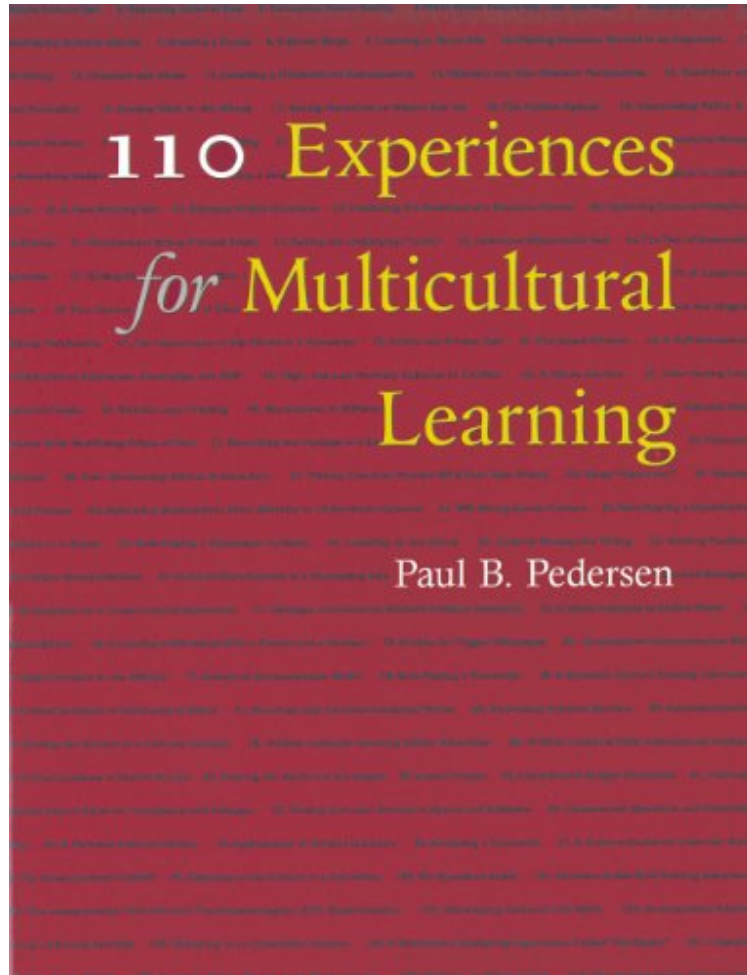


(Download free pdf) 110 Experiences for Multicultural Learning

110 Experiences for Multicultural Learning

Paul B. Pedersen

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Paul B. Pedersen : 110 Experiences for Multicultural Learning before purchasing it in order to gauge whether or not it would be worth my time, and all praised 110 Experiences for Multicultural Learning:

0 of 0 people found the following review helpful. Must have resource for multicultural education. By AnnavisBought this as a resource for multicultural class and it is packed full of great ideas and detailed instructions. Must have for multicultural curriculum in a variety of classes. 1 of 1 people found the following review helpful. Handy and priceworthy. By George F. Simons As one whose imagination is likely to fail when I need it most, I have always appreciated collections of experiential activities for the classroom and training room. Brought up on the annual collections of structured experiences provided by Pfeiffer and Jones at University Associates, I have always tried to have a fat shelf of creative interventions to turn to. Paul Pedersen's new offering of 110 Experiences for Multicultural Learning is a particularly welcome addition to the collection. The activities that Pederson presents are in the main what interculturalists term "culture general" exercises. That means that they deal with the dynamics of culture and diversity, people's perceptions, attitudes and the way they interact with others, rather than focusing

