Handbook of Research on

Promoting Cross-Cultural Competence and Social Justice in Teacher Education

Jared Keengwe

IGI GLOBAL
DISSEMINATOR OF KNOWLEDGE

Handbook of Research on Promoting Cross-Cultural Competence and Social Justice in Teacher Education

Jared Keengwe
University of North Dakota, USA

BUTUH LENGKAP HUB rehanjanda@gmail.com

A volume in the Advances in Higher Education and Professional Development (AHEPD) Book Series

IGI GLOBAL
DISSEMINATOR OF KNOWLEDGE
www.igi-global.com

Published in the United States of America by
IGI Global
Information Science Reference (an imprint of IGI Global)
701 E. Chocolate Avenue
Hershey PA, USA 17033
Tel: 717-533-8845
Fax: 717-533-8661
E-mail: cust@igi-global.com
Web site: http://www.igi-global.com

Copyright © 2017 by IGI Global. All rights reserved. No part of this publication may be reproduced, stored or distributed in any form or by any means, electronic or mechanical, including photocopying, without written permission from the publisher. Product or company names used in this set are for identification purposes only. Inclusion of the names of the products or companies does not indicate a claim of ownership by IGI Global of the trademark or registered trademark.

Library of Congress Cataloging-in-Publication Data

Names: Keengwe, Jared, 1973-
Title: Handbook of research on promoting cross-cultural competence and social justice in teacher education / Jared Keengwe, editor.
Description: Hershey PA : Information Science Reference(an imprint of IGI Global), 2016. | Series: Advances in higher education and professional development | Includes bibliographical references and index.
Identifiers: LCCN 2016028385| ISBN 9781522508977 (hardcover) | ISBN 9781522508984 (ebook)
Subjects: LCSH: Teachers--Training of. | Critical pedagogy.
Classification: LCC LB1707 .H35435 2016 | DDC 370.71/1--dc23 LC record available at https://lccn.loc.gov/2016028385

This book is published in the IGI Global book series Advances in Higher Education and Professional Development (AHEPD) (ISSN: 2327-6983; eISSN: 2327-6991)

British Cataloguing in Publication Data
A Cataloguing in Publication record for this book is available from the British Library.

All work contributed to this book is new, previously-unpublished material. The views expressed in this book are those of the authors, but not necessarily of the publisher.

For electronic access to this publication, please contact: eresources@igi-global.com.

Advances in Higher Education and Professional Development (AHEPD) Book Series

Jared Keengwe
University of North Dakota, USA

ISSN: 2327-6983
EISSN: 2327-6991

Mission

As world economies continue to shift and change in response to global financial situations, job markets have begun to demand a more highly-skilled workforce. In many industries a college degree is the minimum requirement and further educational development is expected to advance. With these current trends in mind, the **Advances in Higher Education & Professional Development (AHEPD) Book Series** provides an outlet for researchers and academics to publish their research in these areas and to distribute these works to practitioners and other researchers.

AHEPD encompasses all research dealing with higher education pedagogy, development, and curriculum design, as well as all areas of professional development, regardless of focus.

Coverage

- Adult Education
- Assessment in Higher Education
- Career Training
- Coaching and Mentoring
- Continuing Professional Development
- Governance in Higher Education
- Higher Education Policy
- Pedagogy of Teaching Higher Education
- Vocational Education

IGI Global is currently accepting manuscripts for publication within this series. To submit a proposal for a volume in this series, please contact our Acquisition Editors at Acquisitions@igi-global.com or visit: http://www.igi-global.com/publish/.

The Advances in Higher Education and Professional Development (AHEPD) Book Series (ISSN 2327-6983) is published by IGI Global, 701 E. Chocolate Avenue, Hershey, PA 17033-1240, USA, www.igi-global.com. This series is composed of titles available for purchase individually; each title is edited to be contextually exclusive from any other title within the series. For pricing and ordering information please visit http://www.igi-global.com/book-series/advances-higher-education-professional-development/73681. Postmaster: Send all address changes to above address. Copyright © 2017 IGI Global. All rights, including translation in other languages reserved by the publisher. No part of this series may be reproduced or used in any form or by any means – graphics, electronic, or mechanical, including photocopying, recording, taping, or information and retrieval systems – without written permission from the publisher, except for non commercial, educational use, including classroom teaching purposes. The views expressed in this series are those of the authors, but not necessarily of IGI Global.

