

Pedagogical Strategies for Teaching a Multicultural Education Course: From Safe Space to Brave Space for Community Learners

Citation:

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- The author asserts that students (i.e., education and non-education majors) that participate in multicultural education (see James Banks' Education in the 80s - Multiethnic Education & for more information about the origins of multicultural education) become aware of equality, diversity, classroom climate, and inclusion (see Nilholm & Göransson's *What is meant by inclusion?* article for the spectrum of inclusion).
- The author affirms that pedagogy (scholarship of teaching and learning - SoTL) is the reflective practice to improve teaching and student learning for P-20 students; pedagogy is an act that develops collective interests by developing relationships through the acquisition and dissemination of knowledge (definition of the purpose of education, and higher education).
- The author attests that SoTL practiced by instructors in higher education conduct action research with pedagogical (pedagogy depends on educators' field of study) content knowledge (PCK), engage in theoretical practices and strategies, implement inquiry-based (student-centered) curricula design, and communicate practices to the community that has specific purposes (i.e., assessment and evaluation).
- The author avows that there are seven pedagogical practices for instruction in higher education, which are: (1) advocate student-faculty relationship; (2) encourage interaction with students; (3) support active-learning; (4) provide effective, efficient, and relevant feedback promptly; (5) promote active involvement in the learning process; (6) adherence to high expectations; (7) embrace the diversity of the learning process.
- The author supports the necessity to develop an awareness of brave-safe spaces to allow for an enriching positive learning experience (physical or virtual); a safe space supports the fundamental tenet of building mutual respect through classroom norms (expectations); a brave space supports that ability for students to participate in activities (i.e., discussions, debates, or presentations) that extends outside the comfort zone.
- Brave-safe spaces are essentially the instructor creates a physical or virtual environment (safe space) that will allow the cohort the opportunity to engage in an environment that supports courageous conversations (brave space) that are challenging for students.
- The author substantiates that two common themes address students' (i.e., education and non-education majors) quality of learning experience associated with the environment and the

topics/themes, which are: (1) learning environments and experiences; (2) course topics and learning experiences.

- The author maintains that educators in higher education must implement pedagogical practices that employ three strategies that support the learning environments and experience, which are
 1. modeling of cultural humility,
 2. create brave-safe space for the learning process, and
 3. model positive student-instructor relationships and peer interactions.
- The author proclaims that modeling cultural humility to students (i.e., education and non-education majors) through engagement (i.e., instructor or guest lectures) allows for the development of a learning environment that supports empathy, compassion, respect, and trust; a 21st-century diversity in education course (i.e., multicultural education) in a teacher preparation program (TPP) integrates discussions, community and virtual cultural plunges, and engagement in state data repositories (i.e., Montana Office of Public Education’s Growth and Enhancement of Montana Students - GEMS).
- The author asserts that the development of a brave-safe space allows instructors and students (i.e., education and non-education majors) the opportunity to participate in courageous conversations that support the acquisition and dissemination of knowledge; safe space is the environmental factors influenced by the instructor and brave space is the humanity’s positive interaction.
- The author attests that the development of instructor-student relationships is essential before, during, and after sessions (classes) through high-quality interactions; developing an instructor role of you go, I will follow, or the instructor and student are both teacher and learners, benefiting from each other’s funds of knowledge (i.e., lived experiences).
- The author validates the necessity of implementing the Brazill I-S-C (Instructor-Student-Classroom) framework to bridge the gap between student and instructor responsibilities, and the physical or virtual environment for a diversity course in a teacher preparation program (TPP).

Stage 1: Preparation		
<i>Instructor</i>	<i>Student</i>	<i>Classroom</i>
Instructors develop content through the lens of Universal Design for Learning (UDL), conceptualize, design, and implement assessments, assignments, and inclusive content.	Students engage in teamwork with assigned groups and completion of assigned work (i.e., readings and assignments).	A virtual platform (i.e., D2L, Facebook, etc.) where the cohort and instructor(s) can reflect through discussion threads or journal writing.

Stage 2: Learning Environment		
<i>Instructor</i>	<i>Student</i>	<i>Classroom</i>
Teach who you are; instructors are the guides through the learning process, supporting students through challenging activities through the modeling of cultural humility.	Students engage in the role as learner and teacher through the learning process, development of positive student-instructor relationships, and cohort interactions in learning environments (physical or virtual).	A Brave-safe learning environment (physical or virtual) is developed through mutual respect and shared responsibilities.
Stage 3: Assessment		
<i>Instructor</i>	<i>Student</i>	<i>Classroom</i>
Instructors need to develop course alignment between outcomes and assessments, checking for student comprehension, and provide effective and efficient feedback to students.	Students are able to develop through discussion threads or reflection journals as a professional tool in the learning process.	A virtual platform (i.e., D2L) where the instructor(s) can perform course management and tracking and offer a platform for cohort activities (i.e., discussion threads and group projects).

