

UNIVERSITY OF THE PACIFIC

Proposal for Independent Study for Graduate Students

Name: _____ Semester and Year: WINTER 2010

ID Number: _____ Home Telephone: _____

Home Address: _____

Independent Study Course Information

Course Reference No.: _____ Dept. MAIR/SIS Course No.: MAIR 291 Units: 2

Title (as it should appear on your transcript): Multicultural Education Facilitator Training Program

1. Justification for this Independent Study.

Japanese society has been undergoing rapid transformation in recent years, with an aging population we are seeing an increasing number of immigrants entering society, growing numbers of second generation offspring of immigrants, and children of mixed-culture marriages. In Hamamatsu city there are roughly 30,000 registered foreign residents (approximately 3.9% of the total population) alone. These figures point to a future whereby the student body of any given public school in our community will likely be more diverse than in the past.

Kazukiyo Ishimura, chairman of the board of directors for the Hamamatsu Foundation for International Communication and Exchange (HICE) has commissioned this author and trainer to design and deliver a multicultural education program which utilizes this “new generation multicultural Japanese” to design activities for schools, and facilitate discussion among youth regarding the future multicultural society we are moving towards. This program also aims to improve multicultural relations throughout the entire community through education and dialogue.

2. Description of the Content of this Independent Study.

This independent study program consists of a pre-program research phase and three distinct training program phases. In the pre-program phase I will conduct an extensive literature review to broaden my knowledge of topics such as intercultural training design, multicultural communities, and bicultural identity. The phases of the training program will provide practical application of theories and methods, as well as opportunity for critical review. Out of my research and work with the student volunteers and participating community groups I will develop a multicultural education training manual that will assist local educators seeking to facilitate dialogue among their students and colleagues regarding multiculturalism. This proposed independent study program will also increase my own understanding of

emerging multiculturalism in my own community as well as the challenges and concerns local public school teachers and community leaders are facing. Combining knowledge gained through theory and practice I will have a deeper and broader understanding of multiculturalism in my community and be in a position to offer my own insight to those involved in the training program.

3. Design of the Study and Resources to be used, as well as the, Educational Objectives

Activity 1: Increase knowledge through a literature review. Read the selected books and articles regarding a.) multiculturalism and education, b.) challenges and rewards of bicultural identity, c.) teaching and training across cultures, d.) multicultural, diversity, and intercultural training activities and design.

Activity 2: Based on the knowledge gained through a literature review and involvement in the community, I can estimate what the project requires and describe it's goals and general contents. Together with the program coordinators we will meet and plan the schedule of the program, meet with Hamamatsu city officials regarding funding and support, meet with Board of Education (B.O.E.) administrators and local high school principals interested in our program. Interview student participant candidates and select participants based on their intercultural and multicultural experience as well as other criteria.

Activity 3: In order to further examine what is required for the program, as well as the needs of the participants, the participants and coordinators will take the Intercultural Development Inventory (I.D.I.) online. I will then evaluate their profiles, and hold individual feedback sessions and group orientation session. The information gained from these experimental sessions will assist me in determining a course of action in finalizing the training program.

Activity 4: I will analyze previous information in order to design and conduct four (4) workshops seminars that will train student participants to be multicultural facilitators in an education (mainly secondary school) setting. The initial 2 workshops will include activities and discussion that will reflect on participant experience with multiculturalism, identity issues, advantages and disadvantages to growing up crossing cultures. The focus will be on the participant's stories, with models, theories, and information from the literature incorporated. The later two workshops will focus more on activity design, presenting, public speaking, and self-expression. Student participants will express their thoughts on multiculturalism through a written essay, discussions, presentations, and designing their own activity to be later used when facilitating discussion at public high schools and with community groups.

Activity 5: I will provide evaluation and support of student participants as they further develop their activities and facilitation skills and allowing me to synthesize my learning.

Activity 6: The concluding activity will allow me assess the program and demonstrate what I have learned through the process. I will write the introduction, chapters 1 (Workshop activities and program design) and 3 (case studies) of the “わたし,あなた,みんな,Everyone is Multicultural” training manual.

4. Design of the Study and Resources to be Used.

Bibliography

Books:

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Journal Articles:

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5. Timeline.

Activity 1: Reading – 50 hours

Activity 2: Meetings and interviews – 20 hours

Activity 3: Administering I.D.I., individual feed back (12 participants), orientation session – 15 hours

Activity 4: Plan and deliver four seven-hour workshops – 40 hours

Activity 5: Evaluate and support participant facilitation workshops – 20 hours

Activity 6: Write text for manual – 30 hours

6. Method of Evaluation.

This independent study culminates in the publication of “わたし,あなた,みんな,Everyone is Multicultural” by the city of Hamamatsu. My instructor will receive a copy of the publication as evidence of the completion of this study and demonstration of the accomplishment of my educational objectives. Additional copies will also be sent to the Intercultural Communication Institute for their library.

7. Importance of this Independent Study.

This independent study will provide me with the opportunity to broaden my knowledge regarding multicultural education, training design, and material development. I will gain the total training development experience by designing, developing, and delivering the program in its entirety from the point of conception to evaluation.

This project will also allow me to make a significant contribution to our community that will continue over time through the ongoing efforts of those involved in the program, as well as allow me to contribute to the field of intercultural communication with published material.

Finally, through interaction with other bicultural or multicultural people I can learn more about others and the shared bonds we have, as well as myself. The chance to have such discussions alone will be enriching.

Signatures

Student _____ Date _____

Instructor _____ Date _____

Department Chair _____ Date _____

Dean _____ Date _____

Distribution of Copies after Signatures are Obtained:

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