Titles in this Series

For a list of additional titles in this series, please visit: www.igi-global.com

Preparing Foreign Language Teachers for Next-Generation Education
Chin-Hsi Lin (Michigan State University, USA) Dongbo Zhang (Michigan State University, USA) and Binbin Zheng (Michigan State University, USA)
Information Science Reference • copyright 2017 • 313pp • H/C (ISBN: 9781522504832) • US $185.00 (our price)

Innovative Practices for Higher Education Assessment and Measurement
Elena Cano (University of Barcelona, Spain) and Georgeta Ion (Universitat Autònoma de Barcelona, Spain)
Information Science Reference • copyright 2017 • 471pp • H/C (ISBN: 9781522505310) • US $215.00 (our price)

Handbook of Research on Study Abroad Programs and Outbound Mobility
Donna M. Velliaris (Eynesbury Institute of Business & Technology, Australia) and Deb Coleman-George (University of Adelaide, Australia)
Information Science Reference • copyright 2016 • 754pp • H/C (ISBN: 9781522501695) • US $335.00 (our price)

Setting a New Agenda for Student Engagement and Retention in Historically Black Colleges and Universities
Charles B. W. Prince (Howard University, USA) and Rochelle L. Ford (Syracuse University, USA)
Information Science Reference • copyright 2016 • 343pp • H/C (ISBN: 9781522503088) • US $185.00 (our price)

Handbook of Research on Professional Development for Quality Teaching and Learning
Teresa Petty (University of North Carolina at Charlotte, USA) Amy Good (University of North Carolina at Charlotte, USA) and S. Michael Putman (University of North Carolina at Charlotte, USA)
Information Science Reference • copyright 2016 • 824pp • H/C (ISBN: 9781522502043) • US $310.00 (our price)

Administrative Challenges and Organizational Leadership in Historically Black Colleges and Universities
Charles B. W. Prince (Howard University, USA) and Rochelle L. Ford (Syracuse University, USA)
Information Science Reference • copyright 2016 • 301pp • H/C (ISBN: 9781522503118) • US $170.00 (our price)

Developing Workforce Diversity Programs, Curriculum, and Degrees in Higher Education
Chaunda L. Scott (Oakland University, USA) and Jeanetta D. Sims (University of Central Oklahoma, USA)
Information Science Reference • copyright 2016 • 398pp • H/C (ISBN: 9781522502098) • US $185.00 (our price)

Handbook of Research on Transforming Mathematics Teacher Education in the Digital Age
Margaret Niess (Oregon State University, USA) Shannon Driskell (University of Dayton, USA) and Karen Hollebrands (North Carolina State University, USA)
Information Science Reference • copyright 2016 • 679pp • H/C (ISBN: 9781522501206) • US $235.00 (our price)

www.igi-global.com

701 E. Chocolate Ave., Hershey, PA 17033
Order online at www.igi-global.com or call 717-533-8845 x100
To place a standing order for titles released in this series, contact: cust@igi-global.com
Mon-Fri 8:00 am - 5:00 pm (est) or fax 24 hours a day 717-533-8661

Editorial Advisory Board

Joachim Agamba, *Idaho State University, USA*
Paul Asunda, *Purdue University, USA*
Travis Heggie, *Bowling Green State University, USA*
Frederick K. Iraki, *United States International University, Kenya*
Kenneth Kungu, *Tennessee State University, USA*
Lydia Kyei-Blankson, *Illinois State University, USA*
Philliph Mutisya, *North Carolina Central University, USA*
Maina E. Muuro, *Kenyatta University, Kenya*
Fredrick Nafukho, *Texas A&M University, USA*
Simon K. Ngigi, *Catholic University of Eastern Africa, Kenya*
Esther Ntuli, *Idaho State University, USA*
Grace Onchwari, *University of North Dakota, USA*
John Rugutt, *Illinois State University, USA*
Joseph Rugutt, *Missouri State University – West Plains, USA*
Meldis Yildiz, *Unite to Educate, USA*

