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http://wiredinstructor.com/profdev/multicultural/wgu_package/index.html

Teaching With a Multicultural Perspective

Capstone Report

MED Instructional Design and Technology Integration

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Abstract

This Capstone Project describes the development of an online graduate course to teach the concepts and principles of multicultural education. The course, entitled Teaching With a Multicultural Perspective, is designed to meet K-12 re-certification requirements for an international audience of educators. The fourth module, “Looking at Our Own Attitudes” is the focus of this project. The learning experiences in this module guide participants as they confront ingrained cultural attitudes and expand their self-awareness and cultural sensitivity. Reflective journal writing, the sharing of evocative personal narratives, and facilitated asynchronous discussion help learners discover and confront their negative pre-dispositions about ethnicity, race, gender bias, and class. Ultimately this self awareness will help learners be better teachers in the multicultural classroom.

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Introduction

I accepted an assignment to create an online class about multicultural (MC) education for the Online Professional Development Program at the University of Northern Iowa (UNI). I decided to make this design the Capstone Project for my WGU studies. This was an act of hubris given that I had no formal training in the subject matter and very little course design experience. My primary motivation in taking the course design assignment was financial. I was starting a new business and wanted to expand the courses I could teach at UNI. At the same time, the issues of MC were personally and professionally interesting to me. My experiences during 26 years as a classroom teacher had left me frustrated and conflicted. I'd seen the damaging effects of institutionalized prejudice and cultural misunderstanding on both students and teachers. Ultimately I'd been unable to change the system I worked under, although I did manage to make a difference one class at a time. Changing the world, one class at a time, became a theme for my online course: Teaching With a Multicultural Perspective. The chance to create a professional development course that might help other teachers and positively change the experiences of children appealed to me. I also wanted to get outside of my comfort zone. As a graduate student at WGU I was being challenged to think in a new way. As an online teacher I was taking on a design and a subject area that would be different from the other classes I had created or taught. What better way to deeply investigate both multicultural education and course design than to make this new course my WGU Capstone Project?

Initially I was going to present all six modules as my Capstone Project. Thanks to the common sense guidance of my mentor Dr. Shrader, I narrowed the focus of the Capstone Project to just one module of the six I created. Module 4: Looking at Our Own Attitudes is the tipping point for this class. This is the module that will trigger a change in long established pre-

dispositions by pushing students to take a substantial cultural risk. As I wrote it, I believed this module would be the most demanding, and technically interesting sequence of learning experiences in the course. This proved to be the case, as I discovered when I taught the class for the first time. Focusing on a single module for my Capstone Project has been a fine learning opportunity for me. While I thought I understood this essential module, my understanding deepened as I developed more specific Goals and Objectives. Developing the Goals and Objectives has been an exercise in backwards design. Fitting the theory to the reality has deepened my appreciation for both. I built the course around a list of Performance Outcomes developed by the UNI Department of Human Relations as shown in Appendix A. I struggled to create meaningful online experiences that combined what I knew about the subject matter with the Performance Outcomes I'd received from UNI. My process was a conglomerate of setting and revising goals and objects and learning experiences without an ordered approach. This process was labor intensive and inefficient. Had I known then what I know now about the effectiveness of well crafted goals and objectives I would have saved many hours of design time. As I prepared my project for presentation, I synthesized the learning from these past four years. I see things differently now. As you will see, this Capstone Project truly does 'cap' my experiences as a learner at Western Governors University.

Problem Statement

Many educators work in isolated areas where ongoing professional development opportunities are limited. Teachers working in the United States and abroad may be required to take a course in multicultural education as a certification requirement. The six module online course, *Teaching With a Multicultural Perspective*, meets the needs of these teachers by supplying a coherent, well organized, and accredited learning experience in multicultural

education. By reading source materials and participating in online discussions, teachers can learn the essential concepts of multicultural education, without traveling great distances at considerable expense. For my capstone project I focus on Module 4: Looking at Our Own Attitudes.

Problem Background

This project describes the creation of an online class to meet varied certification requirements for a national and international audience. Joan Vandervelde, the director of Online Professional Development for the Department of Teaching at the University of Northern Iowa, identified a potential market for an online class in multicultural education. Vandervelde wanted to meet the re-certification needs of educators in Iowa public schools, schools in other states, U.S. Department of Defense schools, and American International Schools. Traditional courses that satisfied the Iowa re-certification requirements are taught on the UNI campus. However fixed schedules and commute times are a barrier for many working educators. An online class providing asynchronous access to learning opportunities would appeal to those far from the UNI campus and expand the professional development program's offerings. Additionally, many out of state and overseas educators might be attracted by an online class with graduate credit applicable to certification requirements. Ms. Vandervelde saw a new opportunity for the Online Professional Development Program to serve UNI distance learners. She asked me to design and teach a class that became Teaching With a Multicultural Perspective. I accepted the assignment.

I conducted a literature review on multicultural education issues. I searched the Internet and found authoritative, web-based resources on the subject. I discovered that I could not define the current level of my potential learner's knowledge or skills regarding multicultural issues. Nor could I determine what might have caused deficits in their knowledge. My knowledge of learner characteristics was based on teaching other classes in the online professional development

program that did not address multicultural education. I decided to make preliminary assumptions about the learner knowledge, skills, and dispositions based on my previous experience with UNI distance learners and the subject matter research I was doing prior to designing the course.

However I was struggling with the goals and objectives of the course. I made Ms. Vandervelde aware of my dilemma. She provided me with Performance Outcomes for Human Relations, a document developed by the Human Relations Committee at UNI. This document became the primary reference used to create the goals and objectives for the course as shown in Appendix A.

Problem Definition

Many educators are unaware of multicultural issues that relate to instruction. Educators, especially those coming from a Caucasian, Midwestern background, tend to teach as they were taught, and assume her/his cultural outlook to be the norm. With experience, some educators gain insight to cultural attitudes about learning. These educators become adept at teaching culturally diverse populations of students. However, many educators remain unaware of cultural preconceptions, and how personal dispositions effect student learning (Gorski, 1996). Instruction is needed to build awareness of multicultural issues and to change dispositions that have developed over time.

On site professional development, guest lecturers, consultants, written and video tape training materials are available to teach multicultural education concepts. However, most school systems lack the resources to create training programs in all curriculum areas. Since multicultural awareness is not associated with a specific academic discipline, it is often neglected as school systems devote limited professional development budgets to higher priority curriculum issues. Traditionally, school systems shift the responsibility for acquiring additional training to the educator by mandating specific types of professional development. Additionally, many state departments of education and school systems require educators to take graduate level classes

from accredited universities to qualify for salary advancement and recertification. This reality suggests there might be a market for an online graduate course of instruction in multicultural awareness (Karen, 1995).

Instructional Goal Statement

The goal of this module of instruction is educators will discover and confront their pre-dispositions about ethnicity, race, gender bias, and class. This self-awareness will help, “break the patterns of unintentional prejudicial behavior” (Cole, 2001, ¶ 23). The instructional goals speak to the performance based outcomes for human relations enumerated in Appendix A. The instructional sub-goals for this module are:

1. Students will develop awareness and understanding of ingrained habits of mind regarding ethnic, cultural and racial stereotyping.
2. Students will reflect upon personal pre-dispositions about prejudice.
3. Students will recognize, confront, and change negative cultural pre-dispositions about ethnicity, race, gender, and class.
4. Students will develop self-awareness and reflect upon the impact of prejudice and bias on personal teaching philosophy and methods.

Project Management Plan

My Capstone presentation focuses on the fourth module of six modules of instruction for the online course Teaching With a Multicultural Perspective. This summary is a description of the project management plan for the entire course. See the Instructional Package at http://wiredinstructor.com/profdev/multicultural/wgu_package/index.html for the actual project deliverables.

Description of Project Deliverables

1. Course Catalog Description. This is an explanation of course content and objectives.

Typically the catalog description is a marketing tool that acts as an introduction and advanced organizer for the class.

2. Syllabus aligned to the outcomes specified by the University of Northern Iowa. School of Education.
3. Frequently Asked Questions. This FAQ section deals with common concerns of online learners. The document helps prepare learners for the experience of working in an online classroom. The FAQ covers technical requirements, as well as establishing performance expectations.
4. Faculty Biography. In a virtual classroom, a faculty biography is a crucial element that helps establish credibility.
5. Introductory Letter. An introductory letter is sent the week before class begins. This first contact with the student starts to establish the student-teacher relationship. It also acts to 'test' the electronic connections to assure communication is in place before class begins.
6. Establish Listserv & email accounts. An email list is used for interactive discussion. During the first week, students are enrolled in the course listserv. Manipulating the listserv and insuring that email addresses are active and functioning is essential for any UNI online course.
7. Six Modules of instruction designed by the Course Author to meet stated objectives. Each module provides a sequence of instruction and online support materials. This ordered presentation is standardized to facilitate navigation and learning orientation.
8. Introductory Lecture. There is a brief introductory lecture for each module.

9. Readings. This is an annotated list of online readings and supplementary materials. There are more resources than a student can absorb in a single week. Students are given permanent access to course materials. They are encouraged to think of the readings as a resource they can return to whenever new information is needed.
10. Discussion Prompts. Discussion prompts are part of each week's activities. Students are also encouraged to ask their own questions. It then becomes the instructor's job to facilitate an in-depth exchange of ideas.
11. Reflective Journal. A weekly reflective journal entry is required. An edited final version of the reflective journal is shared with the learning community at the end of the class. Each module's reflective journal provides an opportunity for a private evaluative conversation between the instructor and student.
12. Reflective Journal Prompts. Reflections are prompted with a list of questions that elicit thoughts about the week's course work. Questions are also posed about the online learning process.

Description of Barriers and Risks

Creating an academically rigorous and commercially successful online class that meets the needs of learners as well as the certification requirements of different organizations is a complex task. Additionally, an independent online learning department, within the confines of a traditional university, raises political issues regarding domains of influence.

Barriers. The first barrier is student perceptions about the nature of online teaching and learning. Students may incorrectly believe that online learning is less effective, less work, or less legitimate than traditional instruction. Online course work is highly demanding. Students must read and write in depth to demonstrate their understanding. Additionally, mastering the technical

requirements of an online learning environment can be intimidating. If a student enters an online classroom anticipating less demanding experience than in a traditional class they are soon overwhelmed. This can lead to attrition. An online teacher must always teach both the technology and the curriculum if they are to maximize student success.

The second barrier is that final course design must be approved by university staff inexperienced in online teaching and learning tactics. Teaching With a Multicultural Perspective is designed as an online substitute for a traditional campus based class. This traditional territory is guarded by traditional staff skeptical about the effectiveness of online education. Some of these people sit on university committees charged with oversight and approval of this new online class. Since committee members lack understanding of online teaching and learning, some may misunderstand the design of the course.

The third barrier is that the technology infrastructure of overseas schools is often inadequate. The cost of online access can be high. In some cases students depend on military Internet connections. If a military emergency arises, bandwidth can be severely taxed. This bandwidth limitation means that online technologies like streaming video and audio will not work for some participants. Limiting the use of advanced technologies provides a more even playing field. However, this also means a greater dependence on the traditional 'read/write' learning mode, which can hamper students who learn better in a multimedia environment.

The fourth barrier is the extra time required to deal with sensitive multicultural issues. More time and attention must be paid to facilitated discussion. To establish a safe and articulate environment the instructor must closely monitor the discussion and make sure that misunderstandings don't blossom into trouble. Also, the weekly reflective journal is an in-depth written conversation that sometimes requires lengthy responses from the instructor.

