussion of the
           characteristics of the language. The most
           striking feature is perhaps the scripts
           themselves, many of which are unfamiliar even to
           linguists and are intricate and exotic works of
           art in their own right.

0141 - Amadio, M.; López, L.E.   Educación bilingüe
intercultural en América Latina: guía bibliográfica.   La
Paz, CIPCA, 1993.   84 p.
Notes: Bibliography useful for educators and linguists.
KEYWORDS: Bibliography; multicultural education.

0142 - Amorós Puente, A.A.; Pérez Esteve, P.   Por una
educación intercultural: guía para el profesorado.   Madrid,
Ministerio de Educación y Ciencia, nd.   61 p., figs.,
tables.
KEYWORDS: Multiculturalism; intercultural programmes;
           teaching materials.

0143 - Hart, R.A.   Children's participation: from tokenism
to citizenship.   (Innocenti essays. no. 4). Florence,
UNICEF. International Child Development Centre, 1992.   44
p., illus.
Notes: Bibl.: p. 44.

0144 - Minority education in comparative perspective.
Comparative education review (Chicago), vol. 27, no. 2,
June 1983, p. 167-245, figs, tables.

0145 - Symposium around Carl Bereiter's paper
"Referent-centred and problem-centred knowledge: elements
of an education epistemology". Interchange (Toronto,
Ont.), vol. 23, no. 4, 1992, p. 335-388.
KEYWORDS: curriculum; science education; culture;
education; educational development; educational
policies; developed countries.

0146 - State of the art of intercultural education in five
countries of the European Union. European journal of
intercultural studies, an international forum for
intercultural education (Stoke-on-Trent, UK), vol. 4, no.
3, 1994, p. 3-53, tables.
Notes: Contents.- 1. Education for a multicultural society
in the United Kingdom by J. Broadbent.- 2. Intercultural
education in Germany by H.H. Reich.- 3. Interculturalism:
new lands to discover in France by C. Liauzu.- 4.
Intercultural education in multicultural Greece by G.
Markou.- 5. Intercultural education in Italy by G. Campani.
KEYWORDS: intercultural programmes; multiculturalism.

0147 - N'Drin Allou, D. Introducing local culture and
language in the schools. UNESCO-Africa (Dakar), no. 5,
1992, p. 14-21, tables.
KEYWORDS: culture; language instruction; educational
programmes.

0148 - Agu, A.O.; Ogunsanwo, O.A. The Transition from
family values in rapidly changing societies. UNESCO-Africa
(Dakar), no. 5, 1992, p. 51-55.
KEYWORDS: social sciences; social relations.

0149 - Aboriginal and torres strait islander education in
the early years. (Compulsory Years of Schooling. Project
paper. no. 4). Canberra, ACT, Australian Government
Publishing Services, 1992. 54 p., figs, tables.
Notes: This paper is an expression of the view of the
Schools Council that no greater need exists in Australian
education at this time than that of a dramatic improvement
in the experience of and successful outcome in the early
years of schooling for Australia's Aboriginal and Torres
Strait Islander children.

0150 - McKenzie, P., ed. Immigrant australians and
education: a review of research. (Australian Education
Review. no. 22). Hawthorn, Vic., Australian Council for
Educational Research, 1985. 96 p.
Notes: References: p- 85-96.

0151 - Mills, J. Bilingual education in Australian
schools: a review. (Australian Education Review. no. 18).
Hawthorn, Vic., Australian Council for Educational
Research, 1982. 96 p.
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curricular responses to cultural diversity which
are presently operating alongside one another in
New Zealand schooling. It begins with a critique
of the minimal curricular response now
recommended for government schools: the
incorporation of programs in taha Maori (things
Maori) within the mainstream curriculum of
schools. It then looks at two recent responses
which are structural and curricular: the
modification of existing schools to take account
of Maori student presence within them; and the
development of Nga Kura Kaupapa Maori (Maori
culture and language immersion primary schools)
which are founded upon organisational and
pedagogical features which are consistent with
Maori cultural values. Conclusions are drawn
relevant to the education of 'involuntary
minority' cultures in Australia whose structural
values and mores are very different from the
dominant culture. A comparison of the values of
Koori and Maori lends support to the view that
Australian education could borrow with profit
from the New Zealand example.

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Notes: Photocopy.

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that emphasises the needs of individuals. The
social justice policy seeks to apply the
principles of access and equity to societal
groups that have suffered arbitrary or systematic
discrimination in the previous social order. In
order to implement social justice policies the
government is engaged in a form of social
engineering that relies on information and
persuasion rather than on State ownership of the
means of manufacture and the delivery of
services. It expects the teachers it employs to
assist with the implementation of these policies.
If teacher education courses are to prepare
teachers to foster social justice through their
teaching it ought to be because teacher educators
are convinced that it will bring about a better
society and not simply because the government of
the day thinks it is a good idea. Social justice
requires one to be tolerant of diversity within
the limits of a national framework. In addition
to social justice perspectives the course takes
account of the need for discipline knowledge, a
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considerations imply that a major redesign of
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addition of new content is not sufficient.

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Abstract: The competing claims about multiculturalism boom
         loudly today. Some say the college curriculum has
         been largely impermeable to multiculturalism:
         that it remains unalterably "Eurocentric",
         ignoring-or, at best, marginalizing- diversity
         concerns. Others counter that higher education
         has sold its soul in the name of
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         cultures, but how. The task today is that of
         designing and implementing programs that are
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         women's studies and the fate of the curriculum
         transformation projects, we are at once
         enthusiastic and cautious. Providing leadership
         from the margin - supplying courses and faculty
         members for newly approved "diversity
         requirements" and leading faculty development
         programs aimed at re-educating other liberal arts
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         hotly debated topics on campuses throughout the
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