List of Contributors

Adera, Beatrice / *West Chester University, USA* 339
Alisat, Laurie / *University of Calgary, Canada* 355
Amaro-Jiménez, Carla / *The University of Texas – Arlington, USA* 320
Arnold-Fowlkes, Javonta / *Portland YouthBuilders, USA* 178
Bright, Anita / *Portland State University, USA* 217
Burbach, Jessica H. / *Portland YouthBuilders, USA* 178
Burgess, Catherine Maree / *University of Sydney, Australia* 1
Burtin, Anika Spratley / *University of the District of Columbia, USA* 236
Chen, Amy Yun-Ping / *Saint Louis University, USA* 101
Clarke, Veronika Bohac / *University of Calgary, Canada* 76,355
Clausen, Courtney K. / *University of Northern Iowa, USA* 137
Coupet, Sarah Q. / *Educational Consultant, USA* 159
Delano-Oriaran, Omobolade / *St. Norbert College, USA* 193
Estes, Judi Simmons / *Park University, USA* 52
Evans, John Robert / *University of Technology Sydney, Australia* 1
Fondrie, Suzanne / *University of Wisconsin – Oshkosh, USA* 193
Gambrell, James / *Portland State University, USA* 217
Hampton-Garland, Pamela / *University of the District of Columbia, USA* 236
Hibbs, Andrew / *Portland YouthBuilders, USA* 178
Jaiswal-Oliver, Monika / *Columbia College Chicago, USA* 32
Julius, Cheyenne / *Portland YouthBuilders, USA* 178
Lee, Tony / *University of Oklahoma, USA* 304
Lim, Doo Hun / *University of Oklahoma, USA* 304
Martin, Staci B. / *Portland State University, USA* 178
Mizelle-Johnson, Nathalie / *University of the District of Columbia, USA* 236
Morgan, Bridget M. / *Indiana University South Bend, USA* 270
Mysore, Anita Rao / *Indus Training & Research Institute, India* 120
Nicolas, Guerda / *University of Miami, USA* 159
Nkabinde, Zandile P. / *New Jersey City University, USA* 382
Penick-Parks, Marguerite / *University of Wisconsin – Oshkosh, USA* 193
Penland, Jennifer L. / *Sul Ross State University, USA* 287
Pitre, Natalie J. / *Queen's University, Canada* 76
Posejpal, Gigi / *Columbia College Chicago, USA* 32
Sakaith, Johnathan / *Portland YouthBuilders, USA* 178
Semingson, Peggy / *The University of Texas – Arlington, USA* 320
Thomas, Ursula / *Georgia State University-Perimeter College, USA* 253
Yeh, Ellen / *Columbia College Chicago, USA* 32

Table of Contents

Foreword xvi

Preface xix

Acknowledgment xxiv

Chapter 1
Culturally Responsive Relationships Focused Pedagogies: The Key to Quality Teaching and Creating Quality Learning Environments 1
Catherine Maree Burgess, University of Sydney, Australia
John Robert Evans, University of Technology Sydney, Australia

Chapter 2
Global Education Professional Development: A Model for Cross-Cultural Competence 32
Ellen Yeh, Columbia College Chicago, USA
Monika Jaiswal-Oliver, Columbia College Chicago, USA
Gigi Posejpal, Columbia College Chicago, USA

Chapter 3
Preparing Teacher Candidates for Diverse Classrooms: The Role of Teacher Preparation Programs . 52
Judi Simmons Estes, Park University, USA

Chapter 4
Cultural Self-Study as a Tool for Critical Reflection and Learning: Integral Analysis and Implications for Pre-Service Teacher Education Programs 76
Natalie J. Pitre, Queen's University, Canada
Veronika Bohac Clarke, University of Calgary, Canada

Chapter 5
Demographic Imperativeness: Critical Issues in Preparing Minority Teacher Candidates in Teacher Education 101
Amy Yun-Ping Chen, Saint Louis University, USA

Chapter 6
Teacher Education and Digital Equity: Research in the Millennium 120
Anita Rao Mysore, Indus Training & Research Institute, India

Chapter 7
Exploring Technology Through Issues of Social Justice 137
Courtney K. Clausen, University of Northern Iowa, USA

Chapter 8
We Drank the Cola in Collaboration: Voices of Haitian Teachers in Haiti 159
Sarah Q. Coupet, Educational Consultant, USA
Guerda Nicolas, University of Miami, USA

Chapter 9
This Is How I Learn: Co-Creating Space for Students' Voices 178
Jessica H. Burbach, Portland YouthBuilders, USA
Staci B. Martin, Portland State University, USA
Javonta Arnold-Fowlkes, Portland YouthBuilders, USA
Johnathan Sakaith, Portland YouthBuilders, USA
Cheyenne Julius, Portland YouthBuilders, USA
Andrew Hibbs, Portland YouthBuilders, USA

Chapter 10
Developing Equity Literacy through Diverse Literature for Children and Young Adults 193
Suzanne Fondrie, University of Wisconsin – Oshkosh, USA
Marguerite Penick-Parks, University of Wisconsin – Oshkosh, USA
Omobolade Delano-Oriaran, St. Norbert College, USA

Chapter 11
Calling In, Not Calling Out: A Critical Race Framework for Nurturing Cross-Cultural Alliances in Teacher Candidates 217
Anita Bright, Portland State University, USA
James Gambrell, Portland State University, USA

Chapter 12
"I Don't See Color, I Grade on Content": An Approach to Addressing Embodied Microaggressive Behaviors in Preservice Teacher Programs 236
Anika Spratley Burtin, University of the District of Columbia, USA
Pamela Hampton-Garland, University of the District of Columbia, USA
Nathalie Mizelle-Johnson, University of the District of Columbia, USA