Risks. The first risk is low enrollment. For a class to be economically feasible at least 15 students must enroll. Low enrollment may lead to the course being cancelled. Instructor pay is tied to the number of students who enroll in the class. Instructors are not paid if classes are cancelled.

The second risk is that the controversial nature of the class may lead to attrition. The class deals with difficult real world issues: prejudice, hatred, institutional denial and inertia. Students are pushed to examine their attitudes and confront their prejudices. This is done in an online environment that can be disorienting. All of this adds up to a substantial risk for the student. High attrition rates may occur if students refuse to accept these risks.

The third risk is the lack of financial guarantees. The author is not paid to design a course. Author/Instructors are paid on a per student basis. In order to make money the course has to sell.

The fourth risk is that my limited subject matter expertise may lengthen design cycles. I have many years of teaching experience. I have dealt with many of the important issues of multicultural education. However I have no formal training or face to face experience teaching a class devoted specifically to multicultural education. I had to do extensive research into the subject matter of the course before I had enough knowledge to create an effective design.

Description of Client and Stakeholders

The client is the Online Professional Development Program at the University of Northern Iowa. Online classes have been offered by the UNI Department of Education to teachers since 1997. The Department of Education hosts an annual hiring faire drawing recruiters from private American International Schools, the Department of Defense, and school districts throughout the U.S. Once hired, many teachers return to the University of Northern Iowa for ongoing

professional development. The online option provides a viable way for teachers 'at a distance' to reconnect with their alma mater and the programs they know so well.

Stakeholders

The university of northern iowa. UNI provides an online professional development program as an extension of the Department of Education. UNI is a teacher preparation institution with a well-established history of placing teachers in overseas schools. The online program was started in 1997, and has been a pioneer in the area of online education. Listed below are the primary stakeholders in the online professional development program.

Dean of the school of education. The Dean is responsible for overseeing all aspects of undergraduate and professional development training.

Director of the online program. The Director is responsible for day-to-day operations, recruitment of new instructors, program development, and marketing.

Web designer. The Web Designer works with the course designer to produce the initial instructional website. The designer establishes the basic file structure for the course on the web-server. Established design templates are used so that all courses have a similar navigational pattern. The actual html coding of the content pages may be done by either the designer or course author.

Human relations committee. The Human Relations Committee is responsible for setting learning outcomes in multicultural education. The committee is also responsible for reviewing and approving the final course design.

Course author and instructor. The Course Author and Instructor writes the original course material. The author designs the sequence of presentation. The author decides upon the mix of learning activities. The author then teaches the course and has the primary responsibilities

for making corrections or revisions. The Course Author and Instructor is also responsible for website maintenance.

Project Team Members

Online program director. The Online Program Director guides the entire enterprise. She hires instructors, determines which classes are needed, offers feedback on course design, develops marketing materials, and acts as a liaison with the UNI Department of Education. The Online Program Director contracts with the appropriate course author to create new courses as needed.

Course author and instructor. As Course Author and Instructor I wrote the materials and retain the copyright on the class. I am responsible for creating the learning activities. I am also responsible for maintaining design consistency with the other courses in the program. I then became the online instructor once the class was offered to students. Subject to the approval of the Program Director, I am free to sub-contract the instruction to other qualified teachers. I am also free to offer the course at other institutions.

Web designer. The Web Designer worked with the word-processed manuscript I submitted, to create the initial HTML pages. She programmed and verified all links, determined font sizes, and laid out tables and charts for the first two modules. I took over those duties for the remainder of the modules.

Graphic designer. The Graphic Designer created the original logo featured at the top of each class page.

Learner Analysis

Learner Demographics

The audience for this class includes K-12 educators, counselors, media specialists and administrators seeking re-certification credit and a professional understanding of multicultural

education. UNI online learners tend to be adventurous, experienced professionals, who are attracted by the convenience of online education. Educators from fifty-nine Iowa counties, 37 states, and 38 countries have taken online classes at UNI. The following demographics were compiled about those enrolled in online classes during the spring of 2003. Eighty percent are female. Seventy percent have a master's degree and an average of 10 years experience. Forty-eight percent had previously taken classes at UNI. Most participants in UNI classes were born and raised in the Midwest. Of those working in the United States, forty percent live in Iowa. About forty percent are American teachers working overseas for the Department of Defense or private American International Schools.

Prior Knowledge and Attitudes about Curriculum Content

Teaching With a Multicultural Perspective is an introductory professional development course. The course is not offered by UNI as part of a graduate degree program. There are no academic pre-requisites. The learner's prior knowledge of multicultural curriculum is usually based on personal cultural experiences. None of the participants in the fall 2002 class had formal training in multicultural issues before joining the class. Since most educators are required to take only a single recertification course in multicultural education, it is likely this course will be the only formal training they receive. Also since the course is required by the employer, it cannot be assumed that participants have an intrinsic interest in the curriculum. This makes it particularly important to address student concerns about the relevancy of course content to job needs.

Attitudes Toward the Delivery System

The Online Professional Development Program does not require learners to prove their technical competence before enrolling in courses. We rely instead on the learner's self evaluation of technical skill. Well prepared online students should be able to use a word processor. They should be familiar with e-mail software. They should have Internet navigation skills, and be

comfortable with hypertext reading. Participants arrive in online classes with varying degrees of technical ability ranging from novice to expert. Many learners will be taking their first online course. Some may be experienced online learners who have taken multiple web-based classes. Consequently, many learners will begin the course feeling anxious and somewhat skeptical about the online delivery system. Those with competent technical skills quickly overcome the initial anxiety and disorientation typical in an online environment. Those who lack technical skills climb a steeper learning curve as they struggle to navigate the course web pages, and manipulate email software while also working on the subject matter content.

To learn efficiently in an online environment, a student must already have technical skills, or be given the opportunity and support to rapidly gain basic technical competency. Pre-course tutorials are available to explain Internet browsers, e-mail software, and computer-virus protection. These tutorials can foster student confidence about technical issues. Also during the first week, fewer curriculum based learning activities are presented so that participants have time to orient to the online environment. Regardless of the job aides available, many participants arrive un-prepared for the technical demands of the environment and must learn by doing as they progress through the course. For these students, the first week of class is particularly stressful so individual coaching and encouragement is offered via email.

Appeal to Multiple Intelligences

The online learning environment at UNI appeals to those with strong Linguistic Intelligence (Peck, 1998). Most learning activities involve critical reading followed by email based reflective dialog. Learning activities for this class involve extensive personal narrative writing which requires self revelation and reflection. These activities appeal to the Intrapersonal and Interpersonal Intelligences, and are placed throughout the course to promote sharing, collaboration and a sense of community. Since many overseas participants have slow and

expensive Internet connections, UNI classes are designed to be low-bandwidth. Rather than use a course management system like Blackboard or WebCT, instruction is delivered via simple text intensive web pages with few graphics. Multimedia materials that might appeal to the Musical, Spatial, or Bodily-Kinesthetic Intelligences are not used.

Task Analysis

Teaching With a Multicultural Perspective is comprised of six modules of instruction. Each module has an introduction, learning activities, a self-assessment activity, and discussion prompts leading to a facilitated discussion. What follows is a task analysis of selected activities in Module 4: Looking at Our Own Attitudes as shown in Appendix B. This module comes at the middle of the class. By this point learners have attained technical competence in the online environment. Learners are familiar with course navigation and email discussion routines. Learning experiences in Modules 1-3 have helped to create a culturally diverse community of practice based on mutual respect and trust. It is within this context that the learning opportunities in Module 4 take place. These tasks ask the learner to take a risk by honestly sharing personal experiences and are intended to provoke self-awareness of pre-dispositions regarding multicultural, racial, gender, and class issues. This self-awareness may help learners recognize and change negative attitudes and behaviors. The intent of Module 4: Looking at Our Own Attitudes is to promote the multicultural behaviors listed in this task analysis.

1. Activity 2: Resources Review and Reading Reaction. The learner reads several online articles about ethnicity, race, gender bias, and class. The learner takes an online Implicit Association Test. The learner composes reflective statements about the readings and shares those statements with the group. The learner engages in an instructor facilitated discussion about multicultural issues as shown in Appendix B.

1.1. Read: The Language of Closet Racism

- 1.1.1. An educator with the desired multicultural behaviors will demonstrate self-awareness and the ability to reflect by producing an articulate response to the discussion prompt: What is your gut reaction to the contention that we may be unaware of our own innate prejudice?
- 1.1.2. An educator with the desired multicultural behaviors recognizes the impact of one's personal history and cultural experiences as a majority or minority group member. The educator will demonstrate this understanding in written responses in a facilitated online discussion.
- 1.1.3. An educator with the desired multicultural behaviors values the significance of diversity and will demonstrate this understanding in written responses in a facilitated online discussion.

1.2. Read: Eliminating Racism in the Classroom.

- 1.2.1. An educator with the desired multicultural behaviors will demonstrate self-awareness and the ability to reflect by producing an articulate response to the discussion prompt: What is your gut reaction to the contention that we may be unaware of our own innate prejudice?
- 1.2.2. An educator with the desired multicultural behaviors recognizes the impact of personal history and cultural experiences as majority or minority group members and will demonstrate this understanding in their written response to the prompt.
- 1.2.3. An educator with the desired multicultural behaviors values the significance of diversity and will demonstrate this understanding in written responses in a facilitated online discussion.

1.3. Read: Beyond Prejudice / Understanding Prejudice

- 1.3.1. An educator with the desired multicultural behaviors will demonstrate self-awareness and the ability to reflect by producing an articulate response to the discussion prompt: What is your gut reaction to the contention that we may be

unaware of our own innate prejudice?

1.3.2. An educator with the desired multicultural behaviors recognizes the impact of personal history and cultural experiences as majority or minority group members.

The educator will demonstrate this understanding in written responses in a facilitated online discussion.

1.3.3. An educator with the desired multicultural behaviors values the significance of diversity and will demonstrate this understanding in written responses in a

facilitated online discussion.

1.4. Complete online: Implicit Association Test as shown in Appendix C.

1.4.1. An educator with the desired multicultural behaviors will demonstrate self-awareness and the ability to reflect by writing an articulate response to the discussion prompt: What is your gut reaction to the contention that we may be unaware of our own innate prejudice?

1.4.2. An educator with the desired multicultural behaviors recognizes the impact of personal history and cultural experiences as majority or minority group members.

The educator will demonstrate this understanding in written responses in a facilitated online discussion.

1.4.3. An educator with the desired multicultural behaviors values the significance of diversity and will demonstrate this understanding in written responses in a

facilitated online discussion.

1.5. Discuss: Write and share reactions to the discussion prompt: What is your gut reaction to the contention that we may be unaware of our own innate prejudice?

1.5.1. An educator with the desired multicultural behaviors presents self in an authentic way and will demonstrate this skill in written responses in a facilitated online discussion.

1.5.2. An educator with the desired multicultural behaviors participates in reciprocal interpersonal communication and will demonstrate this understanding in written

responses in a facilitated online discussion.

1.5.3. An educator with the desired multicultural behaviors participates in cross-cultural settings and will demonstrate this understanding in written responses in a facilitated online discussion.

1.5.4. An educator with the desired multicultural behaviors will relate effectively to individuals from various groups other than one's own and will demonstrate this understanding in written responses in a facilitated online discussion.

1.5.5. An educator with the desired multicultural behaviors recognizes the multifaceted nature of cultural identity and will demonstrate this understanding in written responses in a facilitated online discussion.

