Pedagogical Strategies for Teaching a Multicultural Education Course: From Safe Space to Brave Space for a Community of Learners

Shihua Chen Brazill

Montana State University

Abstract: *The article focuses on pedagogical strategies for multicultural education courses, with a focus on creating brave space for a community of learners. The study explains how to design and implement effective practices to create the brave space that is vital to a multicultural education course. Brave space is crucial because of the sensitivity of the topics covered, such as identity, intersectionality, cultural humility, social justice, and Indian Education for All.*

Key Words: pedagogical strategies, scholarship of teaching and learning, multicultural education, brave space, safe space

"Whoever our students may be, whatever the subject we teach, ultimately we teach who we are."

— Parker J. Palmer

INTRODUCTION

The purpose of this study is to investigate pedagogical strategies for multicultural education, a frequently taught course that covers many sensitive but timely topics in higher education. These topics include teacher identity, cultural humility, compassion, social justice, vulnerability, trust, social identity (race, sexuality, gender, spirituality, age, socio-economic status, & ability), stereotypes, prejudice, racism, discrimination, Indian Education for All (IEFA, a Montana program), and lesson planning to implement IEFA.

The study examines how to apply seminal theories to enhance learners' experiences, including the scholarship of teaching and learning (SoTL) (Bass, 1999; Hutchings, 2000; Mettetal, 2002), Danielson's teaching framework (Danielson, 2007), good practice in undergraduate education (Chickering & Gamson, 1987; Barr & Tagg, 1995), and effective teaching pedagogy (instructional strategies, learning environment, and curriculum design) (Marzano, Pickering, & Pollock, 2001). Moreover, this study specifically focuses on challenges and teaching methods/best practices for teaching multicultural education courses.

Throughout the course, students learn that multicultural education is a life-long learning process and to respect different values and identities of everyone they encounter. Most of the students major in education and their career goal is to become teachers and apply skills learned in

Correspondence concerning this article should be addressed to Shihua Chen Brazill, E-mail: ShihuaBrazill@montana.edu

the course. It is vital for them to learn how to respect multiple intelligences and create an inclusive, diverse, equal, and supportive classroom climate and learning environment as pre-service teachers. As multicultural educators, students learn to develop knowledge awareness, skills, and actions (Howe & Lisi, 2018).

The topic of this study, i.e. the scholarship of teaching and learning in multicultural education, is important and relevant in today's world because multicultural education has become embedded in the higher education system as the student population has become more diverse. Specifically, the purpose of this study is to examine factors that affect student perceptions of their learning experiences in a multicultural education course. This study focuses on the following research questions:

RESEARCH QUESTION 1. What pedagogical strategies contribute to the student learning experience?

RESEARCH QUESTION 2. How to best align course outcomes and assessments techniques to help students learn about the course content/topics/themes?

RESEARCH QUESTION 3. How does the quality of the learning environment contribute to the overall learning experience?

LITERATURE REVIEW

The literature review focuses on SoTL, safe space, and brave space as a theoretical framework for the study.

SCHOLARSHIP OF TEACHING AND LEARNING (SoTL)

The study builds on the framework of SoTL, which is defined as a systematic inquiry into reflective teaching to improve the quality of student learning in higher education (Ashwin, Boud, Coate, Hallett, & Keane, 2015; Bowen, 2010; Miller-Young & Yeo, 2015). Felten (2013) conceptualized the principles of good practice in SoTL, which include inquiry focused on student learning, grounded in context, methodologically sound, conducted in partnership with students, and making teaching appropriately public. Gilpin & Liston (2009) confirmed that teaching is a public act and an act of community building and knowledge sharing, and not a private act. Cranton (2011) and McKeachie & Svinicki (2013) underlined the importance of relationships between instructor and students in order to build a community of learners based on shared experiences that influence the learning experience.

Furthermore, Trigwell & Shale (2004) identified the relationship between teaching and scholarship, which views teaching as a public act through scholarly inquiry and exchange of ideas through publication that is open to critique and helps students grow personally and intellectually. The instructor's pedagogical content knowledge is vital in teaching and learning practices, which then directly influences learning outcomes and experiences.
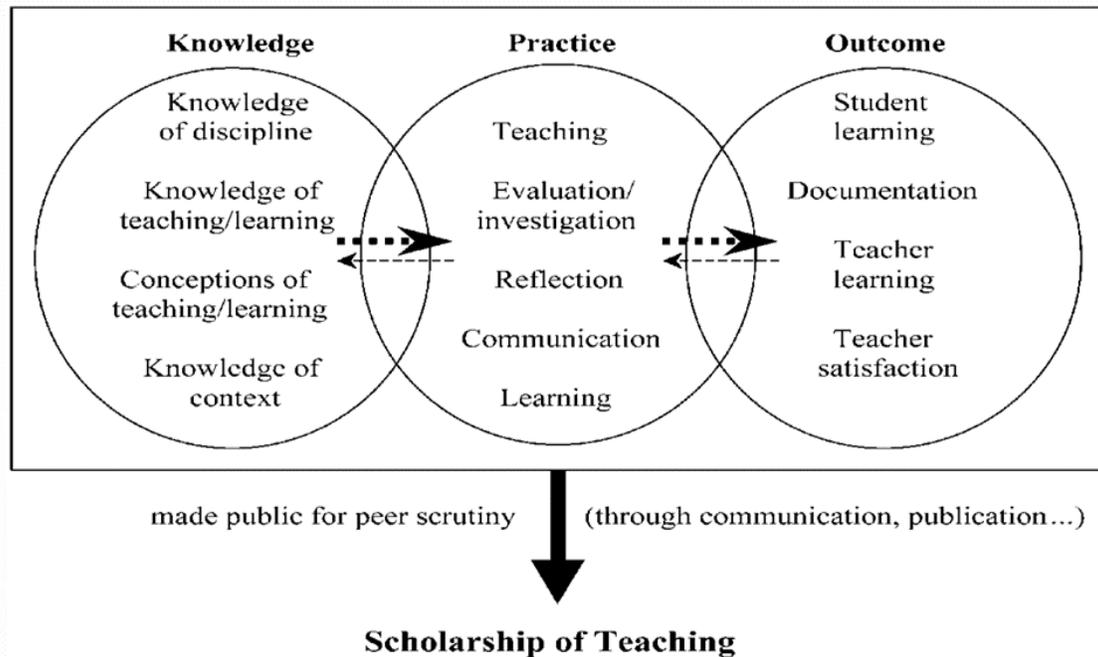
Figure 1. Components of a model of scholarship of teaching. Retrieved from "Student learning and the scholarship of university teaching," by K. Trigwell, & S. Shale, 2004, *Studies in Higher Education*, *29*(4), 523-536. p.530. Copyright 2012 by Routledge Taylor & Francis Group.