Chapter 13
Disposition and Early Childhood Education Preservice Teachers: A Social Justice Stance 253
Ursula Thomas, Georgia State University-Perimeter College, USA

Chapter 14
Bridging the L1-L2 Divide: Learner-Centered Instruction in the Heritage/L2 Spanish Classroom .. 270
Bridget M. Morgan, Indiana University South Bend, USA

Chapter 15
Developing Resilience through Experiences: El Camino Al Exito 287
Jennifer L. Penland, Sul Ross State University, USA

Chapter 16
International Faculty Development in U.S. Higher Education 304
Tony Lee, University of Oklahoma, USA
Doo Hun Lim, University of Oklahoma, USA

Chapter 17
Using Multimodal Literacies to Support Language Development for English Language Learners... 320
Peggy Semingson, The University of Texas – Arlington, USA
Carla Amaro-Jiménez, The University of Texas – Arlington, USA

Chapter 18
Supporting Language and Literacy Development for English Language Learners 339
Beatrice Adera, West Chester University, USA

Chapter 19
An Integral Analysis of Labeling, Inclusion, and the Impact of the K-12 School Experience on Gifted Boys 355
Laurie Alisat, University of Calgary, Canada
Veronika Bohac Clarke, University of Calgary, Canada

Chapter 20
Multiculturalism in Special Education: Perspectives of Minority Children in Urban Schools 382
Zandile P. Nkabinde, New Jersey City University, USA

Compilation of References 398

About the Contributors 458

Index 467

Detailed Table of Contents

Foreword xvi

Preface xix

Acknowledgment xxiv

Chapter 1
Culturally Responsive Relationships Focused Pedagogies: The Key to Quality Teaching and Creating Quality Learning Environments 1
Catherine Maree Burgess, University of Sydney, Australia
John Robert Evans, University of Technology Sydney, Australia

This chapter examines the importance of culturally responsive relationships-focused pedagogical approaches in engaging Aboriginal students in their learning and the significance of this to improving their educational outcomes. Significantly, the themes and issues raised in this chapter reflect much of the international literature on Indigenous, minority and marginalized students.

Chapter 2
Global Education Professional Development: A Model for Cross-Cultural Competence 32
Ellen Yeh, Columbia College Chicago, USA
Monika Jaiswal-Oliver, Columbia College Chicago, USA
Gigi Posejpal, Columbia College Chicago, USA

This chapter examines a model to help educators, administrators, and policy makers to (1) comprehend current policies, practices, experiences as well as strategies in global classrooms; (2) understand how instructors can help ESL learners adjust to the U.S. academic language and culture and how this support could affect learners' effectiveness, attitudes and confidence; and (3) acquire the knowledge of how to integrate technology into the curriculum and consider technology as meaningful learning environments that could support not only language but also intercultural and global literacy skills(framed within a social constructivist stance that examines the nature of dialogic meaning making and hybrid teaching) presents a reflective case study of a specific instance of hybrid teaching with preservice teachers in a graduate course on the languages and literacies of bilingual elementary children.

Chapter 3
Preparing Teacher Candidates for Diverse Classrooms: The Role of Teacher Preparation Programs . 52
Judi Simmons Estes, Park University, USA

This chapter suggests that teacher preparation programs, regardless of geographic location and demographics of their teacher candidates, model a spirit of inclusivity and be intentional in offering an integrated approach to preparing teacher candidates to be highly-effective in working with all students regardless of diversity represented.

Chapter 4
Cultural Self-Study as a Tool for Critical Reflection and Learning: Integral Analysis and Implications for Pre-Service Teacher Education Programs 76
Natalie J. Pitre, Queen's University, Canada
Veronika Bohac Clarke, University of Calgary, Canada

This chapter examines a research study based on the Cultural Self-Study method with a specific example used to illustrate how the tool and its application look in real life, and the recommendations for the use of self-study in pre-service teacher training.

Chapter 5
Demographic Imperativeness: Critical Issues in Preparing Minority Teacher Candidates in Teacher Education..... 101
Amy Yun-Ping Chen, Saint Louis University, USA

This chapter examines the demand, struggle, and recruitment of minority teacher candidates in teacher education. The main goals of this chapter are to: (1) survey the impact of teacher demographics on student learning processes and academic achievements; (2) identify the promise and pitfalls of diversifying teacher candidates in preparation programs; and (3) provide a scholarly basis for future developments.

Chapter 6
Teacher Education and Digital Equity: Research in the Millennium..... 120
Anita Rao Mysore, Indus Training & Research Institute, India

This chapter examines both conceptual and empirical reviews and studies conducted in this millennium to bring about digital equity. This chapter informs teacher education programs, researchers, school administrators, policymakers, teachers, and other stakeholders about evidences and recommendations to bring about digital equity in US K-12 and teacher education.