1.5.6. An educator with the desired multicultural behaviors listens and is perceptive to others' perspectives and will demonstrate this understanding in written responses in a facilitated online discussion.

2. Activity 3: Experiences with Injustice. The learner composes a personal narrative relating an experience with racial, gender, class, or ethnic injustice in a school setting. The learner submits the narrative for web publication. The learner reviews the narratives published by members of the class. The learner composes and shares reflective reactions to the narratives. The learner engages in an instructor facilitated discussion about multicultural issues raised in the narratives as shown in Appendix B.

2.1. Publish a personal narrative.

2.1.1. An educator with the desired multicultural behaviors presents self in an authentic way and will demonstrate this skill in a written personal narrative.

2.1.2. An educator with the desired multicultural behaviors respects human dignity and the rights of each individual. This behavior is demonstrated by the content of a published personal narrative about experiences with injustice.

2.1.3. An educator with the desired multicultural behaviors identifies and confronts de-

humanizing bias in institutional settings including stereotyping, language, imbalance, invisibility, and inaccurate representations. This behavior is demonstrated in the content of a published personal narrative about experiences with injustice.

- 2.2. Discuss: Write reactions to the discussion prompts: How do you feel about sharing your personal story of injustice or discrimination? Does story telling help you make meaning out of your experiences? Is there something you either learned from your own experience or from someone else's story that might prompt you to change your teaching philosophy or methods?
 - 2.2.1. An educator with the desired multicultural behaviors presents self in an authentic way and will demonstrate this skill in written responses in a facilitated online discussion.
 - 2.2.2. An educator with the desired multicultural behaviors participates in reciprocal interpersonal communication and will demonstrate this skill in written responses in a facilitated online discussion about multicultural issues raised in the narratives.
 - 2.2.3. An educator with the desired multicultural behaviors participates in cross-cultural settings and will demonstrate this skill in written responses in a facilitated online discussion.
 - 2.2.4. An educator with the desired multicultural behaviors will relate effectively to individuals from various groups other than one's own and will demonstrate this skill in written responses in a facilitated online discussion.
 - 2.2.5. An educator with the desired multicultural behaviors recognizes the multifaceted nature of cultural identity and will demonstrate this understanding in written responses in a facilitated online discussion.
 - 2.2.6. An educator with the desired multicultural behaviors listens and is perceptive to others' perspectives and will demonstrate this skill in written responses in a facilitated online discussion.

3. Activity 5: Reflective Journal Questions. At the end of the module, the learner engages in a private conversation with the instructor by sharing a reflective journal entry as shown in Appendix F. This reflective journal entry is structured by the topic prompts as shown in Appendix B.
 - 3.1.1. An educator with the desired multicultural behaviors presents self in an authentic way and will demonstrate this skill in reflective journal writing.
 - 3.1.2. An educator with the desired multicultural behaviors participates in reciprocal interpersonal communication. The educator demonstrates this skill in reflective journal entries shared with the instructor.
 - 3.1.3. An educator with the desired multicultural behaviors participates in cross-cultural settings. The educator demonstrates this understanding in reflective journal entries shared with the instructor.
 - 3.1.4. An educator with the desired multicultural behaviors recognizes the multifaceted nature of cultural identity. The educator demonstrates this understanding in reflective journal entries that are shared with the instructor.
 - 3.1.5. An educator with the desired multicultural behaviors listens and is perceptive to others' perspectives. The educator demonstrates this understanding in reflective journal entries that are shared with the instructor.
 - 3.1.6. An educator with the desired multicultural behaviors reflects on personality, learning styles and other diversity assessments. The educator demonstrates this understanding in reflective journal entries that are shared with the instructor.

Performance Objectives for Activities in Module 4

This module deals with the affective domain: how the learner feels about multicultural, racial, gender, and class issues; and how the learner chooses to behave in a culturally diverse environment. However, the learning activities presented in this module require specific cognitive

performances that prompt the learner to confront pre-dispositions and then share their insights and feelings in an instructor facilitated online discussion. Assessment of objectives is guided by rubrics, but also includes intense instructor observation. Observations occur during whole class facilitated online discussions and in private correspondence between the learner and instructor. For these reasons, I will state the performance objectives in a cognitive format. Since this module has four sub-goals and 12 objectives, the relationship between the objectives and sub-goals is shown in Table 1 below.

Table 1.

Relationship of Objectives to Sub-Goals

Objectives	Sub-Goal
5, 6, 10	1. Students will develop awareness and understanding of ingrained habits of mind regarding ethnic, cultural and racial stereotyping.
1,9,11	2. Students will reflect upon personal pre-dispositions about prejudice.
4, 7	3. Students will recognize, confront, and change negative cultural pre-dispositions about ethnicity, race, gender, and class.
2,3,8,12	4. Students will develop self-awareness and reflect upon the impact of prejudice and bias on personal philosophy and teaching methods.

- Objective: After taking the module, learners will analyze an online article: The Language of Closet Racism (Gorski, 1995). Discussion response is assessed by rubric as shown in Appendix D. Reflective journal entries are assessed by rubrics as shown in Appendix E.
- Objective: After taking the module, learners will express themselves in an authentic way. This will be evidenced by a review of the learner's reflective journal entries, discussion response, and personal narrative publication. Discussion response is assessed by rubric. Reflective journal entries are assessed by rubric. Personal narrative publication is assessed by

instructor observation as either complete or incomplete.

3. Objective: After taking the module, learners will participate in a reciprocal exchange of ideas with their colleagues and the instructor. This will be evidenced by review of the learner's reflective journal entries, discussion response, and personal narrative publication. Discussion response is assessed by rubric. Reflective journal entries are assessed by rubric. The narrative publication is assessed by instructor observation as either complete or incomplete.
4. Objective: After taking the module, learners will explain the value of relating effectively to individuals from various groups other than one's own. This will be evidenced by review of the learner's reflective journal entries and discussion response. Discussion response is assessed by rubric. Reflective journal entries are assessed by rubric.
5. Objective: After taking the module, learners will critique their own ability to listen to others and perceive others' perspectives. This will be evidenced by review of the learner's reflective journal entries and discussion response. Discussion response is assessed by rubric. Reflective journal entries are assessed by rubric.
6. Objective: After taking the module, learners will explain the multifaceted nature of cultural identity. This will be evidenced by review of the learner's reflective journal entries and discussion response. Discussion response is assessed by rubric. Reflective journal entries are assessed by rubric.
7. Objective: After taking the module, learners will recognize respect for human dignity and the rights of each individual. This will be evidenced by review of the learner's reflective journal entries and discussion response. Discussion response is assessed by rubric. Reflective journal entries are assessed by rubric.
8. Objective: After taking the module, learners will identify experiences of institutional

injustice involving racial, gender, class, or ethnic prejudice. This will be evidenced by review of the learner's discussion response and personal narrative publication: Experiences with Injustice. The narrative publication is assessed by instructor observation as either complete or incomplete. Discussion response is assessed by rubric.

9. Objective: After taking the module, learners will analyze the impact of one's personal history and cultural experiences as majority or minority group members. This will be evidenced by review of the learner's reflective journal entries, discussion response, and personal narrative publication. Discussion response is assessed by rubric. Reflective journal entries are assessed by rubric. The narrative publication is assessed by instructor observation as either complete or incomplete.
10. Objective: After taking the module, learners will evaluate their self-awareness and confront ingrained habits of mind regarding cultural and racial stereotyping. This will be evidenced by review of the learner's reflective journal entries and discussion response. Discussion response is assessed by rubric. Reflective journal entries are assessed by rubric.
11. Objective: After taking the module, learners will critique learned attitudes about race, gender, and class. This will be evidenced by review of the learner's reflective journal entries and discussion response. Discussion response is assessed by rubric. Reflective journal entries are assessed by rubric.
12. Objective: After taking the module, learners will evaluate the impact of prejudice and bias on their personal philosophies and teaching methods. This will be evidenced by review of the learner's reflective journal entries, discussion response, and personal narrative. Discussion response is assessed by rubric. Reflective journal entries are assessed by rubric.

Literature Review

This literature review addresses three areas of knowledge that influenced my thinking about this online course design:

1. Multicultural education with a focus on inclusion and personal transformation.
2. Reflective practice demonstrated in autobiographical writing and facilitated discussion.
3. The relationship between attrition, retention and community in online education.

Multicultural Education

Multicultural education has its roots in the social activism of the civil rights movement, and the women's movement (Banks, 1989; Davidman, Davidman, 1997). Over the past 50 years educational institutions have been forced to evolve by ongoing social action. Activist organizations representing people of color, women, the elderly, the disabled, and other disenfranchise groups continue to challenge discriminatory practices in public institutions, most especially the public school system. In this new century, the expectation (if not the reality) is that education should be available to all. Equity, diversity, and cultural accessibility are now among the stated goals of public education, not to mention pre-requisites for Federal funding. While progressive thinkers and educators continue to define and refine concepts of multicultural education, the goals remain the same; to promote social justice, critical thinking, and equal opportunity. While progress has been made, discrimination, and the marginalization of oppressed groups continues to be present in society.

James A. Banks is a recognized national expert on multicultural studies. Banks is a professor of education at the University of Washington, Seattle. He is also the director of the Center for Multicultural Education at that university, and the author of many books and articles on the subject of multicultural education. His pioneering work has helped to shape and define the

organizing principles of multicultural education over the past 25 years. Banks conceptualizes what he calls the dimensions of multicultural education as follows:

1. Content integration: “Content integration deals with the extent to which teachers use examples, data, and information from a variety of cultures and groups to illustrate the key concepts, principles, generalizations, and theories in their subject area or discipline” (Banks. 1993, p. 22-28).
2. The knowledge construction process: “The knowledge construction process encompasses the procedures by which social, behavioral, and natural scientists create knowledge in their disciplines. A multicultural focus on knowledge construction includes discussion of the ways in which the implicit cultural assumptions, frames of reference, perspectives, and biases within a discipline influence the construction of knowledge. An examination of the knowledge construction process is an important part of multicultural teaching. Teachers help students to understand how knowledge is created and how it is influenced by factors of race, ethnicity, gender, and social class.” (Banks. 1993, p. 22-28).
3. Prejudice reduction: “The ‘prejudice reduction’ dimension of multicultural education focuses on the characteristics of children's racial attitudes and on strategies that can be used to help students develop more positive racial and ethnic attitudes.” (Banks. 1993, p. 22-28).
4. Equity pedagogy: “Equity pedagogy exists when teachers use techniques and teaching methods that facilitate the academic achievement of students from diverse racial and ethnic groups and from all social classes. Using teaching techniques that cater to the learning and cultural styles of diverse groups and using the techniques of cooperative learning are some of the ways that teachers have found effective with students from diverse racial, ethnic, and language groups.” (Banks. 1993, p. 22-28).

5. Empowering school culture and social structure: “An *empowering school culture and social structure* will require the restructuring of the culture and organization of the school so that students from diverse racial, ethnic, and social-class groups will experience educational equality and a sense of empowerment. This dimension of multicultural education involves conceptualizing the school as the unit of change and making structural changes within the school environment. Adopting assessment techniques that are fair to all groups, doing away with tracking, and creating the belief among the staff members that all students can learn are important goals for schools that wish to create a school culture and social structure that are empowering and enhancing for a diverse student body.” (Banks. 1993, p. 22-28).