Moreover, Trigwell, Martin, Benjamin, & Prosser (2000) stated that teachers who practice SoTL conduct action research with pedagogical content knowledge, publish in international scholarly journals, engage with the literature of teaching and learning, perceive teaching in a student-focused way, and communicate ideas and practices to the public with assessment and evaluation purpose. For example, Myers (2008) found that female faculty are more likely to engage SoTL to inform their teaching based on their identity and teaching experience across the four key activities of teaching issues, including reviewing the literature, talking with colleagues, consulting campus experts, and using assessment data.

The SoTL framework is a practical approach to improve teaching and learning outcomes. Therefore, this study practices SoTL to enhance students learning through systematic inquiry to identify what works and what does not work when teaching multicultural education courses. For instance, Gloria, Rieckmann, & Rush (2000) studied issues and recommendations for teaching an ethnic/culture-based course. Some of their findings indicated that small groups offer a safer, more intimate environment for students to exchange knowledge and perspectives with classmates, thus students are more willing to open up when discussing contested multicultural issues. Moreover, Gloria, Rieckmann, & Rush (2000) concluded an issue with some students viewing the course as a requirement while others may consider it critical to their personal and professional growth for the whole student identity development.

Likewise, it is helpful to keep in mind the seven good practices in undergraduate education and instruction (Chickering & Gamson, 1987; Brazill, 2019c):

1.   Encourage contact between students and faculty;
2.   Develop reciprocity and cooperation among students;

3.　　　Encourage active learning;
4.　　　Give prompt feedback;
5.　　　Emphasize time on task;
6.　　　Communicate high expectations; and
7.　　　Respect diverse talents and ways of learning.

These practices are vital for creating an inclusive classroom learning environment and contribute to positive learning experiences. Furthermore, as shown in Figure 2, the National Research Council (2000) defined what we know about learning empirically and how educators can intentionally select teaching techniques and pedagogies to serve students' learning experiences. Action research represents another approach to enhancing teacher learning by proposing ideas to a community of learners (National Research Council, 2000).
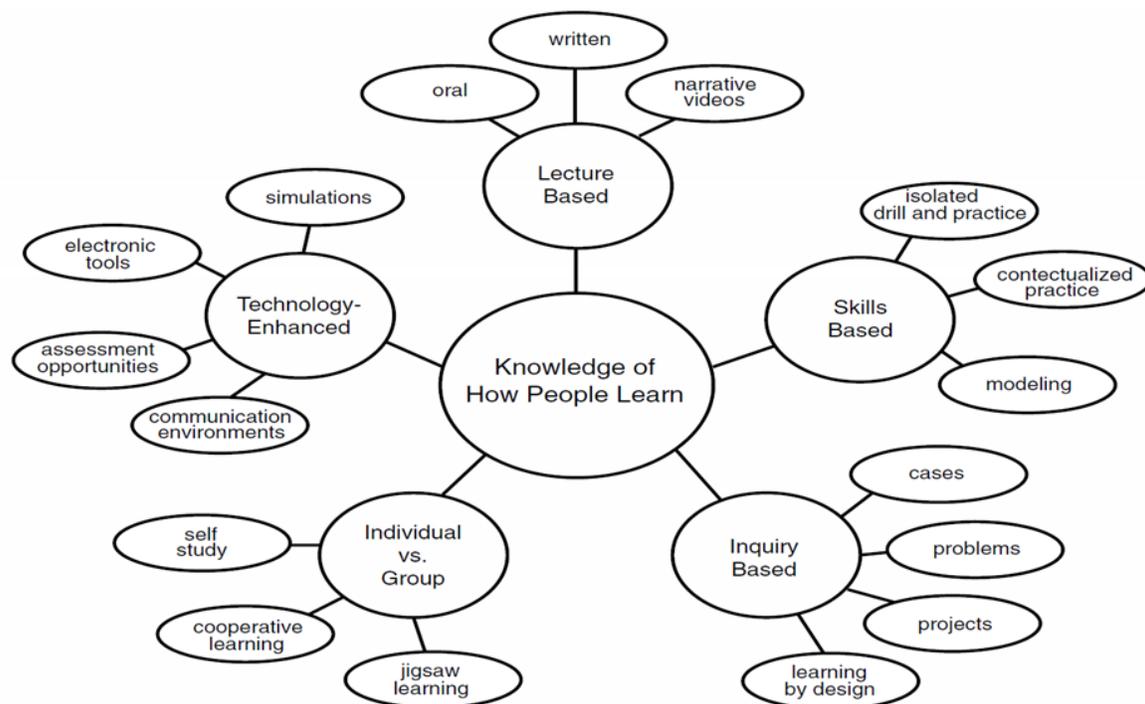

