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Hypothetical Experience of Challenges in Teaching across Different Cultural Environment

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Abstract

The paper is brought to the light with the objective of understanding teaching methodology which is experienced across the global. The author has tried to design couple of challenges usually faced during the course of teaching. The paper even highlights about the characteristics of culturally relevant teaching, principles of culturally relevant pedagogy, using technology to promote culturally relevant teaching. And to give recommendations for the best practices to be inculcated in teaching race and diversity into the curriculum. The paper is completely a theoretical and empirical based to get more insights of the teaching in cross culture environment.

Keywords: Hypothetical Experience, Challenges, Teaching, Different Cultural Environment

1. Introduction

Teacher's Challenges and the Best Educational Tools to Address Them



2. Time Management issues If you ever felt the need to literally beat the clock, you have to seriously consider to clear your schedule and put all your tasks in order. Making lesson plans in advance, thinking through projects and owning a personal calendar can help in this kind of situations. One of the most basic tools that each educator should use is **Google Calendar**. It is free and can help you to always be in time for meetings and know your schedule at any given time. It sends friendly reminders on both email and phone. Add regular meetings, classes and always know your spare time. Moreover, organizing all your data can also save some time. You can use **Dropbox** or **Evernote** in this way. Learning to keep your data organized in the cloud is easy and convenient.

3. Finding proper resources when resources come up, it is only natural to think about budget. Although at the commencement of the school year educators already have a plan in mind, it is always gratifying to find new resources, especially if they are free. In this matter, platforms like **Teachers Pay Teachers** are more than welcomed. Structured as an open market of resources, you can find many things there, from lesson plans to printables or all kind of fun stuff for your class. Another way to catch some good offers are flash deal websites such as **Educents**. Here you can find various educational resources at a discounted price or even for free.

4. Getting to know your students Regardless if your students change from year to year, they all develop new skills, new habits and grow new perceptions year after year. That's why

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it is always important to know the children whom you are going to work with. You can use a survey to make icebreakers and all kind of activities. You can use Teacher Vision for inspiration or use a free online survey tool to create online questionnaires and have student complete them on computer or other gadgets. It can be great for a course beginning as you can customize it to fit your needs and use it to find out important facts about your new students.

5. Adapting class activities Children have become accustomed to new technologies and are always eager to learn new skills and discover fun activities. Thus, educators have the task to always come with new **educational apps**, new ideas for projects and ways to keep them interested while learning. More and more educators are accepting gamification as part of their teaching routine. To get some inspiration and maybe to see how other benefit from such apps, you can see **Fun Brain, Math Chimp** or **Smart Kit**. In addition you can use online quizzes, iPad educational apps or find new group activities form the class. You can always check websites such as Scholastic which have great resources and online activities.

6. Ease communication with parents with a simple form builder you can get closer than ever to parents. For example, with 123 Contact Form you can create forms to request feedback, to gather information and have everything centralized in a solid database. Web forms have so many possible uses: from teacher appraisal to field trip approval or even school fundraising. Forms are easy to create, do not require any special skills and are effective to use. In addition, you can also use a tool like **WDWDT**, a custom messaging system that enables information about students' whereabouts and eases communication with parents. You have to always give parents access to the school status of their children, let them contribute to school activities if they wish and make them feel involved in the educational process.

7. Resisting the Role Play There are very few learners who embrace role play work right from the beginning. More often, learners will challenge the relevance of doing role play work.

8. Questioning the Content When teaching communication skills, often faculty will bump up against pre-existing beliefs in the learners that run counter to the approach being taught. This learner resistance is not to the process (as above), but rather to the content itself. This also is to be expected, as many of our communication strategies ask the learner to turn a usual practice on its head

9. Limited Self-Assessment Abilities Since one of the teaching strategies we emphasize is checking in with the learner and asking for an assessment of his own abilities, this works best with learners who have good insight into their strengths and limitations. However, not all learners are good observers of their own behaviours. Others will have different assessments of the patient encounter than you have

10. Group Dynamics A common challenge for teachers is managing group dynamics. It is rare to have a group that works well together right from the beginning, all contributing equally, respectfully, and fairly. More often, you will have a few silent group members, or a few dominators that set the

tone for the whole group. Addressing these issues early and often can be the best strategy toward redirecting the tone and setting expectations within your group.

