



ภาพวาด... ศิโรจน์ สิริมานนท์



ฉบับเดือน กรกฎาคม - กันยายน พ.ศ. 2560

Timeline

The communication for all
จดหมายข่าวโดย กองประชาสัมพันธ์



กองบรรณาธิการ ได้รับเกียรติจาก ดร.ศิริ ชะระอ่ำ
ผู้อำนวยการกองวิเทศสัมพันธ์ เขียนชุดบทความเกี่ยวกับ

“การศึกษาพหุวัฒนธรรม” ตอนที่ 1: แนวคิด

Multicultural Education Part I: The Concept

Because of freer flow of labor and globalization, diversity and the recognition of diversity are increasing in all nations around the world. ASEAN Community, in particular, raises greater awareness of the diverse culture in our regional context. Terms like “sharing”, “inclusive”, and “harmonious” are frequently used to describe how our society should be, but “what is it really like?” and “how would that be achieved?” are big questions to all of us.

Individuals who know the world only from their own cultural perspectives are denied important parts of the human experience. They might not be able to understand their own cultures fully because of their cultural blinders. This is where “Multicultural Education” comes in and plays a crucially important role in building a strong sense of cultural awareness in schools.

Multicultural education incorporates the idea that all students — regardless of their gender, sexual orientation, social class, ethnic, racial, or cultural characteristics — should have an equal opportunity to learn in school (Banks, 2014)¹. It focuses on how all these variables, as illustrated in Figure 1, interact and influence student behavior and their learning capacity. Teachers cannot comprehensively understand the behavior of a student simply by knowing his or her origin. They will gain a better understanding if they also know student’s primary language, social class, ethnic identity, and the extent to which students identify and place themselves among their classmates and towards the rest of student population.

A key goal of multicultural education is to help individuals gain greater self-understanding by viewing themselves from the perspectives of other cultures. Therefore, university should provide students with cultural alternatives to help them acquire the knowledge, attitudes, skills, and values needed to function effectively within their communities, regions, nations, and the global community.

As students get better acquainted with other cultures, they should also pay attention to their own uniqueness and their struggles in order to nurture self-acceptance. They must learn to feel good about themselves no matter what happen in their lives. Self-worth is also constructive concept that students need to grow into it. Realistically, everything is easier said than done; however, it should be our primary assumption that with acquaintance and understanding, respect may follow.

All in all, the new generations of students must learn to appreciate their self-uniqueness, to value cultural differences as alternatives, and to cherish the diversity of human cultural richness. I hope this first part will help you see the relevance of multicultural education to our everyday work as educators and university personnel. More on “Multicultural Education Part II: The Dimensions” will be discussed in the next issue of SDU Timeline.

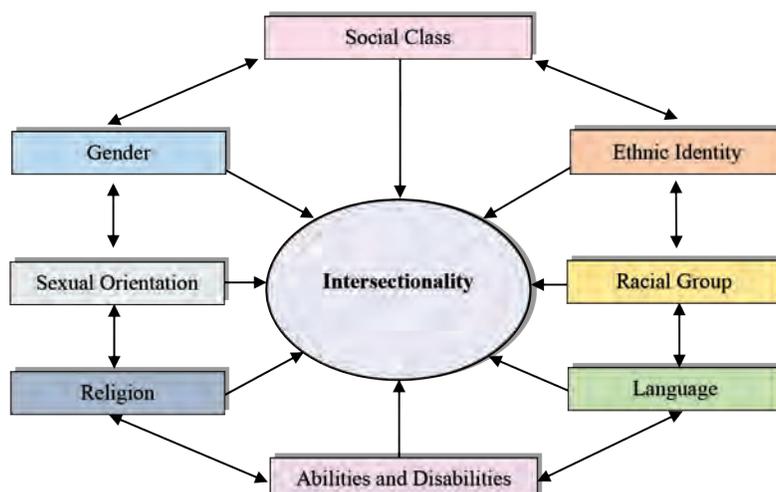


Figure 1: Intersection of Diversity Variables

¹ Banks, J.A. (2014). An Introduction to Multicultural Education (5th ed.). New Jersey, NY:Peason Education, Inc.