Figure 2. With knowledge of how people learn, teachers can choose more purposefully among techniques to accomplish specific goals. Retrieved from "*How People Learn: Brain, Mind, Experience, and School: Expanded edition*," by National Research Council. (2000). National Academies Press.

FROM SAFE SPACE TO BRAVE SPACE FOR A COMMUNITY OF LEARNERS
Safe space and brave space are important context for SoTL. Safe space is established through mutual respect built on group norms. Brave space focuses on the responsibility of individuals to determine how far outside of their comfort zones they are willing to go in contributing to class discussion. The two are complementary because safe space is the foundation of brave space. The two can conflict because safe space protects students from psychological harm and insures that they feel emotionally safe without being judged by their peers (Milner, Cunningham, Delale-O'Connor, & Kestenberg, 2018; Rechtschaffen, 2016).

Rom (1998) identified safe space as vital for challenging classroom discussions about identity, for example, discussions involving LGBTQA, race/ethnicity, social class, sexuality, or religion. Further, Mae, Cortez, & Preiss (2013) believed that safe spaces promote effective student learning when exchanging ideas about difficult topics such as multicultural issues. In contrast, brave space allows students to take risks when discussing diversity issues by creating a supportive learning environment. Arao & Clemens (2013) first defined brave space as a tool to discuss controversial and sensitive issues regarding diversity and social justice. They argued that the concept of safe space that is commonly known is insufficient for creating an inclusive learning community. Thus, "you should aim to be brave. Some of the most profound learning experiences happen when we are teetering on the edge of our comfort zones…" (Ashlee & Ashlee, 2015, p.19). The area of vulnerability just beyond our comfort zones is called brave space, and it provides opportunities for immense personal growth (Ashlee & Ashlee, 2015).

DESIGN AND METHODOLOGY

The research used mixed methods, including a survey and qualitative content analysis. This section was organized into instrumentation, data collection, and participants.

INSTRUMENTATION

The survey instrument examined students' perceptions of their learning experiences in multicultural education courses, with questions including course content/topics/themes as well as the classroom learning environment. The survey constructs were based on National Research Council (2000) as how to create a learner-centered environment. The classroom dimensions are important to the construction of a safe space and brave space because they are the context in which students interact with the teacher, each other, course content, and the learning community. Survey questions for this study were grouped into the following four categories:

1. Student perceptions of the quality of their overall learning experience in the course;
2. How much students learn about the specific course content/topics/themes;
3. How the learning environments (classroom discussion/engagement/participation, peer interactions, student-teacher interactions, safe space, brave space, and guest speakers) influence the quality of their learning experience; and
4. Specific written comments about the course.

The survey questions were designed using a Likert scale (Harpe, 2015) with a range of 1-5. One represents negative and five represents positive. The survey questionnaire was designed to understand the student learning experience in relationship to the course content and classroom learning environment. The principle aim was to collect information about students' perceptions of their learning experience in multicultural education courses. Specific survey questions were developed to investigate the research questions, including demographic information, such as age, degree, major, gender, education level, and political affiliation.

Pre-tests of the survey were conducted in order to ensure that all the survey questions were comprehensible. Participants were asked to answer the survey questions truthfully and accurately to the best of their abilities. The criteria for the pre-tests are as follows (Brazill, 2016; Brazill, Masters, & Munday, 2016):

1.   Three students were selected to participate in the pre-test;
2.   Pre-test surveys were not included in the formal survey; and
3.   Necessary changes were made to the survey questions after the pre-test.

DATA COLLECTION

With IRB approval, the author collected data at a university which comprised of four sections from the Fall 2018 semester and three sections from the Spring 2019 semester. The survey was conducted in person to ensure maximum validity, a higher response rate, and higher quality of the data. Meeting in person with each survey group may mean the subjects would be more willing to complete the questionnaire with better results (Brazill, 2016). The survey took approximately 10-15 minutes for students to complete during class time.

PARTICIPANTS

Table 1 shows the survey participant groups' breakdown by demographic information. Although 200 surveys were collected, respondents did not necessarily answer every question. The average response rate was 82.7%. Students were enrolled in multicultural education courses at a land grant university located in a small city in the northern Rocky Mountain region of the United States. The university has about 17, 000 students with a R1 research Carnegie ranking.