Banks further identifies a subset of knowledge construction, which he calls personal/cultural knowledge. “Personal / cultural knowledge consists of the concepts, explanations, and interpretations that students derive from personal experiences in their homes, families, and community cultures. Cultural conflict occurs in the classroom because much of the personal/cultural knowledge that students from diverse cultural groups bring to the classroom is inconsistent with school knowledge and with the teacher's personal and cultural knowledge.” (Banks. 1993, p. 22-28). It follows that when teachers discover and recognize how their personal/cultural knowledge impacts their teaching they are better able to recognize the needs of their students. Once this self-awareness is established the reflective classroom practitioner will be able to recognize how their attitudes interact with student learning. This sets the stage for personal and professional transformation.

Paul Gorski has been particularly active bringing multicultural issues to the online community. His websites, The [Multicultural Pavilion](#), and the [Multicultural Supersite](#) provide free access to research, print publications, and interactive dialog about multicultural education

(MC). Gorski has created a model online community of practice based on the principles of multicultural education. In his view, MC is dedicated to societal, school, and personal change. As Gorski sees it, the goal of MC is transformation of society, education, and self by a process of ongoing re-examination. He proposes that the purpose of a multicultural critique of modern education is the remediation of discriminatory practices (Gorski, 1999).

Gorski summarizes the assumptions and goals of multicultural education as follows. This information was originally presented in multicultural education: A teacher's guide to content and process (Hernandez, 1989).

1. It is increasingly important for political, social, educational and economic reasons to recognize the US is a culturally diverse society.
2. Multicultural education is for all students.
3. Multicultural education is synonymous with effective teaching.
4. Teaching is a cross cultural encounter.
5. The educational system has not served all students equally well.
6. Multicultural education is (should) be synonymous with educational innovation and reform.
7. Next to parents (primary caregivers) teachers are the single most important factor in the lives of children.
8. Classroom interaction between teachers and students constitutes the major part of the educational process for most students.

Hernandez states the goals of multicultural education as follows.

1. To have every student achieve to his or her potential.

2. To learn how to learn and to think critically.
3. To encourage students to take an active role in their own education by bringing their stories and experiences into the learning scope.
4. To address diverse learning styles.
5. To appreciate the contributions of different groups who have contributed to our knowledge base.
6. To develop positive attitudes about groups of people who are different from ourselves.
7. To become good citizens of the school, the community, the country and the world community.
8. To learn how to evaluate knowledge from different perspectives.
9. To develop an ethnic, national and global identity.
10. To provide decision making skills and critical analysis skills so the students can make better choices in their everyday lives.

Based on the work of Banks, Gorski, Hernandez and other researchers we see there are common themes in multicultural education that all educators must address. MC is not an 'add-on', but a central principal of education. The melting pot metaphor is not valid; the United States is a culturally diverse society and will remain so. The very nature of constructivist based teaching and learning involves a 'cross cultural' exchange. Critical thinking about cultural knowledge and learning styles fosters better classroom experiences for all students. Ultimately, this process of critical thinking or reflection can transform our attitudes about culture.

Reflective Practice

Educational environments based on constructivist principles naturally place the learner at the center of the process. When multicultural curriculum and personal learning experiences are the subject matter of a course we have a chance to operationalize the concepts of multiculturalism and constructivism. In such an online environment, reflective writing, peer feedback, and facilitated discussion are powerful tools fostering critical thinking and personal transformation. These propositions are supported by a review of the literature regarding autobiographical writing in adult education, online community, and reflective practice. In this review, reflective practice is also considered as it relates to online learning and the theory of Transformational Learning.

Autobiographical writing. Autobiographical writing allows adult learners to re-examine life experiences. Karpiak has written about "...the transformative power of putting pen to paper" when adult students write about their lives. "The findings suggest that when adult learners undertake autobiographical writing in the context of adult education, they embark on a process of self-exploration and meaning making that, in turn, can promote the development of an enlarged view of themselves and the world around them." (Karpiak, p.1). Karpiak finds that adult students use autobiography to make sense of their lives. Additionally, the narrative writing process helps adults resolve painful memories, as they acquire developmental insight to their own learning process (Karpiak, 2000).

Working on autobiographical topics that are thematically aligned with the multicultural curriculum is a way to connect online course content with the learner's everyday life. Palloff sees this connection as an important element of learning in an online community. "In order to actively engage learners in the online learning process and to facilitate the meaning-making process that's part of the constructivist approach through which this learning occurs, the content of the course

should be embedded in everyday life. ...The process of connecting the learning gained from everyday life to the learning for the course not only creates a deeper sense of meaning for the participants, but it validates them as people who possess knowledge and who can apply what they know in other contexts” (Palooff, Pratt, 1999, p.116).

Asking learners to write authentically about their life experiences is asking them to take a substantial risk. Learners may be insecure about their writing ability. Some may be reluctant at first to share personal information with virtual strangers. It is for this very reason that online community must be established before such demands are made. The process of writing, sharing, and discussing personal narratives thematically aligned with multicultural curriculum content can build a community built on trust and mutual respect. This helps the learner to relate multicultural curriculum to their own experience. This aspect of online community can change a learner from feeling that they are an outsider surrounded by virtual strangers, to members of a supportive community of practice where they work with colleagues who share their concerns and passions.

Stephen Brookfield, Distinguished Professor, School of Education, University of St. Thomas, has written extensively on teaching, critical thinking, and reflective practice. He has also investigated the role of classroom discussion as an element of reflective practice. This research, based on traditional face to face teaching, also provides insights to online teaching practice. Brookfield’s research supports the idea that as a learning community grows; the sense of professional isolation reported by many teachers begins to dissipate (Brookfield, 1997). It is important to point out that sharing experience does more than create a communal bond; it helps one better understand personal experiences. “Talking to colleagues about what we do unravels the shroud of silence in which our practice is wrapped. Participating in critical conversation with peers opens us up to their versions of events we have experienced. Our colleagues serve as

critical mirrors reflecting back to us images of our actions that often take us by surprise. As they describe their own experiences dealing with the same crises and dilemmas that we face, we are able to check, reframe, and broaden our own theories of practice.” (Brookfield, 1998, p. 197).

It can be difficult to analyze the assumptions present in autobiographical stories and discussion posts about personal experience. However, once the writer has gained some objective distance, self-analysis, prompted by questioning from colleagues, helps a thoughtful practitioner become more aware of their pre-dispositions. Indeed, Brookfield sees some sort of collegial feedback as essential to the process of critical reflection. “Becoming aware of our assumptions is a puzzling and contradictory task. Very few of us can get very far doing this on our own. No matter how much we may think we have an accurate sense of ourselves, we are stymied by the fact that we are using our own interpretive filters to become aware of our own interpretive filters. This is the equivalent of a dog trying to catch its tail, or of trying to see the back of your head while looking in the bathroom mirror. ...To become critically reflective, we need to find some lenses that reflect back to us a stark and differently highlighted picture of who we are and what we do.” (Brookfield, 1998, p.198).

Critical reflection. Jack Mezirow, best known for this theory of Transformative Learning, is an emeritus professor of adult education, at Teachers College, Columbia University. Mezirow draws important distinctions between reflection and critical reflection. "Reflection enables us to correct distortion in our beliefs and errors in problem solving. Critical Reflection involves a critique of the presupposition on which our beliefs have been built" (Mezirow, 1990 p.1). The concept that critical reflection involves examining pre-dispositions is also supported by Brookfield who describes critical reflection as, "...a process of inquiry involving practitioners in trying to discover, and research, the assumptions that frame how they work.” (Brookfield, 1998,

p.197). Speaking about critically reflective practitioners in general, Brookfield goes on to describe, "...seeing [critically reflective] practice through four complementary lenses: the lens of their own autobiographies as learners of reflective practice, the lens of learners' eyes, the lens of colleagues' perceptions, and the lens of theoretical, philosophical, and research literature." (Brookfield, 1998, p. 197).

Transformational learning. It is a central tenant of Transformative Learning that when guided to reflect critically on our life experiences, we come to recognize themes of experience and learn to make new meaning that can change life long assumptions. Transformational Learning Theory was first proposed by Jack Mezirow. He describes this learner change process as follows, "The transformative process involves transforming frames of reference through critical reflection of assumptions, legitimizing moral values through agreement through discourse, taking action on reflective insight, and critically assessing it. In order for adult educators to facilitate this transformative learning, they should help learners to reach their objectives in such a way that they will become more autonomous, socially responsible thinkers. Moreover, they must select appropriate educational practices and actively resist social and cultural forces that distort and delimit adult learning."(Mezirow, 1997, p.5).

Mezirow's research is important to an understanding of how multicultural curriculum and constructivist online learning environments can interact to create a change in the learner. It could be argued that Transformational Learning Theory, a subset of constructivism, is the glue that unites the themes of this literature review.

Attrition, Retention, and Online Community

The research into attrition and persistence in distance education is based largely on earlier iterations of e-mail or two-way television based learning environments. For the most part, the distance education environments of the past were attempts to recreate the traditional classroom,

while using the emerging technology of the time. Virtual online learning environments offered by companies like WebCT, eCollege, Blackboard and others promote the use of threaded discussion between students in a community of practice. These environments enable collaborative and constructivist course design which is a radical departure from previous distance learning models. This style of learning online is new and evolving so fast that very little specific research on attrition and persistence exists as yet (Giles, 1999).

Following Vincent Tinto's lead, I am interested in the development of social and intellectual integration as it occurs in online environments and how social integration relates to learner persistence (Tinto, 1997). Tinto's theories of persistence and attrition in traditional college settings are the most referred to in the literature. Tinto has often been used as a starting place for examining attrition in distance education. Tinto asserts that persistence in traditional college settings is enhanced by both academic and social integration into the institutional culture. The weight of Tinto's research builds a very strong case for understanding retention and attrition in traditional undergraduate education (Tinto, 1997). How can Tinto's insights be applied to distance education?

Many researchers (Kember, 1989; Morgan, 1999; Woodley, 1987; Woodley, 1983) have worked to build an understanding of distance education attrition based on the more complete research into attrition and persistence in traditional college settings. However differences exist between traditional and distance education. Kember points out that many of Tinto's findings are based on younger students who are attending four year institutions full time. Since the distance learning population is comprised primarily of adult learners working part time, in isolation and outside a social structure, the validity of generalizing research done on younger undergraduate populations is called into question (Kember, 1989).

Still much of Kember's early description of distance education (quoting Keegan) applies to modern web-based thread centered learning environments. Kember mentions in part:

1. the 'separation of teacher and learner
2. the influence of an educational organization
3. the use of technical media (usually print) to unite teacher and learner
4. the provision of two way communication
5. the possibility of occasional meetings for both didactic and social purposes
6. the participation in an industrialized form of education that if accepted contains the genus of radical separation of distance education from other forms

While these characteristics do describe modern-day online learning, there is a noticeable absence of learner to learner interaction. In fact, the prediction in the last description seems particularly apt. It has just taken years of evolutionary change to deliver truly revolutionary medium – the modern web based, collaborative 'classroom'.

Earlier researchers, course designers, and instructors, based on the technology of the time, accepted that distance learners acted in social and academic isolation from each other. In the old style of distance education, communication was mostly limited to a student – teacher interchange. Much of early distance education was focused on extending the reach of the lecture hall where isolated students could take notes. Many of the variables describing persistence and attrition decisions attempt to predict how that student in isolation will respond to other real world pressures on time and attention span. In the late 80's, Kember identified the real world variables that influence attrition as either learner characteristics or circumstances. Intrinsic learner characteristics like educational background, motivation, and personality were seen as slow to change. Specific circumstances in the learner's life such as health, finance, occupational changes,

and family relationships were identified as faster to change. It was established that both sets of variables have an impact on the persistence of the individual distance learner. Additionally some of these variables are beyond the reach of the educational institution. Kember identified these characteristics and circumstances (especially finances and family matters) as considerably more significant for older distance students who are often supporting families and working full time, than for the younger students attending traditional schools (Kember, 1989).