Chapter 7
Exploring Technology Through Issues of Social Justice 137
Courtney K. Clausen, University of Northern Iowa, USA

This chapter explores technology through issues of social justice. The research question guiding this project was: How does the integration of cultural competencies and culturally responsive teaching impact student learning in the secondary classroom? This chapter examines pedagogy and practice highlighting the integration of culturally relevant pedagogy and cultural relevant teaching into a computer science course focused on current events and issues of social justice.

Chapter 8
We Drank the Cola in Collaboration: Voices of Haitian Teachers in Haiti 159
Sarah Q. Coupet, Educational Consultant, USA
Guerda Nicolas, University of Miami, USA

This chapter discusses the notion of developing high quality teachers in the light of education reform using a Case Study of teachers in Haiti. This chapter validates previous research that suggests that high quality in-service teacher professional development leads to improved instruction, student learning, and ultimately promotes social equity.

Chapter 9
This Is How I Learn: Co-Creating Space for Students' Voices 178
Jessica H. Burbach, Portland YouthBuilders, USA
Staci B. Martin, Portland State University, USA
Javonta Arnold-Fowlkes, Portland YouthBuilders, USA
Johnathan Sakaith, Portland YouthBuilders, USA
Cheyenne Julius, Portland YouthBuilders, USA
Andrew Hibbs, Portland YouthBuilders, USA

This chapter presents research on how Culturally Responsive Mathematics Teaching (CRMT) and a critical hope framework can be used as learning tools in the alternative high school classroom. The study shows how 12 high school students and two teachers, one in high school and one in post-secondary, can work together to nurture students' personal and collective identity, agency, and hope. The chapter utilizes the concept of the "six words" from the Race Card Project to co-create spaces that question the dominant narrative, which describes students as dropouts, and that offer spaces of hope and solidarity.

Chapter 10
Developing Equity Literacy through Diverse Literature for Children and Young Adults 193
Suzanne Fondrie, University of Wisconsin – Oshkosh, USA
Marguerite Penick-Parks, University of Wisconsin – Oshkosh, USA
Omobolade Delano-Oriaran, St. Norbert College, USA

This chapter highlights the application of the equity literacy framework as a curricular approach to infusing diverse and multiple perspectives in PK-12 school curriculum, and presents a rationale for developing equity literacy in PK-12 students. It provides texts and related teaching ideas appropriate for supporting that development.

Chapter 11
Calling In, Not Calling Out: A Critical Race Framework for Nurturing Cross-Cultural Alliances in Teacher Candidates 217
Anita Bright, Portland State University, USA
James Gambrell, Portland State University, USA

This chapter engages educators in considering how the key ideas in Critical Race Theory may be applicable in their own settings. The authors explain ways to define, identify, and disrupt microaggressions, and explore ways to serve as empathetic allies to marginalized students, families, and teachers. This chapter includes vignettes that highlight the processes of calling in and being called in as a means to work towards greater equity and reduced oppression in educational and social settings.

Chapter 12
"I Don't See Color, I Grade on Content": An Approach to Addressing Embodied Microaggressive Behaviors in Preservice Teacher Programs 236
Anika Spratley Burtin, University of the District of Columbia, USA
Pamela Hampton-Garland, University of the District of Columbia, USA
Nathalie Mizelle-Johnson, University of the District of Columbia, USA

This chapter explores the development and subconscious expressions of microaggressive behaviors and language that are embodied throughout life. This chapter also provides strategies for teacher educators to build upon the framework of "care" that often underlies teacher candidates' desire to enter the profession in order to help them recognize and deal with embodied values that result in microaggressive acts in the classroom.

Chapter 13
Disposition and Early Childhood Education Preservice Teachers: A Social Justice Stance 253
Ursula Thomas, Georgia State University-Perimeter College, USA

This chapter examines the development of social justice dispositions in early childhood preservice teachers. This chapter elicits a critical debate to help teacher educators explore areas of the early childhood program that need revisions to equip relevant preservice teachers with multiple opportunities and field placement.

Chapter 14
Bridging the L1-L2 Divide: Learner-Centered Instruction in the Heritage/L2 Spanish Classroom .. 270
Bridget M. Morgan, Indiana University South Bend, USA

This chapter engages the reality of the university classroom that includes Heritage-Learners (HL) and second-language learners (L2) of Spanish. Rather than furthering the "what if" considerations of the idealized heritage learner in a quasi-homogenous group and specialized course track, the author focuses on the very pressing question of ways in which HL and L2 populations face similar learning challenges in an intermediate-level Spanish writing course. Drawing on research about learner-centered and HL and L2 language-learning pedagogies, the author discusses how implementation of progressive assignment design and targeted learning skills development supported L2 students and transitional bilinguals in the mixed classroom. Finally, the limits of this mixed classroom model for HL and L2 learners are discussed.

