

Tools and Strategies for Teaching Multicultural Education in Elementary Schools

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The Problem



As America becomes more diverse, teachers need to be prepared to educate the growing pluralistic society. The current issue with this research topic revolves around a lack of multicultural education resources for teachers and teacher apprehension towards including multicultural education into their pedagogical practices. This research study sought to find the best practices for integrating multicultural education and to understand what relevant research states about the significance of multicultural education at a young age.

Purpose of the Study



The focal point for this study was to heighten awareness of the importance of multicultural education and provide teachers with concrete strategies for teaching multicultural education. The aim was to answer the question: How do elementary school teachers effectively integrate multicultural lessons in their classes?

EXPERIENCES

Giving students the opportunity to touch, eat, or write a part of a culture makes multicultural education more meaningful.

E

VOLUNTEERS

Bringing in special guests on certain cultures can influence the success of multicultural education lessons.

V

Students who see themselves in literature have an opportunity to understand themselves and relate to people around them.

L

LITERATURE

A

Visual and performing arts can open the eyes of young minds to what other cultures are like.

ART

Results



Findings uncovered elements such as relatable children's literature, experts on culture, engaging art lessons, and other forms of media to creatively present other cultures to students. The results noted that teachers felt multicultural education is not taught enough, but that this type of education is necessary to teach important skills to students.

Implications



The common themes noted from this study show the validity of multicultural education in elementary schools. Multicultural education is imperative to showing students the similarities and differences they have among other people. The results showed how teachers feel there is still work to do in preparing educators to teach multiculturalism.

Methodology



This qualitative research study included elementary school teacher surveys and interviews. Survey questions included short-answer responses in which participants shared their perspectives towards multicultural education along with elements they deemed necessary for successful lessons. One-on-one interviews asked participants questions about the following topics: perceptions of multicultural education in the classroom, use of multicultural practices to teach elementary school, and strategies for best implementation of practices.