Table 1: Descriptive Data and Demography Statistics of the Sample Characteristics

Gender	
Males	62 (31.0%)
Females	138 (69.0%)
Education Level	
Freshman	3 (1.6%)
Sophomore	96 (50.5%)
Junior	68 (35.8%)
Senior	17 (8.9%)
Masters	6 (3.2%)
Political Affiliation	
Republican	44 (27.5%)
Democratic	64 (40.0%)
Independent	52 (32.5%)

Finally, the study uses qualitative content analysis (Hsieh, & Shannon, 2005; Schreier, 2012) to examine students' written comments. Content categories were developed from the research questions. Students' written comments from the survey and final reflection assignments were then analyzed as samples. The coding themes were then categorized to align with the survey results. In the content analysis, written comments demonstrated the scholarship of teaching (SoTL), pedagogical practices, and learning outcomes.

ANALYSIS OF DATA

Results were based on the student survey and students' written comments. The survey results focused on two major issues related to the research questions. First, how does each aspect of the learning environment associate with student's overall quality of learning experience? Second, how does each selected course topic/theme associate with student's overall quality of learning experience? The analysis of the results revealed two common themes (1) learning environments & learning experiences and (2) course topics & learning experiences.

THEME 1: LEARNING ENVIRONMENTS & LEARNING EXPERIENCES

In the case of the multicultural education course, instructors should employ teaching pedagogies that draw out and work with the pre-existing understandings that students bring with them. For instance, the study results showed that students found it helpful and vital if instructors use the following three main pedagogical strategies (1) model cultural humility through classroom discussions and guest speakers, (2) create learning environments that embrace safe space and brave space, and (3) build positive teacher-student relationships and peer interactions in the learning environments. These pedagogical strategies were discussed in-depth as how they should be carried out in the classrooms. They were based on the rankings of student perceptions of each aspect of the learning environment and written comments.

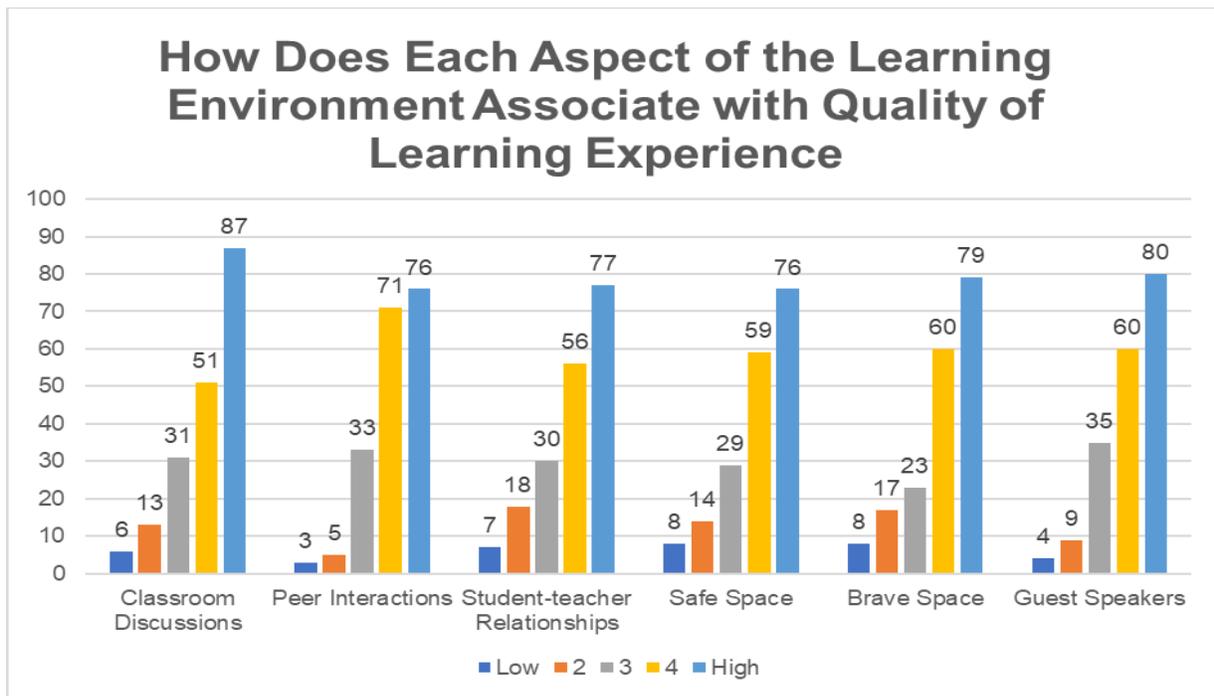*Figure 3.* Learning environment and quality of student's learning experience.

PEDAGOGICAL STRATEGY 1: MODEL CULTURAL HUMILITY THROUGH CLASSROOM DISCUSSIONS AND GUEST SPEAKERS. Students were active participants who formed a community of peer learners through collaborative and cooperative learning with small group and large group discussions (Fisher, 2013). Furthermore, this course allowed opportunities for students to co-

teach and facilitate discussions with instructors. Another learning environment intentionally designed to foster a positive student experience was inviting guest speakers who were passionate and knowledgeable about certain course topics to share their stories and model cultural humility. The guest speakers were aware of the course outcomes and how to link the guest lectures/course content/discussions to student multicultural experiences and identity, i.e. where they come from (rural vs. urban), their religion, race/ethnicity, gender, age, socioeconomic status (class) etc.

Written comments from student perspectives about cultural humility emphasized the importance of humility throughout classroom discussions and guest speaker presentations:

Student 1 stated:

> Cultural humility is more than being kind. Cultural humility is the willingness to understand why a person acts a certain way, the ability to not look a person just on the outside, and to appreciate places that you might not come from.