Chapter 15
Developing Resilience through Experiences: El Camino Al Exito 287
Jennifer L. Penland, Sul Ross State University, USA

The principal focus of this chapter is resiliency theory, as an expanding ideology attempting to provide supportive resources with suggestions for how education practitioners might function, as positive social change agents in organizations and institutions. Elemental to current transformational and remedial trends under construction in organizations and institutions, education practitioners are increasingly responsible for distressed student populations. Scholars from various disciplines have contributed to the current state of this ideological reformulation, titled resiliency theory, while research investigations presently continue to unfold and develop. Data were gathered electronically from First Year Seminar instructors during the 2015 school year from faculty questionnaires with eight questions focusing on the following areas: engaging topics, successful instructional strategies and benefits of FYS courses. Findings suggested: 1)

research with teacher knowledge gives her the insight needed to help teachers adopt age appropriate strategies that are culturally relevant. She is currently the Director of Field Experience and Assessment for Education at Georgia State University-Perimeter College. Her research interests include diversity, social justice, culturally relevant pedagogy, cultural mediation, multicultural education, gender issues in curriculum and teaching, service learning, technology and leadership. She earned a bachelor's degree of science in early childhood education at Alabama State University, a master's degree of science in early childhood education at Auburn University-Montgomery, and a Doctorate of Education at The University of Alabama.

Ellen Yeh holds a Ph.D. in Curriculum and Instruction with a specialization in second language education from Ohio University. She currently serves as a director and lecturer of English as an Additional Language Program at English Department in Columbia College. Her research interests include media literacy education, Computer Assisted Language Learning (CALL) instruction design, intercultural studies, teacher education and the education of diverse populations. She has taught in ESL institutes in Taiwan and the United States. She was a coordinator in the Helen M. Robison Center for Reading, where she was responsible for designing tutor-training sessions and assisting the coordination of the center. She has written a book chapter titled "Enhancing linguistic and intercultural competencies through the use of social network sites and Google Earth" and published a research article that is entitled "Teaching culture and language through the multiple intelligences film teaching model in the ESL/EFL classroom."

Index

A

Aboriginal Education Consultative Group (AECG) 3, 31
Academic English 337
Achievement Gap 22, 53, 119, 343
Adult Third Culture Kids 99
Agency 3-4, 143, 178-180, 183-184, 187-188, 192, 219, 254, 344
Alberta Education 360, 371, 380-381
Anchored Instruction 124, 136
Anticipatory Socialization 311-312, 319

B

Basic Interpersonal Communication Skills (BICS) 341, 353
Belief System 89, 242, 269
Big-c Culture 235
Blended Teaching 337

C

Children's Literature 196, 201, 257-258, 264-265, 269
Closing the Gap 5, 7, 31, 55
Cognitive Academic Language Proficiency (CALP) 44, 341, 353
Collaborative Writing 337
Colorblind Racism 235
Community, Activity, Service [CAS] 99
Comprehensible Input 353
Counternarratives 179-180, 182-184, 186, 188, 192, 222
Country 6, 14, 20, 22, 31, 61, 86-87, 91, 101, 105, 160-161, 165, 167, 169-170, 172-173, 179, 200-201, 216, 228, 243, 255, 277, 287-288, 305, 307, 309, 392
Critical Hope 178, 180-183, 186-189, 192
Critical Literacy 8, 269
Critical Race Theory 136, 217, 219-220, 235, 242
Cross-Cultural Dissonance 398
Cultural Capital 1, 15-16, 54, 104, 238-240, 242, 252, 385
Cultural Competence 9, 19, 57, 60-62, 76, 100-101, 105, 110, 119, 139-140, 148-150, 157
Cultural Competencies 137, 140, 146, 150-152, 157
Cultural Fluency 253, 258, 263-264, 269
Cultural Identity 4-5, 20, 22, 77, 90, 100, 138, 218, 385
Cultural Mismatch 13, 53, 60, 386, 398
Cultural Responsive Pedagogy 119
Culturally Competent 19, 56, 59, 61, 65, 76, 105, 161, 246, 398
Culturally Diverse 53, 56-57, 59, 61-62, 64-65, 103, 136, 243, 326, 383, 391, 398
Culturally Relevant Pedagogy 9, 54, 57, 59, 137-140, 146, 148, 152-154, 157, 193-194
Culturally Responsive Computing (CRC) 136
Culturally Responsive Education 180-181, 192
Culturally Responsive Mathematics Teaching 178, 192
Culturally Responsive Pedagogy 10, 31, 193
Culturally Responsive Teaching (CRT) 11, 34, 39, 51, 54, 56, 61, 64-65, 75, 133, 137, 139-140, 146, 150-154, 158, 194, 256, 259, 383, 386, 395

