Educational Practice Outcomes Resulting from Intercultural Immersion Experience

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The Power of

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Discussion

Research suggests that simply raising awareness for social inequality doesn't guarantee that participants feel responsible for working towards social justice issues within their own classrooms. Educators who have gone on the Civil Rights Pilgrimage, either in the past or during the spring break of 2019, have shown that educators feel a sense of empowerment from the experience and after the educator gained the resources to do so. One of the main obstacles reported for educators applying culturally relevant curriculum is the lack of formal training. Educators participating in this scholarship are required to incorporate different curricula on a long-term basis, so that teachers could combine academic goals with opportunities to learn should be integrated into the school curriculum on a long-term basis, so that teachers could combine academic goals with opportunities to learn should be integrated into the school curriculum. Academic goals. "Opportunities to learn should be integrated into the school curriculum. The impact of an immersion experience like the University of Wisconsin - Eau Claire's Civil Rights Pilgrimage or other cultural experiences within the classroom is more frequent within social justice immersion experiences, many participants report a sense of empowerment that can be likened to a ‘ripple effect,’ whereby the impact of intercultural immersion experience allows educators to position themselves to make that kind of a ripple effect. How can I continue to pay it forward?" (Castagno, A. E. (2008), “I Don’t Want to Hear That!” Legitimating Whiteness through Silence in Schools. 95-109. Web.)

References


Method

Tiffany Oakes and current Eau Claire educators who had previously been to the Civil Rights Pilgrimage after participating in the Civil Rights Pilgrimage. The interviews based on a case study methodology. Interviews were conducted using a semi-structured interview format and were recorded and then transcribed by the researcher using Transcriber software. "Analytical induction is the process of identifying patterns and themes found in the data. A researcher begins by identifying categories of data, and then develops a deeper understanding of these categories through the process of coding and categorization. The main themes that emerged from the interviews were the following: Participants expressed genuine excitement to take part in the experience. Desire to enhance classroom setting Social justice application to curriculum Conversations about social justice and race in the classroom are more frequent Acknowledgments of the lack of priority diversification Perceptions that curriculum and administration are restrictive on culturally relevant curriculum Current political climate isn’t satisfied for participants.

Background

For those involved with education, understanding how intercultural immersion experiences can be used to engage teachers in social justice issues and how they can be applied to curriculum development is a crucial consideration. The purpose of this study is to explore how educators feel after participating in the Civil Rights Pilgrimage. The interviews based on a case study methodology. Interviews were conducted using a semi-structured interview format and were recorded and then transcribed by the researcher using Transcriber software. "Analytical induction is the process of identifying patterns and themes found in the data. A researcher begins by identifying categories of data, and then develops a deeper understanding of these categories through the process of coding and categorization. The main themes that emerged from the interviews were the following: Participants expressed genuine excitement to take part in the experience. Desire to enhance classroom setting Social justice application to curriculum Conversations about social justice and race in the classroom are more frequent Acknowledgments of the lack of priority diversification Perceptions that curriculum and administration are restrictive on culturally relevant curriculum Current political climate isn’t satisfied for participants.

Findings

Pre-Interview

"I want to be a better person, to become a better educator to children of color, and to have a broader understanding of who I am. In this district, I want to lead a diverse district, and I’m hoping that I can share this experience with everyone in our school." (Castagno, A. E. (2008), “I Don’t Want to Hear That!” Legitimating Whiteness through Silence in Schools. 95-109. Web.)

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Effects in Educational Environment

"I’m a good school right now, and my advice to teachers is to lead by example and to take advantage of the opportunities to teach. My students actually have lots of motivation to go further and do something new." (Castagno, A. E. (2008), “I Don’t Want to Hear That!” Legitimating Whiteness through Silence in Schools. 95-109. Web.)

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"If you’ve been to see the civil rights pilgrimage, you know what lies, and you really focused on the right to be heard. And there is a truth that is being spoken within the local public housing communities, and a voice that is being heard in the community. After they were gone, the district had conversations about the civil rights movement and the importance of the pilgrimage. This idea of keeping something in mind, and being able to share that information and that growth with my colleagues." (Castagno, A. E. (2008), “I Don’t Want to Hear That!” Legitimating Whiteness through Silence in Schools. 95-109. Web.)

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Post-Interview

"I used to be afraid to do social justice. What if parents get upset? After the Civil Rights Pilgrimage, in my food unit, we really focused on the right to food. " (Castagno, A. E. (2008), “I Don’t Want to Hear That!” Legitimating Whiteness through Silence in Schools. 95-109. Web.)

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"I take classes on multiculturalism, but it wasn’t what we need. And I’m still looking for more, I don’t want to be afraid of what I think others might think of me. But I also don’t want to make mistakes or think that it’s not the right thing to do. " (Castagno, A. E. (2008), “I Don’t Want to Hear That!” Legitimating Whiteness through Silence in Schools. 95-109. Web.)

"I was very afraid of the civil rights movement because it was so different, especially as an Asian-American. And my family never talked about it, so I didn’t have any explicit influence from them." (Castagno, A. E. (2008), “I Don’t Want to Hear That!” Legitimating Whiteness through Silence in Schools. 95-109. Web.)

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