Student 2 shared:

> Multicultural Education was one class in the Education Program that I feel really helped me to grow as a person. This course really made me feel comfortable exploring my own identity and how it has been impacted by different aspects of my culture. It allowed me to realize that everyone has an identity and a culture that impacts their lives, and the importance of recognizing this in order to establish a strong sense of who we are. In addition to this, I now understand cultural humility and different strategies for teaching in a multicultural classroom from the instructor and guest speakers. However, I would argue, due to each student's unique background and experiences, that every classroom is multicultural.

Student 3 commented that

> "cultural humility, to me, means the practice of inclusion. Individual culture shapes the way we think, interact, communicate, and transmit knowledge to others."

Mattingly, Durham, & Shupp (2018) supported the point of view expressed in the student quotations above. They argued that showing empathy, respect, trust, compassion, humility, and desire for mutual understanding is fundamental in bringing people together in a learning community. The course connects classrooms to community through inviting guest lecturers, facilitating panel discussions from the community, and implementing community activities such as the Growth and Enhancement of Montana Students (GEMS) project (Brazill, 2019a; Brazill, 2019b; Brazill, 2020b; Brazill, 2020c).

PEDAGOGICAL STRATEGY 2: CREATE LEARNING ENVIRONMENTS THAT EMBRACE SAFE SPACE AND BRAVE SPACE. During the first class of the multicultural education course, instructors introduced "Touchstones for Safe and Trustworthy Space" (Palmer, 2017) and "Class Norms" to students. Then students divided into groups to establish their own norms for creating a safe space and to reflect on the question, "How do we want to be with each other?". Each group shared their norms, and together the class developed a list of class norms used throughout the semester. Safe space and brave space are fundamental for classroom discussions, given the fact that class participation, attendance, and courageous conversations account for 50% of a student's grade in the course. Brave space is the core to build trusting relationships among educators and learners as it allows

them to connect on personal levels where students feel safe to speak freely (Ashlee & Ashlee, 2015).

Written comments from student perspectives about safe space and brave space emphasized the importance of these qualities to the learning environment:

Student 1 stated:

Creating a brave safe is going to be an important goal in my own classroom someday. I had never heard of such a thing before this class, but I think that the concept is powerful and will create a positive student-teacher relationship. It will be important to me that I can be honest with my students about who I am, and I want them to feel the same way.

Student 2 noted:

As a teacher, I want to create a welcoming inclusive learning environment. Thinking about a brave space versus a safe space. I am aware some students may be a little slow to warm up, and all of them will come from different backgrounds.

PEDAGOGICAL STRATEGY 3: BUILD POSITIVE TEACHER-STUDENT RELATIONSHIPS AND PEER INTERACTIONS IN THE LEARNING ENVIRONMENTS. Building positive teacher-student relationships is vital before, during, and after classes through the frequency and quality of interactions (Hagenauer & Volet, 2014). Tanaka (2016) emphasized positive teacher-student relationships as "teacher as learner, learner as teacher" (p.101).

Written comments from student perspectives emphasized the importance of building positive teacher-student relationships and peer interactions in the learning environment:

Student 1 stated:

I want to build positive relationships with each of my students and have a strong connection with who they are and how they learn. This will allow students to know they are welcome in the classroom and they can openly share their thoughts if they choose. "We teach who we are," a phrase that states the importance of creating meaningful connections with students in any level of education.

Student 2 noted:

The trust topic made me realize that giving my students the opportunity to trust me in the classroom; it will make the environment a place where my students will feel comfortable to talk to me. I want to be the person they come to when they have no one else, I want my students to feel safe, and I also want my students to trust each other and build new relationships with each other. Without that trust between me and my students, they will feel unsafe, they will feel isolated, and they will feel lost.

Student 3 shared:

This class has not only inspired me to gain knowledge on diversity but also impact my role as a teacher because it has influenced me to incorporate more culture into not just my teaching, but my future endeavors. It has encouraged me to continue to grow my knowledge and humility of diversity and to use that to myself and other's advantage. This course has also taught me to incorporate vulnerability within my future classroom. I previously thought of vulnerability with a negative connotation, but I now know that vulnerability is such a positive thing, especially when it is experienced in a classroom between students and teacher.

Table 2: Three Stage I-S-C (Instructor-Student-Classroom) Conceptual Framework

Stage 1: Before Class (Preparation)		
Instructor	*Student*	*Classroom*
Prepare content, assignments, rubrics, and assessment techniques using the Universal Design for Learning framework (Kennette & Wilson, 2019).	Complete reading and other assigned homework; engage in teamwork with peers (Chickering & Gamson, 1987).	A virtual space for students and instructors to apply reflective learning through journal writing and self-reflection within the process of teaching and learning (Brazill, 2020a; Stevens & Cooper, 2009; Tanaka, 2016).
Stage 2: During Class (Learning Environment)		
Instructor	*Student*	*Classroom*
We teach who we are (Palmer, 1997); teachers are facilitators who balances, challenges, and supports through modelling cultural humility; weekly and mid-term assessment; invite former students to share how knowledge learned in multicultural education course apply to their social justice journey.	Students are co-producers and co-learners in the inquiry process; build positive teacher-student relationships and peer interactions in the learning environments (Tanaka (2016).	A safe space and brave space for students and instructors through mutual respect and shared responsibilities (Rom, 1998; Arao & Clemens, 2013).
Stage 3: After Class (Assessment)		
Instructor	*Student*	*Classroom*
Provide constructive timely feedback to students; align course outcomes with engagements and assessment techniques; check students learning progress to improve teaching practices (Bain, 2011).	Reflection journals as a self-assessment and reflection tool for personal & professional growth (Gloria, Rieckmann, & Rush, 2000).	A virtual space through learning management system or outside classroom spaces that students work together after class especially for group projects discussions; instructors apply the community of inquiry model to include social, cognitive, and teaching presence (Garrison, 2007).

