Panel 2.4: Education for a Globalized World

The New Role of Multicultural Education in the Global Context

Multicultural education, once a marginal topic in academia, is in the full limelight globally. As the advancements in science, technology, and commercialism bring the world much closer, human interactions of all cultures of profound diversity and intricate history have intensified drastically. In the 21st century, the serious challenges remain: How can we move multicultural education beyond a politically correct slogan and goodwill to make it tangible and effective practice in education and all aspects of life? What is a relevant and meaningful pedagogy that will bring substantial transformation of the participants? How can we facilitate lasting growth and promote conscious and continuous application?

This paper will use the theoretical framework of Dewey’s experiential learning (1966), Greene’s constructive approach (1978), and Banks’ multicultural education theory (2004) as the foundation. It will examine the process of an undergraduate multicultural education course from over 100 learners’ perspectives through their journals, papers, and interviews to illustrate the actual journey, effective pedagogy, truthful struggle and roadblocks, and their personal and professional growth.

The paper will synthesize the effective and diverse pathways of learners as they strive to be more open, reflective, and effective global citizens, powerful professionals, and visionary leaders of the world. The intention is to offer relevant insights for a world that rises with the success of multicultural education or falls due to the lack of it.