Preparing Teachers for a Diverse Classroom

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Research Questions

What is the beginning level of inter-cultural competency of undergraduate students in the College of Education?

How do changes in inter-cultural competency (ICC) compare among pre-service teachers at three data collection points?
Key Terms

Culture is “the pattern of beliefs, behaviors, and values maintained by groups of interacting people, and passed to future generations” (Hammer & Bennett, 2010).

Inter-Cultural Competency is "the capability to accurately understand and adapt behavior to cultural differences and commonality" (Hammer & Bennett, 2010).
Methodology

Population: undergraduate students in the College of Education
Participants: 779 students over the course of 10 years
Setting: mid-size, Midwestern, public university
Instrument: Intercultural Development Inventory (IDI)
Procedures: online survey at 3 different collections points
Analysis: SPSS descriptive statistics and t-tests
Theoretical basis: Developmental Model of Inter-cultural Sensitivity (DMIS)
Data Collected

- demographics (e.g., gender, age, citizenship, childhood region, education level, minority status).
- academic major, academic classification, instructor.
- experience with people of cultures different than those of the students (e.g., time living abroad).
- measure of inter-cultural sensitivity - the *Inter-cultural Development Inventory* (Hammer & Bennett, 1998)
- collected at the beginning and end of the first semester
- and just before the final semester of the program (student teaching in elementary school classrooms).
## Participants’ Characteristics

<table>
<thead>
<tr>
<th>N</th>
<th>%</th>
<th>Demographic Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>604</td>
<td>73.5%</td>
<td>Female</td>
</tr>
<tr>
<td>769</td>
<td>93.4%</td>
<td>18 – 30 years old</td>
</tr>
<tr>
<td>755</td>
<td>91.8%</td>
<td>US citizens</td>
</tr>
<tr>
<td>63</td>
<td>7.7%</td>
<td>Ethnic minority in home country</td>
</tr>
<tr>
<td>742</td>
<td>90.3%</td>
<td>Childhood in North America</td>
</tr>
<tr>
<td>671</td>
<td>81.6%</td>
<td>Never lived out of US</td>
</tr>
<tr>
<td>295</td>
<td>35.9%</td>
<td>Second year (33 – 64 credits)</td>
</tr>
<tr>
<td>467</td>
<td>56.8%</td>
<td>College of Education</td>
</tr>
</tbody>
</table>
Beginning Stages of Inter-cultural Competency among Undergraduates

<table>
<thead>
<tr>
<th>Developmental Orientation</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>779</td>
<td>49.570</td>
<td>128.980</td>
<td>88.863</td>
<td>14.667</td>
</tr>
</tbody>
</table>

Analysis showed no significant differences in beginning stages of ICC among undergraduate students  p<.05.
Most subjects start in this orientation (Sandell, 2019).
Overall Change in ICC during the Teacher Prep Program

<table>
<thead>
<tr>
<th>Paired Samples t-tests</th>
<th>Mean</th>
<th>N</th>
<th>95% Confidence Interval</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
<td>Upper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1 (pre/post)</td>
<td>5.874</td>
<td>48</td>
<td>2.973</td>
<td>8.774</td>
<td>4.074</td>
<td>47</td>
</tr>
<tr>
<td>post-422 v post-222</td>
<td>15.805</td>
<td>48</td>
<td>10.157</td>
<td>21.452</td>
<td>5.630</td>
<td>47</td>
</tr>
<tr>
<td>post 422 v pre-222</td>
<td>21.679</td>
<td>48</td>
<td>16.373</td>
<td>26.984</td>
<td>8.220</td>
<td>47</td>
</tr>
</tbody>
</table>
Conclusions

Students who begin their path to becoming teachers start at ethnocentric minimization of cultural differences.

We see statistically significant positive growth at the each of the last two data collection points.

 Developing one’s Cultural Competency will in turn prepare teachers for a diverse classroom.
Recommendations

We suggest further studies be conducted to understand the relationship between instructional strategies that will foster intercultural competence.

- Experience
- Knowledge
- Reflection
- Mentorships
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Questions?
References