Danielson's teaching framework (Danielson, 2007) provided a solid foundation for pre-service and in-service teachers and educators; however, it does not address the responsibilities for students. Teaching and learning should be viewed as a two-way street, the course will not be complete without learner's engagement and motivations to learn (Wlodkowski, & Ginsberg, 2017). Tanaka (2016) confirmed the significance of the learner-teacher relationship, whereby teachers need to be open-minded about learners' needs and directions to grow. To that end, the three stage

I-S-C (Instructor-Student-Classroom) conceptual framework fills the research gap by adding student responsibility as a vital piece in helping to create a positive learning environment. The three stage I-S-C (Instructor-Student-Classroom) as shown in Table 2 illustrates the study results in teaching practices employed in teaching the multicultural education course. In each stage, necessary actions are identified for the instructor, student, and classroom.

THEME 2: COURSE TOPICS & LEARNING EXPERIENCES

The results showed that instructors should use the following pedagogical strategy to enhance students' learning experiences by aligning learning outcomes with engagements and assessments.

Pedagogical Strategy 4: Align Learning Outcomes with Engagement and Assessments. Based on the rankings of student perceptions as shown in Figure 4 and written comments, students found certain course topics and themes were more helpful. For instance, IEFA was ranked as the number one topic that contributed to their multicultural education learning journey and followed by race/ethnicity. This could be because IEFA was the focus of the course where students were required to complete the IEFA team project. Specifically, the multicultural education course was divided into three phases as listed below:

1. Starting the conversations (safe space, brave space, cultural humility, empathy, compassion, vulnerability, trust, etc.);
2. Explore identity (race, sexuality, gender, spirituality, age, socio-economic status, and ability); and
3. Implement IEFA through evaluating existing resources, creating unit & lesson plans, and presenting group IEFA projects.
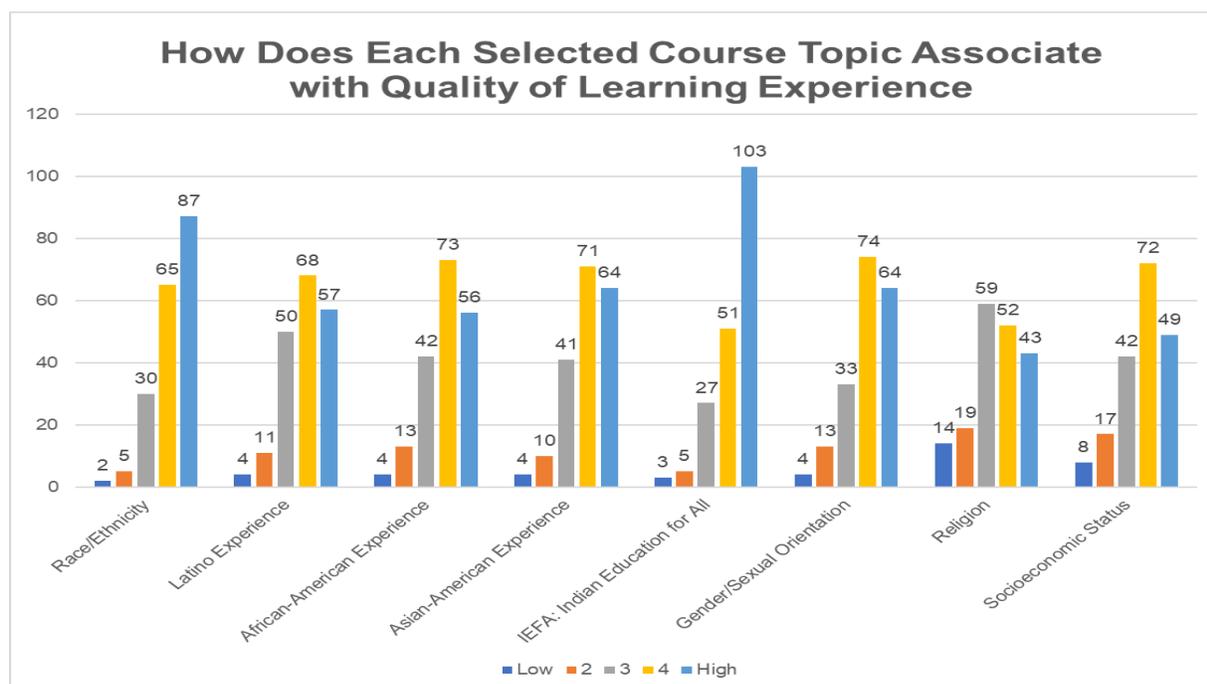

Figure 4. Course topics and quality of student's learning experience.