What can be done to 'hold' a learner in the face of so many distractions? To answer this question and make practical use of attrition research, it becomes essential to focus on the variables within the control of the course designer, instructor, and institution.

Morgan & Tam assert in their 1999 qualitative study that all distance students intermittently face the drop or persist decision. They state that a positive push from the instructor or the institution can make a critical difference. They note the most common reason given for dropping out of any class, (face to face or online) is lack of time. Underlying this superficial first 'excuse', they found a complex and interwoven set of variables. They found that all dropouts experienced a combination of variables from all categories, with *at least one or more* in the institutional domain [emphasis mine]. Morgan & Tam identified the following institutional or course design elements as significant:

1. Problems with course schedule and pacing
2. Learning materials arrived late
3. Insufficient feedback on assignments
4. Insufficient/ unsatisfactory communications with academics
5. Missed contact with other students
6. Inflexible course structure

7. Problems getting academics to call back
8. Course content was wrong or outdated
9. Problems with additional resources
10. Unit design and quality issues
11. Bureaucratic bungling
12. Confusing changes to the course

So what variables can an institution or an instructor control that will maximize the chances for student persistence? “By carefully identifying and dealing with the barriers that are within its influence, institutions may well find that such actions are sufficient to persuade more students to continue with their studies despite the existence of other apparently more obvious and formidable barriers (Morgan, 1999).

Tinto’s more recent research focuses on the quality of classroom instruction and student interaction as a predictor of student persistence and attrition. As he states in his 1997 study, *Classrooms as Communities*, “What we do not yet know, or at least have not yet adequately documented, is how involvement is shaped within the context of differing institutions of higher education by student educational experiences. And though we have a sense of why involvement or integration should matter (e.g., that it comes to shape individual commitments), we have yet to explore the critical linkages between involvement in classrooms, student learning, and persistence. In effect, we have yet to fully understand the educational character of persistence in higher education.” What I find most significant is that Tinto is now investigating the effects of learning communities and collaborative learning strategies on student persistence. Tinto finds significant relationships between course structure and design and persistence. He calls for further investigation as well as a change in the traditional university structure (Tinto, 1997).

K-12 education has long been aware of the power of learning communities and collaboration. However traditional higher education remains dominated by the last century model of the sage on the stage. Tinto sums up the current situation nicely, “What we do know is that students’ participation in the college classroom is relatively passive, that learning appears to ‘a spectator sport in which faculty talk dominates’ (Fischer & Grand, 1983) and where there are few active student participants (Smith, 1983; Karp & Yoels, 1976; Nunn, 1996)” (Tinto, 1997 p. 599).

I took to heart Morgan’s advice and focused on elements of instruction that were within my control as a course designer and instructor. I sought to enhance community and commitment throughout the course design for Teaching with a Multicultural Experience. Specifically, I concentrated on these elements identified by Morgan and Tam:

1. Insufficient feedback on assignments
2. Insufficient/ unsatisfactory communications with academics
3. Missed contact with other students
4. Inflexible course structure
5. Problems getting academics to call back
6. Course content was wrong or outdated
7. Problems with additional resources

The self revealing, high risk learning activities demanded in Module 4 were predicated on a sense of trust and belonging built by the previous five weeks of sharing and discussion.

Learners were asked to set the ground rules for discussion early on as a way of democratizing the dialog. Several less threatening personal narratives were shared before learners were asked to reveal personal experiences with injustice. Specific and timely feedback on assignments was

offered throughout the course. This was especially true during the emotion packed public and private discussions about the Language of Closet Racism (Gorski, 1995).

There were no dropouts in the first or second session of the course. Although several learners privately shared their concerns and struggles with me in their reflective journals, all completed the course.

Rationale for Media Selection

Linda Harasim frames this discussion of media selection when she states, “The real question...is not whether a course can be done online but what is the best media mix to achieve the goals of the course *within the constraints of the available resources or geographic dispersion of the students* [emphasis mine]. More fundamentally, how should the media be used? What approaches to teaching and learning are most effective in a computer networking environment?” (Harasim, Hiltz, Teles, Turoff, 1996, p 24).

The constraints Harasim speaks of are evident in the choice of media for this class. The UNI Online Professional Development Program ‘unwritten’ guidelines discourage the use of a printed textbook because delivery delays are common with overseas learners. Another consideration is that many learners register for classes at the last minute leaving no time to ship printed or pre-packaged materials before classes begin. These marketing realities dictate some of the limitations in media. Additionally, the use of bandwidth intensive technologies is discouraged because it might exclude overseas customers. Rather than use a course management system like Blackboard or WebCT, instruction is delivered via basic text intensive html pages with few graphics. Other technologies include generic listserv software for discussions and web-forms that generate e-mail responses to the instructor. Since many overseas participants have slow and expensive Internet connections, web pages are designed to load quickly, minimizing

wait time for low bandwidth, dial up modem users. Most threaded discussion software does not run well for dial up users. Accordingly, e-mail was chosen as the means for facilitating discussion because it also requires less bandwidth. An alternate technology for online discussion is the QuickTopic bulletin board system. This technology was presented as an option for those wanting to keep their reflective journals online. QuickTopic is free and works well with dial up modems. Bandwidth limitations also argue against the use of multimedia technologies. Should alternate technologies like streaming audio, or video be introduced, every effort must be made to provide low bandwidth alternatives. Learners cannot be disenfranchised by technical choices; a concept eloquently verified by Palloff, "The technology must be available to and useable by all participants. The most beautifully constructed site, complete with graphics, audio, and video is useless to a participant working with older technology." (Palloff, Pratt, 1999, p. 59).

Instructional Strategies and Learning Theories.

The theory of Constructivism infuses the student learning experience and facilitation philosophy presented in this course. Constructivism holds that "knowledge is individually constructed and socially co-constructed by learners based on their interpretations of experiences in the world" (Jonassen 1999, p. 217). As applied in this design, constructivism is making personal meaning from learning experiences that prompt a change in a learner's assumptions. The implication is that to grow, a learner must move from what they are comfortable knowing, to newly constructed insights.

At the same time, the design principles embodied by Gagné's Nine Steps of Instruction provide an underlying structure for each module and the entire course. Gagné's Nine Events of Instruction are widely accepted principles for lesson design (Gagné, 1992). The Nine Events are:

1. Gain attention

2. Inform learner of objective
3. Stimulate recall of prior knowledge
4. Present the material
5. Provide guidance for learning
6. Elicit performance
7. Provide feedback
8. Assess performance
9. Enhance retention and transfer

Gagné's cognitive approach to design and learning suggested both a sequence of instruction and guide for learning that I used as I created this course. Each module of instruction is presented in the same pattern: Introduction; Readings; Activities; Evaluation. This pattern follows Gagné's steps closely. The introduction gains the learner's attention with an appropriate quotation, lists objectives for the module, and stimulates recall via an introductory thematic lecture. Online readings present the learning material of the module. The activities section provides guidance for learning and elicits a series of specific performances. Interwoven into these performances is feedback from peers and the course facilitator. Learning performances include class discussions of the reading. Additionally writing, sharing and discussing personal narratives is a repeated element in the course. Finally, keeping a reflective journal is required in every module (and published at the end of the course). Assessment and self-assessment are built into the course design via rubrics to measure discussion participation and reflective writing quality as seen in Appendix D and Appendix E. All of these performance activities tend to enhance retention and transfer. Gagné's influence can also be seen in the performance objectives of this module.

Tables 2 and 3 illustrate the relationship between the performance objectives of Module 4, the learning activities of the module, and Gagné’s Nine Events of Instruction.

Table 2.

Performance Objectives 1 – 6 , Instructional Strategies, Learning Theories

Performance Objectives	Instructional Strategies	Gagné’s Events
Objective 1: After taking the module, learners will analyze the “Language of Closet Racism” as described by Gorski (1995).	Reading material. Reflective journal entries and discussion response.	Present Stimulus Material Present material Provide feedback
Objective 2: After taking the module, learners will express themselves in an authentic way.	Reflective journal entries, discussion response, and personal narrative publication.	Present Stimulus Material Stimulate Recall of Prior Learning Provide feedback
Objective 3: After taking the module, learners will produce reciprocal interpersonal communication.	Reflective journal entries, discussion response, and personal narrative publication.	Present Stimulus Material Stimulate Recall of Prior Learning Provide feedback
Objective 4: After taking the module, learners will explain the value of relating effectively to individuals from various groups other than one’s own.	Reflective journal entries and discussion response.	Present Stimulus Material Provide feedback Enhance retention and transfer
Objective 5: After taking the module, learners will critique their own ability to listen to others and perceiving others’ perspectives.	Reflective journal entries and discussion response.	Present Stimulus Material Provide feedback Assess performance
Objective 6: After taking the module, learners will explain the multifaceted nature of cultural identity.	Reflective journal entries and discussion response.	Present Stimulus Material Provide feedback Enhance retention and transfer

Table 3.

Performance Objectives 7 – 12, Instructional Strategies, Learning Theories

Performance Objectives	Instructional Strategies	Gagné's Events
Objective 7: After taking the module, learners will recognize respect for human dignity and the rights of each individual.	Reflective journal entries and discussion response.	Present Stimulus Material Provide feedback Enhance retention and transfer
Objective 8: After taking the module, learners will identify experiences of institutional injustice involving racial, gender, class, or ethnic prejudice.	Discussion response and personal narrative publication: Experiences with Injustice.	Present Stimulus Material Stimulate Recall of Prior Learning Provide feedback
Objective 9: After taking the module, learners will analyze the impact of one's personal history and cultural experiences as majority or minority group members.	Reflective journal entries, discussion response, and personal narrative publication.	Present Stimulus Material Stimulate Recall of Prior Learning Provide feedback
Objective 10: After taking the module, learners will evaluate their self-awareness and confront ingrained habits of mind regarding cultural and racial stereotyping.	Reflective journal entries and discussion response.	Present Stimulus Material Provide feedback Assess performance
Objective 11: After taking the module, learners will critique learned attitudes about race, gender, and class.	Reflective journal entries and discussion response.	Present Stimulus Material Provide feedback Assess performance Enhance retention and transfer
Objective 12: After taking the module, learners will evaluate the impact of prejudice and bias on their personal philosophies and teaching methods.	Reflective journal entries, discussion response, and personal narrative.	Present Stimulus Material Provide feedback Assess performance Enhance retention and transfer

Constructivism and community. It can be argued that a well crafted online learning environment should be a supportive, diverse, multicultural community. This assertion comes from my real world experience as an online teacher and learner. The most effective courses I have taken or taught all had a strong sense of community. I felt it particularly important that a course in multicultural education be presented in a rich, interdependent online community. I wanted to show in the course design, a respect for democratic, inclusive, principles. The top down, lecture based, authoritarian structure of a traditional graduate class clashes with the fundamental principles of multiculturalism.

Autobiographical revelation is a recurrent element of this course design. The autobiographical theme is present in discussion and reflective journal prompts as shown in Table 4. Additionally there are three specific autobiographical writing assignments required during the first half of the course; in Module 2 learners report on the diversity and culture of their school. In Module 3 learners recall a painful learning experience. Autobiographical and reflective writing are particularly important in Module 4 when learners write about a personal experience with racial, gender, class, or ethnic injustice in a school setting.

