

Hernandez (1989) defines multicultural education as “a process through which individuals develop ways of perceiving, evaluating, and behaving within cultural systems different from their own” (p. 5). The multicultural education program presented by Hernandez is for K-12 instructional settings.

Multicultural education concepts are guided by the following assumptions in Hernandez (p. 9-13):

1. Multicultural education is for all students.
2. Classroom interaction between teachers and students constitutes the major part of the educational process for most students.
3. Multicultural education is synonymous with effective teaching for all learners.
4. It is increasingly important for political, social, educational, and economic reasons to recognize that the United States is a culturally diverse society, and that teaching is a cross-cultural encounter.
5. Next to parents, teachers are the single most important factor in the lives of children
6. The educational system should provide all students with effective teaching, effective programs, and effective schools.
7. Multicultural education is synonymous with and essential to educational innovation and reform.

Some of the objectives outlined in Chapter 1 are the academic and personal development of students, the social and cultural development of students as participants in a multicultural world, the professional development of teachers, and reformation of schools.

Hernandez starts a training program with a needs analysis. It includes a literacy test and assessments on student attitudes and perceptions. Opinion questionnaires and information surveys are needed to discover negative opinions about cultures since they can affect both the inclusion and reception of content in curriculum. A rating scale can help with a needs analysis for existing multicultural education programs. One is provided on page 253.

The California Department of Education adopted some multicultural education guidelines recommended by Hernandez (p. 263):

1. Emphasize multiple groups (e.g. ethnic, religious, regional, socioeconomic, language) rather than treating individual groups separately or in isolation.
2. Provide an interdisciplinary focus for the integration of multicultural perspectives, as appropriate, in all content areas.
3. Use a variety of instructional approaches and materials appropriate to the maturity level of students.
4. Focus on the development of both cognitive and affective skills.
5. Emphasize school and area populations, local oriented activities, and community resources.

From the California guidelines, Hernandez derived some key questions for well rounded multicultural education (p. 263):

1. What do students want to learn?
2. Why are these learnings especially beneficial for students and an integral component of the particular subjects and skills being taught?
3. How will these learnings be facilitated and accomplished within culturally (socially, ethnically) relevant contexts?
4. How will appropriate strategies and techniques be used to determine if and when the specified learning outcomes have been achieved?

Pages 264-266 outline the remaining goals for multicultural education. Table 3.1 outlines some strategies for incorporating multicultural content into curriculum.

Table 3.1  
Strategies for Incorporating Multicultural Content into Curriculum (Hernandez, p. 269)

<b>Approach</b>	<b>Emphasis</b>	<b>Basic Features</b>
Modified Basic Skills	Social skills  Intellectual skills  Literacy skills  Functional survival skills	Use cultural perspectives content, material, and experiences to teach basic educational skills
Modified Basic Skills	Fundamental skills  Social action skills  Decision-making skills  Ethnic literacy	Use ethnic materials to teach basic skills, enhance student ethnic identity, and expand awareness of multiethnic perspectives; address ethnic/gender stereotypes and racial attitudes
Conceptual Approach	Concepts from multiple disciplines (e.g., social sciences, such as power, identity, ethnicity, culture, survival, communication, change, racism, socialization, acculturation)	Analyze concepts within an interdisciplinary framework using comparative and multiethnic perspectives
Thematic Approach	Themes characterizing the human condition, social realities, and cultural experiences of ethnic groups in the United States (e.g., ethnic identity; the role of ethnic groups in society; struggles against injustice; the quest for freedom)	Focus on themes rather than ethnic groups and treat themes from interdisciplinary perspectives; examine inter-and intragroup diversity

Cultural Components	Culture and traditions of ethnic groups including perceptions, behavior and communication patterns, socialization processes, value systems, interpersonal interaction styles	Emphasize identification of cultural features for specific groups; rely on ethnic source materials (e.g., literature, histories, folklore, customs, traditions, religious heritage)
Branching Designs	Idea, issue, concept, or problem extended from one discipline to another (e.g.; analysis of protest as manifested in civic, literacy, and artistic areas)	Organize the curriculum to allow for more integrated, in-depth, and cohesive treatment of content

Concept attainment, advance organizers, role playing, and simulations are also all strategies for teaching for multiple cultures. Hernandez also recommends the evaluation examples of the California State Department of Education after the multicultural education program is developed as outlined in Table 3.2.

Table 3.2  
California State Department of Education Assessment and Evaluation (p. 276)

Objective 1:	The student will demonstrate recognition of the dignity and worth of individuals and groups different from himself/herself.
Behaviors:	Interacting with students within the same group and from different groups, interacting cooperatively in small groups, sharing of materials, time, and space.
Objective 2:	The student will develop feelings of self-worth and self-acceptance
Behaviors:	Requesting assistance when needed, participating voluntarily in a range of activities, providing assistance to other students (e.g., tutoring)
Objective 3:	The student will desire and be willing to reduce or eliminate inequalities and conflicts caused by stereotyping, prejudice, discrimination, and inequality of opportunity
Behaviors:	Choosing partners freely regardless of their ethnicity, gender, socioeconomic status, etc., participating in activities across lines defined by socioeconomic level or other factors, avoiding behaviors demeaning to other students (e.g., jokes, name calling)

While the behavior-based evaluation methods in Table 3.2 could show some effective training, with the short time an evaluator likely has with each student, the evaluation also needs to include some type of more basic memory recall evaluation. A teacher might only have a student for 2 hours a day, making it impossible for them to evaluate changes in behavior outside the classroom environment.

Although the Hernandez book was published in 1989, a section is dedicated to computer-assisted multicultural education. The observation made in the book was school districts which had more money, could purchase fancier computers and do more creative things with them.

Hernandez was good was laying the groundwork for multicultural education, but it failed to provide some real meat to creating curriculum. It seemed to be based more on getting kids from different backgrounds to get along. It did include a section on reflective teaching as mentioned in Adaptive Instructional Design. She spends a lot of time writing about adapting to varying learner styles where I would say a mix of all the strategies is almost always applicable. The objectives and goals are sort of high-level fluff and fail to nail down a set of concrete objectives. The book was good to serve as a reminder about performing a needs assessment and to give some ideas of how to evaluate an existing multicultural education program in public school. Otherwise, the Hernandez multicultural education program would be difficult to translate to adult training programs.

## **References**

Hernandez, H. (1989). *Multicultural Education: A Teacher's Guide to Linking Context, Process, and Context* (2nd ed.) . Upper Saddle River , NJ : Prentice-Hall.