Written comments from student's perspective emphasize how the course benefited their learning and professional teacher identity:

Student 1 noted:

My understanding of multicultural education has changed because when I started this course, I thought it would mostly be about different cultures. Instead, it was teaching me to be more open, and more comfortable regarding all cultures and identities. I learned how to strength my professional identity and to be a more culturally inclusive teacher.

Student 2 commented:

When I started this class, I thought that it was just one of those classes that was required and is not going to be helpful when I become a teacher, fortunately I was wrong. I became drawn to the class in many ways. I developed a new perspective on culture, diversity, identity, and social justice.

Student 3 mentioned:

This class was one of the best courses I have taken because it touched on a lot of things that I was clueless about in my life. It helped me realize how I am going to handle certain situations, and it helped me realize who I want to be as a teacher.

The results indicated that learners appreciated the connections between course learning outcomes and course content/methods of teaching and assessment techniques (formative and summative). The conceptual framework as shown in Figure 5 demonstrates the rationale for designing the course to maximize learners' engagement in class as well as ways to evaluate the outcomes using the "backward design" model. Backward design integrates differentiated instructions to connect course content with learners through the staged processes of identifying desired outcomes, determining acceptable evidence, planning the learning experience, and actual instruction (Tomlinson & McTighe, 2006; Wiggins & McTighe, 2005; Wiggins & McTighe, 1998). Moreover, Bloom's taxonomy (Bloom, 1956) and culturally responsive pedagogy (Gay, 2018) were applied in designing learning outcomes to meet learners where they are and address their individual needs.

In sum, this study advances knowledge for multicultural education by creating two new conceptual frameworks (Table 2 and Figure 5) for successfully teaching multicultural education that align with SoTL, safe space, and brave space.

Backward Design for Multicultural Education
Rationale: Align Learning Outcomes to Engagement & Assessment

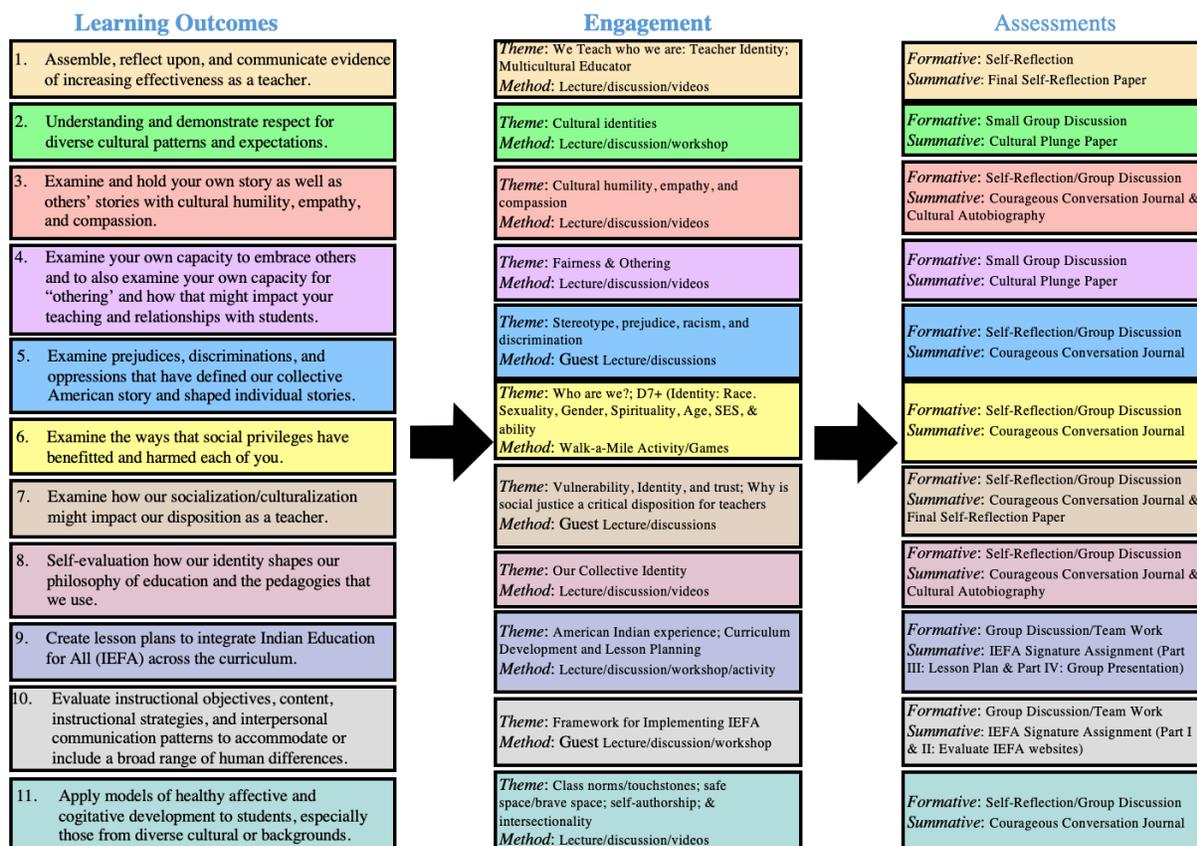| Learning Outcomes	Engagement	Assessments
1. Assemble, reflect upon, and communicate evidence of increasing effectiveness as a teacher.	*Theme*: We Teach who we are: Teacher Identity; Multicultural Educator *Method*: Lecture/discussion/videos	*Formative*: Self-Reflection *Summative*: Final Self-Reflection Paper
2. Understanding and demonstrate respect for diverse cultural patterns and expectations.	*Theme*: Cultural identities *Method*: Lecture/discussion/workshop	*Formative*: Small Group Discussion *Summative*: Cultural Plunge Paper
3. Examine and hold your own story as well as others' stories with cultural humility, empathy, and compassion.	*Theme*: Cultural humility, empathy, and compassion *Method*: Lecture/discussion/videos	*Formative*: Self-Reflection/Group Discussion *Summative*: Courageous Conversation Journal & Cultural Autobiography
4. Examine your own capacity to embrace others and to also examine your own capacity for "othering" and how that might impact your teaching and relationships with students.	*Theme*: Fairness & Othering *Method*: Lecture/discussion/videos	*Formative*: Small Group Discussion *Summative*: Cultural Plunge Paper
5. Examine prejudices, discriminations, and oppressions that have defined our collective American story and shaped individual stories.	*Theme*: Stereotype, prejudice, racism, and discrimination *Method*: Guest Lecture/discussions	*Formative*: Self-Reflection/Group Discussion *Summative*: Courageous Conversation Journal
6. Examine the ways that social privileges have benefitted and harmed each of you.	*Theme*: Who are we?; D7+ (Identity: Race. Sexuality, Gender, Spirituality, Age, SES, & ability *Method*: Walk-a-Mile Activity/Games	*Formative*: Self-Reflection/Group Discussion *Summative*: Courageous Conversation Journal
7. Examine how our socialization/culturalization might impact our disposition as a teacher.	*Theme*: Vulnerability, Identity, and trust; Why is social justice a critical disposition for teachers *Method*: Guest Lecture/discussions	*Formative*: Self-Reflection/Group Discussion *Summative*: Courageous Conversation Journal & Final Self-Reflection Paper
8. Self-evaluation how our identity shapes our philosophy of education and the pedagogies that we use.	*Theme*: Our Collective Identity *Method*: Lecture/discussion/videos	*Formative*: Self-Reflection/Group Discussion *Summative*: Courageous Conversation Journal & Cultural Autobiography
9. Create lesson plans to integrate Indian Education for All (IEFA) across the curriculum.	*Theme*: American Indian experience; Curriculum Development and Lesson Planning *Method*: Lecture/discussion/workshop/activity	*Formative*: Group Discussion/Team Work *Summative*: IEFA Signature Assignment (Part III: Lesson Plan & Part IV: Group Presentation)
10. Evaluate instructional objectives, content, instructional strategies, and interpersonal communication patterns to accommodate or include a broad range of human differences.	*Theme*: Framework for Implementing IEFA *Method*: Guest Lecture/discussion/workshop	*Formative*: Group Discussion/Team Work *Summative*: IEFA Signature Assignment (Part I & II: Evaluate IEFA websites)
11. Apply models of healthy affective and cogitative development to students, especially those from diverse cultural or backgrounds.	*Theme*: Class norms/touchstones; safe space/brave space; self-authorship; & intersectionality *Method*: Lecture/discussion/videos	*Formative*: Self-Reflection/Group Discussion *Summative*: Courageous Conversation Journal