These personal narrative and reflective journal activities help the learner discover their pre-existing cultural attitudes. If a learner becomes aware of the rules they use to make meaning of the world, they should be able to challenge those rules. This can lead to transformational learning experience. Relying on autobiographical and reflective writing to promote learning is supported by the concepts of Transformative Learning, a constructivist learning theory proposed by Jack Mezirow. According to Mezirow, transformation occurs as the student learns to reflect on and change their established attitudes, “We transform our frames of reference through critical reflection on the assumptions upon which our interpretations, beliefs, and habits of mind or

points of view are based. We can become critically reflective of the assumptions we or others make when we learn to solve problems instrumentally or when we are involved in communicative learning. ... Self-reflection can lead to significant personal transformations.” (Mezirow, 1997, p.11). Palloff also notes the importance of transformational learning theory in the online environment. “The goal of transformative learning is to understand why we see the world the way we do and to shake off the constraints of the limiting perspectives we have carried with us into the learning experience.” (Palloff, Pratt, 1999, p.129).

Module 4: specifically seeks to push learners towards Mezirow’s Critical Reflection by asking for a “critique of the presupposition on which our beliefs have been built.” (Mezirow, 1990 p.1). This is accomplished through the ‘shock device’ of the Implicit Association Test (IAT). This online interactive ‘twitch test’ measures a subject’s degree of unconscious prejudice. The IAT website is hosted by Harvard University. Research into the reliability and validity of the IAT has established it as a credible, if controversial instrument (Nosek, Banaji, Greenwald, 2003). This interactive online activity is paired with a discussion of Gorski’s *The Language of Closet Racism*; a provocative look at how the unconscious use of language identifies racist attitudes (Gorski, 1995). These activities are designed to meet the stated goal of Module 4: Educators will discover and confront their pre-dispositions about ethnicity, race, gender-bias, and class.

In some cases learners achieve a breakthrough, recognize their negative pre-dispositions, and change their mind set. In other cases, fear, un-awareness, and dis-ownership prevails (Gorski, 1999). Some learners resist thoughtful reflection and transformative change. This is when the facilitator should look for and privately praise any instances of authentic voice seen in the reluctant learner’s discussion posts or reflective journals. This follows Brookfield’s advice,

“The discovery; honoring, and expression of an authentic voice are genuinely transformative processes” (Brookfield, 1995, p.47).

Keep in mind that the learning that takes place in Module 4 comes at the midway point in the class. The learning experiences leading up to Module 4 develop a safe learning environment. From the very first, weekly reflective journal entries are shared with the instructor. The reflective journal process is privately coached in a one on one dialog with the instructor throughout the course. At the end of the course, the learner publishes their weekly reflective journal. This is an intentionally recursive structure. Palloff sees the ongoing practice of reflection as essential to online learning, “...transformative learning is actually a complex series of interactions that is multidimensional. It is what Robert Hargrove (1998) calls triple loop learning, which he describes as ‘learning [that] involves altering the particular perspective, underlying beliefs, and assumptions (or old rules) that shape who we are as a human being—what we identify with’ (p. 62). In this process learners do not complete one set of reflections and then move on to the next. Instead, they may visit the next level while returning to previous levels to further reflect on the learning contained there.” (Palloff, Pratt, 1999, p. 130).

Table 4 below shows the relationship between the reflective journal prompts for Module 4 and Constructivist / Transformative Learning Theory.

Table 4.

Module 4. Reflective Journal and Personal Narrative Discussion Prompts

Journal Prompt	Learning Theory
Review your journal reflections to date. Relate instances of fear, unawareness, or dis-ownership as Gorski explains them in his article.	Constructivism Transformation
What are of the connections or themes you found in the stories about injustice this week? Which themes did you find interesting? Why?	Constructivism Transformation
Did you have difficulty remembering an incident or pinpointing when you first recognized prejudice or discrimination in a school setting? If so, why?	Constructivism Transformation
Did the stories remind you of additional incidents in your own experience? Describe one of those incidents in detail.	Constructivism Transformation
Have you ever confronted a student or colleague about prejudiced behavior? How would you define confrontation? What are the consequences of confrontation in your institution?	Constructivism Transformation
What is your 'comfort level' with reflective journal writing? What is your comfort level with the IAT? Describe how you feel when doing these activities.	Constructivism Transformation
Do you feel you were an active participant in this week's discussions? If not, why not?	Constructivism Transformation
How do you feel about sharing your personal story of injustice or discrimination?	Constructivism Transformation
How does story telling help you make meaning out of your experiences?	Constructivism Transformation
What did you learn from your own experience or from someone else's story that might prompt you to change your teaching philosophy or methods?	Constructivism Transformation

Subject Matter Expert Reviews

The formative evaluation for this project involved course review by different subject matter experts. The Online Project Director, Joan Vandervelde reviewed a first draft of each module. Ms. Vandervelde acted as both a technical editor and subject matter expert. She offered suggestions on the sequence and variety of learning experiences. She was the person who could, "...look at the instruction through the target population's eyes and react." (Dick, 2002). Although Ms. Vandervelde is the project director, she offered suggestions, not mandates. Explaining my learning concepts to Ms. Vandervelde helped me clarify my thinking.

In the fall quarter of 2002 I taught the first session of this course. I hired Ms. Datta Khaur to work with me as both a co-facilitator and subject matter expert reviewer. Ms. Khaur is a skilled online educator with personal and professional experience in multicultural education. She was able to offer, "...special expertise in the content area of the instruction." (Dick, 2002). Ms. Khaur offered weekly feedback on the readings, discussion prompts, and reflective writing requirements of the class. She also participated in the facilitated discussion and provided summary posts of discussion themes. The summary posts proved to be particularly useful and will be continued in future sessions of the class. During weekly phone calls we discussed student responses and individual learner characteristics. We also conducted several phone conferences regarding the learning experiences in Module 4. We discussed instructor time management issues. Specifically the great deal of time it takes the instructor to respond to the learner's reflective journals. We discovered a duplication of effort in the weekly Evaluation Checklist activity. This activity prompted learners to enter reflections in a text box on the checklist form. Reflections submitted via this form tended to be shallow. At the same time, the reflective journal entries were proving to be particularly robust. The Checklist form was changed. The text entry

box was left on the form with new directions asking the learner to ask the instructor procedural questions. Working with Ms. Khaur during the course convinced me to team-teach the course whenever possible. Sharing the power role of facilitator with an ethnic female helped to democratize the environment.

The course was taught a second time in the spring of 2003 by Phyl Burger a seasoned online instructor in the UNI Online Professional Development Program. Before the second session of the class was taught, Ms. Burger and the Program Director Joan Vandervelde reviewed the course. During phone conferences we agreed to add rubrics for evaluating discussion postings and reflective journal writing. These rubrics were provided by the program director and adapted by Phyl Burger. I approved the use of the rubrics and discussed possible methods of presenting an online grade book. I monitored the class while it was being taught. At the end of the second session we again discussed the intense requirements of responding in depth to student reflective journals. We also reviewed the technical demands of publishing student narratives on the web. We discussed eliminating one or two of the personal narratives since UNI was unable to provide new software or technical support for web publications or reflective journal publications. No decision was made at that time. Another design change suggested by the formative evaluation received from other instructors and the subject matter expert was to extend the time for module 4. This might ease both instructor and learner time management problems. It may be feasible to extend module 4 into a two week time frame. I have yet to make a final decision.

On the following page, Table 5 summarizes the feedback I received from subject matter experts and the revisions I have made or am considering.

Table 5.

Expert Review: Suggested Modifications

SME Suggestions	Possible Revisions	Technical Notes
Reflective Journal Response Demands on instructor time are too great.	Cut down on response. Change email response method. Develop boilerplate response language for common concerns.	Investigate Blog software to develop private/public shared writing environment Address privacy & safety concerns
Need for a weekly summary of discussion themes.	Instructor provides model for thematic summary of discussions. Learners assigned task of summarization early on.	Add summary code to email headers.
Consider possibility of team teaching the class.	Propose team teaching model to UNI. Find willing guest lecturer.	Weekly phone calls with phone conference technology?
Consider guest lecturer approach.	Find willing guest lecturer. Seek funds for guest lecturers.	Develop a way to archive guest lecture discussions.
Remove redundant reflective prompt from weekly checklist form.	This was done before second session was taught.	Maintenance of FrontPage forms requires considerable technical expertise. Barrier for other instructors who might teach the class.
Add comments and questions prompt to weekly checklist.	This was done before second session was taught.	
Streamline web publishing of student personal narratives.	Web publications were reduced in the second session.	Use Blog software to automate publishing process and create reflective space for the participant.
Develop point based rubrics for discussion and journal content	Rubrics adapted and added to course content.	Need an improved online grade book. Current system is labor intensive.
Consider changing the length of the module.	No change in module lengths was made.	

Critique

I entered the WGU program in 2001. Over the past four years I have retired from classroom teaching and created a new career as an online teacher, course designer, ed-technology consultant and curriculum developer. While all this was going on, I sporadically pursued my WGU course work. Much to my surprise, what initially looked like abstract academic theory, proved to be just what I needed to know to cope with the challenges of becoming a consultant and developer. I no longer question the wisdom of starting another master's degree just as I was finishing my first graduate degree program. The highly individualized, self paced WGU program allowed me to apply what I was learning to some immediate demand in my new working world. Admittedly, the process of applying what I've learned has been a recursive and somewhat sloppy process. Sometimes insights gained from this course of study came just when I needed them. Other realizations arrived after I'd blundered or wasted time. Regardless of timing, WGU has helped me learn from my mistakes and grow as a teacher and learner. Bottom line: eventually everything fit. This learning experience hasn't been abstract, it has been empowering.

This Capstone Project details my work creating an online class. I've written seven online graduate courses during the past few years. Teaching With a Multicultural Perspective was the second course I authored. 'Capstone' is an appropriate description for this process. Creating this report has helped me reflect on my growth as a course designer and as a teacher. When I did the initial subject matter research and design for Teaching With a Multicultural Perspective I worked intuitively, drafting and revising, struggling to absorb content knowledge as I put together an effective sequence of learning activities. Looking back on this process, I mutter the refrain of the lifelong learner, "I wish I knew then, what I know now." Now that I understand more about learner and needs analysis; now that I can systematically think about the nature of clients and

stakeholders; I realize I should have said no to UNI's offer. I took the job without properly determining if there was an audience for the course. As a result I spent a great many hours developing a course that didn't sell. The design process took months. The financial return on the time investment was negligible. I have rescued my time investment by using this course as the centerpiece of my Capstone Project. What I've learned by doing this is more valuable than any paycheck.

The learner analysis methods taught in the Instructional Design and Performance Improvement Domain are essential tools I didn't have when I began the MC design. This knowledge would have alerted me to the difficulties I faced while trying to define the entry behaviors and attitudes of an international audience with widely varied technical skills and professional development needs. As I came to understand the power of a needs analysis, learner analysis, and task analysis, I applied these methods to the development of another course I was creating for the Illinois Mathematics and Science Academy. This led to a successful course design, developed in much less time. That design opened the door to full time employment with IMSA as an online curriculum developer and online instructor.

My Management and Improvement Project made it clear to me that I'd taken the multicultural assignment without doing a proper analysis. As I came to think of UNI in terms of clients and the stakeholders I gained a more realistic understanding of the barriers and risks I was experiencing. I'd naively accepted the project director's hunch that there would be a market for the class. If I had done a proper analysis, I would have declined the offer.