Characteristics of Culturally Relevant Teaching

1. Validating and Affirming: Culturally relevant teaching is validating and affirming because it acknowledges the strengths of students' diverse heritages

2. Comprehensive: Culturally relevant teaching is comprehensive because it uses "cultural resources to teach knowledge, skills, values, and attitudes."

3. Multidimensional: Culturally relevant teaching encompasses many areas and applies multicultural theory to the classroom environment, teaching methods, and evaluation

4. Liberating: Culturally relevant teachers liberate students.

5. Empowering: Culturally relevant teaching empower students, giving them opportunities to excel in the classroom and beyond "Empowerment translates into academic competence, personal confidence, courage, and the will to act."

6. Transformative: Culturally relevant teaching is transformative because educators and their students must often defy educational traditions and the status quo.

Principles of Culturally Relevant Pedagogy

1. Identity Development: Good teaching comes from those who are true to their identity (including genetic, socioeconomic, educational and cultural influences) and integrity (self-acceptance). Teachers who are comfortable with themselves and teach within their identity and integrity are able to make student connections and bring subjects alive. It is critical for the student-teacher connection when implementing Culturally Relevant Pedagogy.

2. Equity and Excellence: Within this principle the following concepts are addressed: "dispositions, incorporation of multicultural curriculum content, equal access, and high expectations." [30] The integration of excellence and equity in CRP is predicated upon establishing a curriculum that is inclusive of student's cultural experiences, and setting high expectations for the students to reach.

3. Developmental Appropriateness: Several concepts collectively define Developmental Appropriateness within the context of CRP. These concepts include, "...learning styles, teaching styles, and cultural variation in psychological needs (motivation, morale, engagement, collaboration)." The goal is to assess student's cognitive development progress and incorporate learning activities within the lesson plan that are challenging and culturally relevant.

4. Teaching the Whole Child: Similar to 'Developmental Appropriateness', 'teaching the Whole Child' is a theme that includes the concepts of "skill development in a cultural context, home-school-community collaboration, learning outcomes, supportive learning community and empowerment. "When teaching a child wholly, educators must be cognizant of the socio-cultural

influences that have attributed to the learning progress of that child even before they enter the classroom. These outside influences must naturally be accounted for when designing a culturally relevant curriculum

5. **Student Teacher Relationships:** The theme of Student-Teacher Relationship within the context of CRP aligns itself closely with the concepts of "caring, relationships, interaction, and classroom atmosphere." Educators must combine the willingness to bond with their students with the desire to grow that relationship into one vested in personal care and professional vigilance. Students must feel that the teacher has their best interest at heart to succeed in implementing CRP.
6. **Manage Student Emotions:** When teaching adult learners it is also important to exhibit Culturally Relevant Pedagogies. Educators must be prepared to manage students that may have strong emotional experiences to culturally diverse readings. Positive emotions may enhance the learning experience, whereas negative emotions may cause discourse and prevent students from engaging. Educators should explore strong emotions, particularly in adult learners, and use it as a cultural teachable moment.

Suggested Teaching Strategies

In order to be culturally relevant, teachers must create an accommodating and inviting classroom culture, if they are to reach diverse audiences. Classrooms have become more and more diverse as generations of students enter the school system, so it has become increasingly important to integrate cultural awareness in the classroom. Teachers must demonstrate that they care for their students and their cultural needs, because a genuine attitude of interest is likely to yield positive emotions that empower and motivate students. One way teachers can make their classroom less intimidating is through reciprocal teaching, where students and teachers take turns leading the class discussions. In this method, the students voice is heard, and the classroom teacher becomes more of a facilitator than a "director". Students then feel more empowered, and autonomous in their own learning. Reciprocal teaching such as through this method, gives students the opportunity to express the material according to their cultural viewpoints, which is very important according to the constructivist and progressive educator.