on the behaviors and values of specific cultures. While a number of exercises bring in data or cases from specific cultures, generally the cultural specificity comes into the exercises through the experiences and interactions of the participants. This gives teacher or trainer a wide range of applications, e.g., in many cases the same exercise might be useful for examining values differences between Chinese and Mexican attitudes toward health, or between engineering and marketing priorities within an organization. Pedersen's target market is primarily educators in the classroom, particularly those whose students need hands on appreciation of the effects of culture and diversity on the practice of such disciplines as psychology, social work, inter-group relations, etc. That being said, there is plenty here that can be effectively applied in communications, international studies and global business courses as well as picked up by organizational development and intercultural trainers in government, commerce and industry, and Pedersen is actively conscious of this audience as well. In every case, the 110 Experiences provide clear and easy to read instructions for the facilitator of the activity. These tell the learning objective, time required, the risk level, who the participants should be, step by step procedures (sometimes this will involve templates for handouts to the students or material to be posted on flip charts, etc.), a formula for debriefing the experiences, and a brief statement of the insight that the exercise is likely to produce. This last, though not identified as such, is generally a concrete statement of the learning objective of the exercise in terms of outcome. While the procedure is thorough, my personal preference would have been to have one more category that broke out in to a separate list the materials needed or contexts required for building the experience. Worth noting is Pedersen's concern that the instructor using the materials be clear about what risks the exercise may have. He introduces this topic in the first chapter which discusses the "Favorable Conditions for Multicultural Experiences." He then labels each exercise with a low, moderate, or high risk ranking. He returns to this concern with risk in the concluding chapter, "Staying out of Trouble." There are all kinds of potential hazards in teaching and training for the kinds of awareness and skills that these exercises lead to, everything from logistics to politics, but those that concern him and us the most are the personal and interpersonal challenges and changes which such learning processes are designed to bring about. He provides good advice on how to manage processes so that there is both enough safety and enough challenge for the participants to engage, learn and apply. The experiences themselves are arranged in three chapters according to the time required for them. The series begins with 34 "Brief 30 Minute Warm-up Experiences," which serve as ice-breakers, introductions to important multicultural themes and generators of interest in basic awareness. In many cases these exercises will be the starting points in a session or program where the longer "One-Hour Experiences" (35 activities) and the "Two-Hour Laboratory Experiences" (24 activities) will be employed. Some exercises in this section are actually half and full day labs. To reduce the risk of such activities becoming a hothouse experience, an additional chapter provides 17 "Homework" Experiences, activities that can be performed either alone by the participant or by immersing him or herself in professional activity or in the community outside the classroom. The information gathered by experience, interview, or reflection is then brought back to the class for debriefing, discussion and further reflection. Long time practitioners will find familiar as well as adaptations and new things in the 110 experiences. Pedersen has culled his own previous works and vast multicultural experience in the field of psychology for the best items to place here. In addition he has added direction and value to activities generated by others, wherever possible citing sources and contexts. Many of us will find "old friends" from OD and Humanistic Psychology among the exercises that have been enhanced and repositioned for multicultural learning. The paperbound volume sells at a price quite reasonably priced given the amount of useful material it contains. While I generally prefer to have such material in a loose leaf format with CD ROM for reproduction and customization of participant materials, I am well aware such collections in the training field run two to three times the price and often contain far less. 7 of 7 people found the following review helpful. A Great Resource Book for Recognizing the Power of Culture Through Experience By E. S. Wibbeke After having just read through this new book by renowned psychologist and writer, Dr. Paul Pedersen, I am struck as to how clearly culture influences our daily experiences. The book contains 110 "experience" for multicultural learning. These "experiences" break down into exercises, simulations, and structured role-playing activities. This variety of activities allows individuals to interact on different levels wherein they can more closely see and recognize their own cultural background, bias, and opinions. This book is a great addition to any training professional's library (within any industry) as it allows people to view another's "side of the story". One such example is Experience #32: Testing the Underlying Truth". The objective of the exercise is to see how people from different cultures experience a different "truth" from the perspective of their cultural values. This short "experience" truly demonstrates how people from different cultural backgrounds may believe in similar truths for different reasons or different truths for similar reasons. I recommend this book highly as a one-of-a-kind resource in the training field. - Dr. Eileen Sheridan Wibbeke San Jose, CA

110 Experiences for Multicultural Learning combines simulations, exercises, and structured role-playing activities that have been used in psychology classrooms and counseling training programs. These experiences will successfully—and simply—demonstrate the relevance of cultural diversity in psychological topics and bring multicultural learning to life! Psychology instructors and multicultural trainers will find easy-to-use experiences with

detailed objectives, procedures, and debriefing information plus all the handout and supplemental materials needed to carry out the experience. Additionally students will find these experiences interesting, thought-provoking, rewarding, and fun as each experience has the potential to maximize interactive learning both among culturally different persons in the classroom and with the multicultural community context outside the classroom. Four categories of experiences—brief 30-minute introductory experiences, longer one-hour experiences, two-hour laboratory and workshop-like experiences as well as homework activities—make 110 Experiences for Multicultural Learning suitable for a variety of settings and classrooms.

About the Author Paul Pedersen, PhD, is a Visiting Professor in the Department of Psychology at the University of Hawaii. He has taught at the University of Minnesota, Syracuse University, University of Alabama at Birmingham and for six years at universities in Taiwan, Malaysia and Indonesia. He has authored, co-authored or edited 40 books, 99 articles and 72 chapters on aspects of multicultural counseling. He is a Fellow in Divisions 9, 17, 45 and 52 of the American Psychological Association.