My WGU training has prompted a fundamental change in the way I approach all new design tasks and all new employment opportunities. Before WGU, I would jump in without analyzing a job. I would quickly scan an online environment and make assumptions on first

impressions. Now, I'm better organized and far more realistic about what it takes to create effective and commercially successful designs. I demand more precise descriptions of the product. I help the client refine their expectations. I seek information about institutional realities. I define the deliverables as precisely as possible before I make a commitment. I'm also more aware of the importance of team dynamics and the need for project management skills. I approach each new design situation filled with questions. Who are the decision makers? Do the decision makers really know what they want? Are they willing to listen to my input? Are deadlines and budgets realistic? Now my decisions are based more on data and less on enthusiasm.

Awareness of project management fundamentals helped me transform my attitude about planning and meetings. Before my WGU training I was impatient with the big picture strategizing needed to get a complex project on track. Now I hesitate to participate in ventures unless there is a strong project manager, and a well established planning process.

The formal training I received in the Management and Innovation, and Technology Integration Domains helped me appreciate my UNI Project Director's skills. Joan Vandervelde was able to balance the political demands of university work against the market driven realities of building an online program from scratch. She created a pioneering program, one class and one course author at a time. I was fortunate to be one of those course authors, eventually writing three courses for the program. My desire to understand the stakeholders helped me anticipate the consequences of university's traditional attitudes about online teaching and learning. I was not surprised when the need arose to move the professional development program to a more progressive system that valued online learning. I was able to offer the program director strategic advice based on what I'd learned at WGU. Our in-depth discussions about the program, the

dynamics of online learning, and the realities of the market place eased the transition as we moved the Online Professional Development Program to a new university.

The research skills I learned when I first started my WGU program have been essential to my professional growth. I was able to gain subject matter knowledge quickly when I began the multicultural design. My initial literature review worked to establish a strong foundation for instruction that addressed the essential issues of multicultural education. My research helped me make solid decisions about the learning experiences I chose for each module of my class. Knowledge gained during the Research Fundamentals Domain also allowed me to take on the MC assignment with confidence. Based on the competency testing and class work I'd done at WGU, I believed that I could develop enough subject matter expertise in MC to create a solid class.

I chose to do the Research Fundamentals Domain first because I doubted my ability to cope with statistics. The 16 week online class at Jones International University was the most challenging graduate course I have taken. It was way outside my comfort zone. I did pass the class, with considerable effort. While I have no talent for statistical analysis, I can now appreciate its value. I had viewed statistics as an abstract science that didn't apply to my pragmatic needs as a classroom teacher. The world I work in now is more complex than the traditional face to face classrooms where I was so comfortable. I learned that statistics help you to think about highly complex problems with multiple factors. As a classroom teacher I relied on experience and common sense as I selected and tested methods. I could quickly see results and change tactics when things weren't working. This effective, small scale formative loop doesn't work on big projects with large groups. The epiphany was realizing that through statistical

analysis you can juggle more variables than anyone could ever keep in their mind and have some certainty about the outcome, before seeing the results.

I came to WGU with extensive teaching and online learning experience. I'd already used online graduate education to escape the claustrophobic confines of teaching in a rural school district. I was also beginning to recognize the limitations of my ingrained habit of mind. I would only reason from the specific reality of the learners before me. My world was what I saw in my classroom, school, and district. I would reinvent the wheel, rather than build on valid and reliable research based knowledge. In 2001, I was completing a specialty degree in online teaching and learning. I had taught about 20 online professional development classes, and had just written my first online course. I was connecting with research again after a long drought. But a habit of mind is hard to change. I was still reasoning from the specifics of my personal interactions and guessing at the larger picture. This perspective limited how I thought about learning, systems, and my career. I wasn't defining problems in multiple dimensions. I tended to simplify things and then act on my common sense instincts. My instincts were good, but instinct alone isn't enough to solve large scale multi-dimensional problems.

I recognize myself in Stephen Brookfield's description of teachers and learners, "To some extent, we are all prisoners trapped within the perceptual frameworks that determine how we view our experiences. A self-confirming cycle often develops whereby our uncritically accepted assumptions shape actions that then only serve to confirm the truth of those assumptions. We find it very difficult to stand outside ourselves and see how some of our most deeply held values and beliefs lead us into distorted and constrained ways of being. To become critically reflective, we need to find some lenses that reflect back to us a stark and differently

highlighted picture of who we are and what we do.” (Brookfield, 1998, p. 1). Brookfield’s insights apply to both my course design and experiences as a learner.

This is why my WGU training has been invaluable. I have found my lenses. I’m able to think about large system dynamics while applying principles of instructional design to my work. Lessons learned while I designed my second online course have been applied to all of my subsequent design work. The research and reflection generated by this Capstone Project informs my thinking as I continue to build online learning environments and grow my business.

The specific lessons learned about the design of Teaching With a Multicultural Perspective are detailed in the following tables. Once again, my WGU experience applies to the real world. My course has been accepted as an elective in a new online master’s degree program at the University of Wisconsin-Stout. I’ve agreed to teach the course again during the 2005 summer session. I’m highly motivated to revise and improve this course. What might be seen by some as an academic exercise is of vital interest and practical value to me. This sums up my experiences at WGU.

Table 6 describes the strengths of my instructional product. Table 7 details the product's weaknesses. These tables display the revisions suggested during the subject matter expert review as well as new ideas that have occurred to me during the process of writing my Capstone Project.

Table 6.

Instructional Product Critique: Strengths

Strengths	Possible Revisions	Technology Notes
Effective use of reflective journal for intimate conversation with instructor.	Reflective journal writing should be specifically taught earlier in the course.	Investigate Blog software to develop private/public shared writing environment.
Discussion prompts provoke strong dialog.	Institutionalize summary techniques group discussions, student moderators.	Acquire modern threaded discussion software.
Strong research based foundation for personal narrative methods.	Develop ongoing community space for shared narratives.	Investigate Blog software to develop private/public shared writing environment.
Excellent online readings.	Continue to research and add more optional and required readings. Have students find and recommend new readings.	Find a way to automate link Checking. Acquire online library research access for instructor and student.
Innovative use of interactive website (IAT). Provides provocative experience.	Provide earlier, lower threat IAT experience as scaffold. Have participants investigate research supporting IAT methods.	Include IAT compatibility information in FAQ. Develop automated browser check system. Upgrade minimum tech requirement.
Module 4 comes when intimacy and trust have been established.	Consider length of module.	

Table 7.

Instructional Product Critique: Weaknesses

Weaknesses	Possible Revisions	Technology Notes
Reflective Journals are impermanent captured in email dialog only.	Provide web based private journal space	Reflective journal writing should be specifically taught earlier in the course.
Publishing narratives is time intensive.	Automate or by pass publishing process.	Investigate Blog software to develop private/public shared writing environment.
Facilitation of discussion puts intense time demands on instructor.	Move one discussion to Module 3 or increase time span for Module 4.	Rewrite web pages.
Too many high intensity tasks for a one week module.	Consider revision of Module 3 & 4. Move language of racism discussion to Module 3.	Rewrite web pages.
Email exchange is cumbersome, difficult to maintain focused conversation, prone to spam, and viruses	Replace email dialog with threaded discussion.	Acquire modern threaded discussion software. Add instant messenger discussion.
IAT technology requirements may exclude some participants.	Develop text based alternatives. Find readings that deal with the same issues as alternative assignment.	Include IAT compatibility information in FAQ. Develop automated browser check system. Upgrade minimum tech requirement.
Bandwidth limitations are creating learning limits.	Keep low bandwidth instructional pages. Add threaded discussion. Expand multimedia strategically.	Begin with flash audio lectures which duplicate intro/lecture text.
Read / Write / Respond repetition. Needs variety.	Use films. Use literature. Use a text book.	Acquire appropriate e-book rights to distribute.

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Appendixes

Appendix A. Performance Based Outcomes for Human Relations

Proposed by the University of Northern Iowa, School of Education, Human Relations

Committee. 2001

1. Demonstrates self-awareness and the ability to reflect.
 - a. Recognizes the impact of one's personal history and cultural experiences as majority or minority group members (k)
 - b. Values introspection to develop self-awareness and personal growth. (a)
 - c. Reflects on personality, learning styles and other diversity assessments. (s)
 - d. Values the significance of diversity. (a)
2. Respects human dignity and the rights of each individual
 - a. Believes in one's own intrinsic worth and the worth of others. (a)
 - b. Identifies and confronts de-humanizing bias in instructional materials including stereotyping, language, imbalance, invisibility, fragmentation and inaccurate representations. (s)
 - c. Utilizes a variety of appropriate assessment strategies and appropriately interprets assessment information. (k)
3. Relates effectively to individuals from various groups other than one's own.
 - a. Recognizes the multifaceted nature of cultural identity. (k)
 - b. Values opportunities to interact with members of various groups. (a)
 - c. Listens and is perceptive to others' perspectives. (s)
 - d. Participates in reciprocal interpersonal communication. (s)
 - e. Participates in cross-cultural settings. (s)
 - f. Presents self in an authentic way. (s)
4. Demonstrates awareness and understanding of values, lifestyles, perspectives, history, critical issues and contributions of several identifiable groups in society.
 - a. Names identifiable, broad based groups in our society such as: age, class, exceptionality, gender, sexual orientation, language, race, ethnicity and religion. (k)
 - b. Understands the social context of human growth and development of marginalized students. (k)
 - c. Values diversity. (a)
 - d. Uses skills of inquiry to investigate values, lifestyles, history and contributions of identifiable groups in society. (a)
 - e. Identifies, acknowledges and honors the resources of various groups in society. (s)
5. Translates knowledge of human relations into attitudes, skills, and techniques which result in favorable, inclusive learning experiences for all students.
 - a. Values awareness of individual needs, especially those different from one's own. (a)

- b. Demonstrates the ability to build pupils' self concepts, especially those with perspectives different from one's own. (s)
 - c. Values the use of a variety of teaching styles to meet the learning needs of all learners. (a)
 - d. Represents accurately various groups in visuals, role models, literature, history etc. (k)
 - e. Incorporates various perspectives in creating culturally responsive learning environments. (s)
6. Recognizes individual, institutional dehumanizing biases/discrimination and their impact on interpersonal relations, motivation, achievement and expectations for future empowerment and success.
 - a. Understands that bias is a learned behavior. (k)
 - b. Understands that racism and other, dehumanizing biases exist and have a negative impact on student leaning, development and relationships. (k)
 - c. Values the absence of dehumanizing bias/discrimination. (a)
 - d. Recognizes instances of racism and dehumanizing biases. (s)
7. Recognizes, confronts and compensates for dehumanizing biases in instructional materials, curricula, and programs.
 - a. Infuses multicultural, and gender concepts into the curriculum. (s)
 - b. Assures that students see themselves reflected positively in the curriculum and instructional materials. (s)
 - c. Identifies and confronts instances of stereotyping. (k-s)
 - d. Recognizes and values the needs of second language learners. (a)
 - e. Understand the dynamics of social and economic oppression. (k)
 - f. Knows the historical and contemporary issues related to civil rights. (k)
8. Understands the issues related to and promotes diversity, democracy, equity and social justice.
 - a. Values principles of democracy and equity. (a)
 - b. Promotes harmony and respect with a willingness to positively acknowledge differences and similarities. (s)
 - c. Effectively stops harassment, bullying and teasing. (s)
 - d. Recognizes the privileges of the dominating culture. (k)
 - e. Confronts students, colleagues and one's self about diversity issues. (s)
 - f. Engages in dialogue about issues of diversity without defensiveness. (s)
 - g. Models principles of democracy and equity. (s)
9. Recognizes diversity that exists in the United States and the world incorporating national, international, and global perspectives.
 - a. Differentiates multicultural, international and global perspectives. (k)
 - b. Investigates the diversity of the U.S. and other nations. (s)
 - c. Expresses value of cross cultural harmony to nations of the world. (a)
 - d. Defines self as a world citizen. (a)
 - e. Recognizes and expects diversity in the workforce and the citizenry. (a)
 - f. Recognizes the influence of social, economic and political systems of geographic region in which one lives. (k)
10. Advocates for equity and social justice in personal and professional settings.