Figure 5. Conceptual Framework of Intentional Design for Multicultural Education: Align Learning Outcomes with Engagement & Assessments.

DISCUSSION AND CONCLUSIONS

Multicultural education curriculum and instruction provides students opportunities to engage and listen to a wide range of opinions on diversity and social justice issues. It allows students to keep an open mind to new ideas and respect people who hold different values. Moreover, it creates teaching moments for students to deal with conflict with respect and cultural humility. Such a critical self-reflexive process is important to create meaningful and challenging dialogues in multicultural education (Tanaka, 2016).

This research is significant because it provides best practices for future educators who teach courses addressing multicultural education or similar courses such as intercultural communication, race/ethnicity, or social justice. From this study, it is important to note that safe space and brave space are both vital aspects in the learning environment for teaching a multicultural education course. This is relevant in multicultural education because many challenging diversity topics are discussed and examined throughout the course.

Brave space is a vital aspect of the learning environment for a multicultural education course for three important reasons. First, brave space creates an empowering environment for students who have experienced traumatic events to share their perspectives. Second, brave space is vital for personal and intellectual growth through engaging conversations with challenging and

supportive dialogues. Third, brave space allows students to engage in challenging dialogues as well as that makes them uncomfortable or challenges their personal beliefs.

There are several limitations to this study. First, it is a small sample size from a single university, and further research should sample a range of other universities. Second, this study tested for whether students agree that the course structure helps them learn, but not learning per se. The instructors/course designers set goals for student learning, and the purpose of this study was to determine if students agreed with the design. Thus, the data reflected students' beliefs regarding the course design, and does not assert that students know what is best for their own learning. Moreover, as a limitation, students may not be in a position to critically assess the course design. Since the research does not include data on student outcomes/achievement, the course design practices need to be examined in future research to find whether they effectively improve student learning. Third, further research is needed about how students incorporate knowledge learned in a multicultural education course into their post-graduation teaching as pre-service teachers. Finally, a longitudinal study of this kind would provide a better perspective on the impact of the course as well as provide insights into how the course might be improved. Future research should be done to provide guidance in this area.

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