- The author affirms that educators in higher education must implement pedagogical practices that employ one strategy that supports course topics and learning experiences, which is the alignment of learning outcomes with student involvement and assessments.
- The author validates that an effective, efficient, and relevant diversity course (i.e., multicultural education) in a TPP is divided into three phases, which are: (1) create a mindset (starting the conversation) - in this phase students (i.e., education and non-education majors) develop an awareness and understanding of touchstones, classroom norms, P-12 climate development (classroom environment), and development of an inclusive P-12 educational experience through instructors' modeling; (2) exposure to the D7s - students (i.e., education and non-education majors) collaborate in teams of 2-5 to develop presentations about an assigned topic (i.e., race, gender, sexuality, spirituality, age, socioeconomic status (SES), and ability) to present to the cohort, supporting student autonomy; and (3) praxis - students (i.e., education and non-education majors) are provided an Indian Education for All (IEFA) resource (i.e., An Indigenous People's History of the United States for Young People), lectures of history of IEFA, national and state standards (including essential understandings), lesson planning, and the participation in workshops (modeling professional developments); teams from phase 2 development lessons (quantity is dependent on the members in the team) that create a unit and present the lessons, rationale, and GEMS (Montana Office of Public Education's Growth and Enhancement of Montana Students) data school district's county data.

- The author substantiates the effectiveness of backward-design for a diversity course in a TPP that aligns with outcomes, engagement, and assessment, as the following table suggests:

Learning Outcomes	Engagement	Assessments
1. Assemble, reflect upon, and communicate evidence of increasing effectiveness as an instructor.	<i>Theme:</i> We teach who we are; teacher identity <i>Method:</i> Lecture/discussion/videos/literature	<i>Formative:</i> Discussion thread <i>Summative:</i> Cultural Autobiography & final reflection
2. Understanding and demonstrate respect for diverse cultural patterns and expectations.	<i>Theme:</i> Cultural identities <i>Method:</i> Lecture/discussions/workshop	<i>Formative:</i> Group Discussion <i>Summative:</i> Cultural Plunge Paper
3. Examine and hold your own story as well as others' stories with cultural humility, empathy, and compassion	<i>Theme:</i> Cultural humility, empathy, and compassion <i>Method:</i> Lecture/discussion/video/literature	<i>Formative:</i> Discussion thread/group discussion <i>Summative:</i> Cultural Autobiography & final reflection
4. Examine your capacity to embrace others and examine your capacity for 'othering', and how you might impact your teaching and relationships with students.	<i>Theme:</i> Equity and othering <i>Method:</i> Lecture/discussion/videos/literature	<i>Formative:</i> Group discussion <i>Summative:</i> Cultural Plunge
5. Examine prejudices, discriminations, and oppressions that have defined our collective American story and shaped our individual stories.	<i>Theme:</i> Stereotype, prejudice, and discrimination <i>Method:</i> Lecture/Guest Lecture/discussion	<i>Formative:</i> Discussion Thread/group discussion <i>Summative:</i> Discussion Thread (11 total)
6. Examine the ways social privileges have benefitted and harmed you.	<i>Theme:</i> Teach who we are; D7+ identity (race, gender, sexuality, spiritual, age, SES, and ability) <i>Method:</i> Walk-a-Mile activity; games (play)	<i>Formative:</i> Discussion thread/group Discussion <i>Summative:</i> Discussion Thread (7 total) & An Indigenous Peoples' Project
7. Examine the ways our socialization/ culturalization might impact our disposition as an educator.	<i>Theme:</i> VITAL - Vulnerability, Identity, Trust, Authorship, and Liberation: why social justice is an essential disposition of educators <i>Method:</i> Lecture/guest lecture/discussion	<i>Formative:</i> Group discussion <i>Summative:</i> Discussion Thread (11 total) & final reflection
8. Self-evaluation of how our identity shapes our philosophy of education and the pedagogies that we use.	<i>Theme:</i> Our collective identity <i>Method:</i> Lecture/discussion/videos/literature	<i>Formative:</i> Group discussion <i>Summative:</i> Discussion Thread (4 total) & Cultural Autobiography
9. Create a lesson plan to integrate Indian Education for All (IEFA) across curricula.	<i>Theme:</i> Counter-narrative experience: curriculum development <i>Method:</i> Lecture/discussion/workshop/activities	<i>Formative:</i> Group discussion/team work (collaboration) <i>Summative:</i> IEFA signature assignment (Lesson Plan & Presentation)
10. Evaluate instructional objectives, content, instructional strategies, and interpersonal communication patterns to accommodate or include a spectrum of humanity.	<i>Theme:</i> Framework and rationale of IEFA <i>Method:</i> Lecture/Guest Lecture/discussion/workshop	<i>Formative:</i> Group discussion/team work (collaboration) <i>Summative:</i> IEFA signature assignment (evaluate resources)
11. Apply models of healthy affective and cognitive development to students, especially from marginalized communities	<i>Theme:</i> Class norms/touchstones; brave-safe space; self-authorship; and intersectionality <i>Method:</i> Lecture/discussion/videos/literature	<i>Formative:</i> Group discussion <i>Summative:</i> Discussion Thread (11 total)

- The author maintains that the development of a brave-safe environment (physical or virtual) has three benefits, which are: (1) creating an environment of empowerment for students' funds of knowledge (i.e., lived experiences) that involve traumatic events that can be shared to disseminate knowledge and create empathy and compassion; (2) creating an environment that supports intrapersonal and intellectual growth through courageous conversations (i.e., supportive and challenging dialogues); and (3) allowing students (i.e., education and non-education majors) to engage (verbal or non-verbal) in challenging conversations that allow participants the opportunity to develop self-authorship (see Magolda Baxter's *Self-authorship: The foundation for twenty-first-century education for more about self-authorship*).