- a. Confronts individual and institutional bias/discrimination in personal and professional settings. (s)
 - b. Invites and supports social projects with students. (s)
- (a) = attitude (k) = knowledge (s) = skill

Appendix B Activities Looking at Our Own Attitudes



Module 4: Activities Looking at Our Own Attitudes

This module contains 5 required activities, and many optional resources to explore as you have the time. You are asked to do several activities that require thoughtful, in-depth writing. Planning your work and acting on your plan early in the module, will lower your stress level and may improve your final product. Several activities require a response posted to the E-Mail List.

Activity 1: Introduction and Objectives

Review the introduction, objectives and evaluation rubric for our class. Be sure to submit the evaluation checklist form when you have completed the module.

Activity 2: Resources Review and Reading Reaction

Review this week's Lecture and readings, *The Language of Closet Racism* and *Eliminating Racism in the Classroom*.

Take the Implicit Association Test (IAT) and review the additional materials found on this week's Readings Page.

This week's readings and the IAT are designed to be unsettling. Post your response, or ask a question of your own to the class e-mail list.

- What is your gut reaction to the contention that we may be unaware of our own innate prejudice?

Activity 3: Experiences with Injustice

Have you experienced racial, gender, class, or ethnic injustice in a school setting? Describe an intentional or unintentional act by students, teachers, support staff, parents, or administrators that touched you. Post your story to the web publishing form found on the SiteMap.

Read your colleague's stories while considering the following questions, Post your response, or ask a question of your own to the class e-mail list.

- How do you feel about sharing your personal story of injustice or discrimination?
- Does story telling help you make meaning out of your experiences?
- Is there something you either learned from your own experience or from someone else's story that might prompt you to change your teaching philosophy or methods?

Email Subject Line: Mod 4: Act 3 Experiences with Injustice

Activity 4: Continue Working on Course Project

Continue working on your course project. If you do a bit each week, the end of the course will be less stressful for you! (No e-mail posting is required.)

Activity 5: Reflective Journal Questions

Each week Reflective Journal Questions will be listed for your consideration. Reflect on a few of these ideas or ask questions and offer answers of your own.

*****Reflective Journals are due by the end of the Module (Monday of each week).**

Record your responses in your Reflective Journal. A reflective journal entry could be just a paragraph or much longer. The idea is to think (and write) about your thinking.

- Review your journal reflections to date. Do you see any instances of fear, unawareness, or dis-ownership as Gorski explains them in his article?
- What were some of the connections you found among the stories about injustice this week? Were there any consistencies you found interesting?

- Did you have difficulty remembering an incident or pinpointing when you first recognized prejudice or discrimination in a school setting? If so, why?
- Did the stories remind you of additional incidents in your own experience? Describe one of those incidents in detail.
- Have you ever confronted a student or colleague about prejudiced behavior? How would you define confrontation? What do you think the consequences of confrontation would be in your institution?
- What is your 'comfort level' with this exercise? Are you feeling anxious, curious or both?
- Do you feel you were an active participant in this week's discussions? If not, why not?

TIP: Option A:

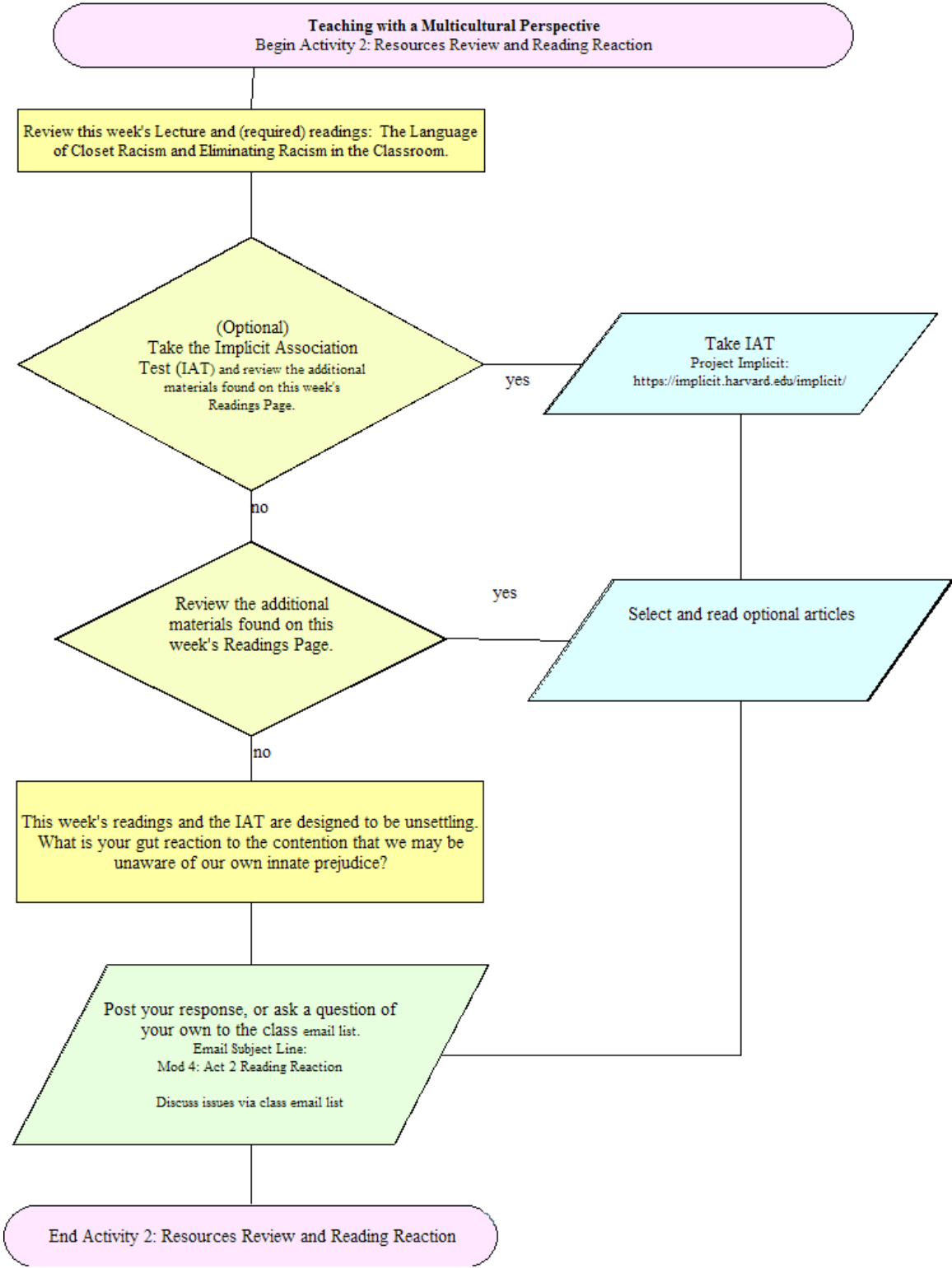
Start your reflective journal using the [Quick Topic message system](#) or a word processor.

If you use QT, be sure to email me an invitation to your message area.

Option B:

If you are word-processing your journal, use the Journal Drop box on the [SiteMap](#) page to send me a copy of your journal.

Appendix C Flowchart of Activity 2



Appendix D Discussion Rubric

CRITERIA	Exemplary	Proficient	Incomplete
Discussion postings include thought-provoking input and feedback designed to enhance communication from/with other participants	3 points Displays an understanding of the specific topic or comment under discussion. Posts at least three times per module to the e-mail listings in response to communication from other participants	1 point Displays some understanding of the specific topic or comment under discussion. Responses are vague. Posts less than three (3) times per module to the class e-mail list.	0 points Displays a little understanding of the specific topic or comment under discussion. Does not participate in the class e-mail discussions.
Quality of Writing	3 points Written responses are free of grammatical, spelling or punctuation errors. The style of writing contributes to open, honest communication.	1 point Written responses are usually free of grammatical, spelling or punctuation errors. The style of writing generally contributes to open, honest communication.	0 points Written responses frequently contain obvious grammatical, spelling or punctuation errors. The style of writing does not contribute to open, honest communication.
Complies with established workshop 'Ground Rules'	3 points Proactively participates in workshop in accordance with all group ground rules. All postings are respectful of others' ideas, opinions and feelings and assist in clarification of other participants' perspectives.	1 point Participates in workshop in accordance with all group ground rules. Postings generally are respectful of others' ideas, opinions and feelings.	0 points Does not comply with established group ground rules. Postings do not adhere to the ground rules of respect, confidentiality, and professionalism.
			TOTAL POINTS _____

Originally Developed by Lynn E. Nielsen. Professor of Education. Department of Curriculum and Instruction, University of Northern Iowa, Cedar Falls IA

Appendix E Reflective Journal Rubric

Reflective Rubric Evaluation Scale

CRITERIA	Exemplary	Proficient	Incomplete
Reflective Journal	3 points Evidence of strong reflective thought pertaining to personal perspectives and professional development. Reflective statements go beyond simply answering one or two questions to include a rationale underlying the use of specific strategies or materials.	1 point Evidence of some reflective thought pertaining to personal perspectives and professional development. Reflective statements contain some rationale underlying the use of specific strategies or materials.	0 points Little evidence of reflective thought pertaining to personal perspectives and professional development. Few if any reflective statements go beyond an accounting of what takes place in a specific classroom. Little if any rationale underlying the use of specific strategies or materials included.
			TOTAL POINTS _____

Originally Developed by Lynn E. Nielsen. Professor of Education. Department of Curriculum and Instruction, University of Northern Iowa, Cedar Falls IA

Appendix F Reflective Journal Directions



Reflective Journal

Your Reflective Journal will give you a place to keep track of your own learning. Here is where you record your questions, concerns, and thoughts. Additionally Reflective questions will be listed in the Activities of each module, and you may use the questions as prompts for your reflections. These questions relate to the Module theme, and are designed to provoke your thinking. **Answering any or all of the questions is Optional.** You are always free to develop your own questions and thoughts.

I will ask you to write your reflections at the end of each module. Do not send your reflections to the whole class, although you may want to use some of the ideas you develop in the Reflective Journal during our group discussions on the email list. Think of the Reflective Journal as working notes... not a finished essay or formal paper. You are recording your process as you travel through this course. At the end of our time together, you will look back and know where you have been.

Reflective Journal Electronic Options:

We work online and will use technology to share ideas. Here are two ways to submit your Reflective Journal.

Option A

You can write on the web using [Quick Topic](#). This collaborative tool creates a quick and easy message board that you and I share.

***The first time you sign in and set up your account remember to send me an invitation to join your 'QT'. Once we have connected it will be easy for me to monitor your work. By writing in this space, you allow me to 'look over your shoulder' as you work out your

ideas.

I will visit your QT space regularly, and I may occasionally comment. Think of this as a private conversation between the two of us...with you doing most of the talking.

Option B

You may also choose to word process your Reflective Journal. At the end of each module, use the 'Drop Box' web form found on the [SiteMap](#) to send me an update of your reflections. (Just copy and paste your journal entry into the form.)

As always, feel free to drop me a line with questions or comments.

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