Similarly, many educators recommend cooperative learning methods as effective teaching strategies to promote culturally relevant learning. Rather than fostering competitiveness among students, group learning strategies encourage collaboration in the completion of assignments. This way students learn to work together towards common goals. Students learn important skills such as team work, and embracing other learning styles.

There have been many studies done in response to how students respond to teachers that exhibit the above characteristics, incorporating the principles and use of these strategies within the classroom. Games and cross-cultural activities allow students personal interaction with different cultures. Other suggested strategies include family history research where students interview family members and learn about familial cultural influences on their own lives, and reflective writing where students write about and share their beliefs and cultural assumptions. Meta-reflection through these activities is very important to student learning, about themselves and their peers. Students may choose to write

about their cultural identity and its connection with their educational experiences, or they may choose to look at a different culture altogether, which they have learned about from a peer. Learning about new cultures through this activity can be very engaging for students.

It is very important that teachers advocate for students sharing their own personal experiences with their classmates. This allows students to learn more about one another and new cultures in general. As a teacher prepares to implement culturally relevant teaching into the classroom, it is most effective for the teacher to recognize the student's diversity and incorporate their backgrounds into the lesson and classroom environment. The 21st century classroom, and learner are always evolving, and it is important that our students are global thinkers. Understanding and embracing the variety of cultural backgrounds which make up a classroom is pivotal to life-long learning, and developing transformative skills for life beyond the education system.

Other suggested best practices in teaching race and diversity into the curriculum are

1. Create a positive learning environment: attentive skills, teaching skills, and teacher/student interaction (Radical Pedagogy, 2003).
2. Utilize a diverse curriculum (Gollnick and Chinn, 2013).
3. Know, understand, and work with families that come from different race and ethnicities (Gonzalez-Mena and Pulido-Tobiassen, 1999).
4. Expose children to role models from their own culture as well as those from other cultures (Gonzalez-Mena and Pulido-Tobiassen, 1999).
5. Utilize student's cultures to help them learn the subjects and skills taught in school (Gollnick and Chinn, 2013).
6. Start teaching multi-cultural education to students at an early age (Russel, 2007). [57][58] Russell, S. Six Tips for Teaching Diversity.
7. Use literacy and children's books in the classroom to promote culturally relevant teaching. By using texts that have characters of all different backgrounds, students can easily learn about new cultures.

Challenges to Culturally Relevant Teaching

1. Best way is to be impartial in dealing with students.
2. Be firm in classroom teaching and completion of assignment
3. Transparency in grading system
4. Special assistance or separate language classes for students with language problems..(May be the university expects toweel or elites score so this may only be an option)
5. Separate cell to deal with international students. They have problems related to accommodation, visa, travel, understanding local culture...etc.
6. Talking about cultural differences. It wouldn't be wrong to have them go through a induction program where local laws, cultural sensitivities, etc.

Conclusion

Even the most carefully prepared instructor cannot anticipate all of the unique consequences of every instructor/student interaction. Great teaching occurs both in traditional classroom settings and outside the classroom. Technology is a major part of students' lives, and their academic training requires an introduction to scholarly uses of technology. The

teacher who teaches in the class can concentrate on Outlying clear objectives for your lecture both what students should know after the lecture and why it is important. Develop a lecture outline and any audio-visuals. Teacher can limit the main points in a lecture to five or fewer. Create effective visuals, analogies, demonstrations, and examples to reinforce the main points. Focus attention early on using a quote, a dramatic visual, an anecdote, or other material relevant to the topic. Integrate visuals, multimedia, discussion, active learning strategies, small-group techniques, and peer instruction. Give students time to think and genuine opportunities to respond. Observe students' non-verbal communication: note taking, response to questions, eye contact, seating patterns, and response to humour. All this can help the facilitator and the students to overcome the challenges faced in the class room.

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