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Assignment 2

1. Why has multicultural education not become a necessary ingredient of quality education?

Multicultural has not become a necessary topic in education because multicultural education has now not but become a significant part of the curriculum regularly presented to all college students; instead, educators have relegated it on the whole to social studies, language arts, and the best arts and feature typically focused coaching for college students of shade. Teachers may shy away from it because they don't know how to address it or go about it. In schools they have certain systems and faculty curriculums that also do no longer frequently consist of crucial information and deep observe about a huge variety of numerous ethnic companies. As results among ethnic organizations keep growing, the resulting success gap has reached crisis proportions. Multicultural schooling is vital to enhancing the academic achievement of college students of color and preparing all youths for democratic citizenship in society. Students need to apprehend how multicultural troubles shape the social, political, financial, and cultural fabric of America as well as how such problems fundamentally influence their personal lives.

2. What are some of the obstacles to implementing multicultural education?

I would say one of the biggest obstacles is the cultural difference. As well as the poorly formed speaker-listener relationships. If the student or the teacher is really comprehending what is being said, then the learning will not be effective. As seen in the article it is evident that the obstacles to implementing multicultural educations is these attitudes distort multicultural education and make it susceptible to superficial implementation. The little multicultural content that they offer is frequently provided in sidebars and unique-occasions sections (Loewen, 1995). Another obstacle to enforcing multicultural education lies with instructors themselves. Many are unconvinced of its worth or its price in developing academic abilities and constructing a unified country wide community. Even the ones teachers who are extra accepting of multicultural training are however skeptical approximately the feasibility of its implementation. These problems have profound implications for developing instructional packages and practices in any respect degrees of schooling that reply undoubtedly and constructively to diversity.