D

Digital Divide 120-124, 126, 130-134, 136, 320, 333
Digital Equity 120-127, 130, 132-134, 136
Digital Writing 322, 324, 337
Disposition 103, 127, 246, 253-255, 269, 293
Disproportionate Representation 104, 343, 390, 398
Diversity 4, 17, 32, 35, 52-57, 59-60, 64-65, 75, 91, 95, 100-101, 105, 107-108, 110, 119, 139, 148, 173, 193-196, 215, 218, 243, 248, 254-257, 259-260, 263-265, 271, 294, 304-305, 323, 333, 339-340, 342, 349, 360, 362-363, 366, 384, 390

E

Embodied Culture 238, 252
Embody 23, 203, 237-238, 252
English Language Learner (ELL) 35, 53, 58, 102, 320-322, 324, 326, 331, 333, 337, 339-340
Equality 3, 55, 144, 148, 158, 211, 222
Equity 6, 10, 22, 57, 106, 110, 119-130, 132-134, 136, 144, 148, 152, 158-159, 193-198, 201-202, 205-207, 210-211, 216-218, 224-225, 246, 343
Equity Literacy 193-195, 198, 205-206, 210-211, 216
Ethnicity 55-58, 61, 64, 75, 94, 104, 119, 136, 140-141, 195, 216, 310, 313-315, 339, 385, 389
Experiential Learning 17, 20, 90, 240, 287, 303

F

Field Experience 52, 111, 246, 252-253, 258, 269
First Digital Divide 121, 136
First Year Seminars 303
Flipped Teaching 337
Foreign Language Anxiety 274-275, 285
Formal Mentoring 313, 319
Funds of Knowledge 9, 15, 19, 61, 75

G

Giftedness 356-360, 365-371, 373, 375, 381
Global 32-34, 36-38, 44, 46, 51, 59, 77, 81, 90-91, 94-96, 100, 129, 138, 142, 193-195, 202-203, 216, 225, 288-289, 307, 311, 320, 329
Global Education 32-34, 36-37, 44, 46, 51
Global Education Professional Development (GEPD) 32-33, 36, 51

H

Heritage Language (HL) 286
Heritage Language Acquisition (HLA) 286
Heritage Language Student 286
Howard Government 3, 31

I

IB Learner Profile 100
Identification of Giftedness 381
Identity 2-5, 7, 9, 11, 15-17, 20-22, 41, 77, 82-86, 89-91, 96, 100, 110, 137-138, 178, 180, 182-183, 186-188, 192, 207, 216, 218, 223-224, 235, 239, 252, 257, 271, 274, 327, 370, 385
Informal Mentoring 313-315, 319
In-Service 32-33, 123, 129-130, 132, 134, 159, 165, 168, 173, 177, 359-360
In-Service Teacher Training (IITT) 165, 177
Intercultural Communication (IC) 34-35, 51
Intercultural Competence 34-35, 77-78, 90, 95-97, 100
Interest Convergence 221, 235
International-Mindedness 78, 80-81, 90, 100
Internships 40, 240, 303
Interpretive Phenomenological Analysis (IPA) 159, 177
Intersectionality 193-194, 205-206, 216

J

Job Satisfaction 305, 310-312, 315, 319

K

K-12 Students 75, 123, 132, 322

L

Labeling 225-226, 349, 355-356, 376, 381
Language Disorder 398
LGBT 203-204, 216, 313
Linguistically Diverse 54, 57-59, 62-63, 65, 101-105, 109-110, 264, 326-329, 332-333, 346, 385-395, 398
Little-c Culture 235

M

Marginalized 131, 179, 217-220, 223, 229, 235-236, 240-242, 245, 252, 257, 355
Mentoring 7, 11, 124, 247, 256, 287, 290, 303, 307, 311-315, 319
Meritocracy 221-222, 235
Metacognition 246, 252, 265, 269
Microaggression 219, 222, 235-236, 240-249, 252
Microassaults 252
Microinsults 242, 252
Microinvalidations 242, 252
Mixed Classroom 270, 272-276, 286
Mobile Learning 337
Multicultural Children's and Young Adult Literature 216
Multicultural Education 54, 56-57, 63-64, 106, 119, 193-194, 225, 245, 265, 383-385, 395, 398
Multiculturalism 10, 75, 194, 196, 254, 258, 263-264, 383-384
Multimodal Literacies 320-321, 333, 337

O

Organization Socialization 319
Overrepresentation 343, 398

P

Podcast 38, 331, 337
Post-Racial Society 221-222, 235
Power and Privilege 12, 180, 193-194, 197, 199, 201-202, 205, 216, 235, 392
Pre-Service 32-33, 76-77, 81, 91, 95-97, 173, 177, 247-248, 359
Preservice Teachers 57, 103, 105-106, 109-111, 123-124, 127-128, 132-134, 137, 242, 248, 252-253, 255-256, 258, 263-265, 324, 326
Professional Development (PD) 177
Pushout 179-180, 192

Q

Quality Teaching 1, 17, 20-23, 31, 243

R

Race 2, 4, 55-57, 61, 63, 75, 103-104, 119, 124, 128, 133, 136, 140-141, 148, 150, 158, 178, 182, 188, 193-195, 198-199, 205, 216-221, 224-225, 230, 235, 239-242, 245, 339, 384-385, 389
Reclassification 341, 354
Resiliency Theory 287, 289-290, 303
Role Model 107, 119, 326

S

Second 16, 39, 44-45, 77, 96, 140, 165, 182, 273-274, 276, 286, 312, 322, 333, 341, 393
Second Digital Divide 121, 136
Second Language Acquisition (SLA) 286
Self-Efficacy 55, 57-59, 62, 64, 75, 127
Sheltered Instruction 331, 346-348, 354
Sheltered Instruction Observation Protocol (SIOP) 347, 354
Silent Period 354
Social Class 58, 63, 149, 193-194, 198, 200, 216, 385
Social Isolation 308-309, 311, 314-315, 319, 358, 369
Social Justice 2-3, 6-7, 9-10, 16, 21-22, 34, 43, 51, 102, 106, 108, 131, 137-138, 141, 143-154, 158, 173, 178, 180-182, 192, 194-197, 201-202, 205, 210-211, 217-218, 224-226, 245-246, 248, 253, 255, 257-259, 262-265, 269, 320, 356-357
Social Justice Education 102, 138, 141, 144, 146, 152-154, 158, 173
Socialization 84, 239, 247, 311-312, 315, 319
Socio-Economic Status (SES) 58, 75
Student Learning 22, 43, 63, 91, 101, 137, 140, 151, 159, 165, 168-171, 177, 246, 253, 256, 303, 324, 395
Student Motivation 293-294, 303
Student-Centered Learning 58, 137-138, 158
Subtheme 165-166, 177
Superordinate Theme 164-165, 167, 177

T

Teacher Candidate 57, 75, 107, 217, 255, 269, 333
Teacher Candidate: Individuals admitted to 269
Teacher Education 2, 7, 52, 54-57, 61-65, 75-78, 88, 96-97, 101-103, 105-111, 119-120, 123-124, 129-130, 132, 134, 173, 194, 204, 236, 240, 244-245, 247, 253-257, 259, 263-264, 320-322, 324, 326, 328-330, 333
Teacher Training 32, 76, 132, 160-162, 165-166, 168, 177, 264
Teaching Strategies 21, 39-40, 139, 201, 216, 278, 303, 372, 375
Technological Pedagogical Content Knowledge (TPACK) 136
Technology 32-33, 37, 39, 122-134, 136-144, 146-148, 150-151, 153-154, 158, 162, 182, 237, 281-282, 305, 307, 320-324, 330-333, 349, 368
Tenure 305, 308-310, 312, 314-315, 319
The Individuals with Disabilities Education Act (IDEA) 389, 398
Theme 37, 164-165, 167-169, 171, 177, 199, 201, 220, 264, 328
Theory of Knowledge [TOK] 100
Third Culture Kids 99-100

U

Underrepresentation 392, 398

V

Visual Scaffolding 324, 337

W

Whiteness 83, 222, 235
WIDA Framework 354

IRMA INTERNATIONAL

Information Resources Management Association

Become an IRMA Member

Members of the **Information Resources Management Association (IRMA)** understand the importance of community within their field of study. The Information Resources Management Association is an ideal venue through which professionals, students, and academicians can convene and share the latest industry innovations and scholarly research that is changing the field of information science and technology. Become a member today and enjoy the benefits of membership as well as the opportunity to collaborate and network with fellow experts in the field.

IRMA Membership Benefits:

- **One FREE Journal Subscription**
- **30% Off Additional Journal Subscriptions**
- **20% Off Book Purchases**
- Updates on the latest events and research on Information Resources Management through the IRMA-L listserv.
- Updates on new open access and downloadable content added to Research IRM.
- A copy of the Information Technology Management Newsletter twice a year.
- A certificate of membership.

IRMA Membership $195

Scan code to visit irma-international.org and begin by selecting your free journal subscription.

Membership is good for one full year.

www.irma-international.org