
Although there has been a lot of research done on multicultural instruction, differentiated instruction, in isolation, there is hardly research on the possibility of blending them and taking multicultural education to the next level. Blending these two instructional approaches would result in a superior instructional strategy, i.e. differentiated-multicultural instruction. Multicultural instruction and differentiated instruction are similar in many ways. They are both set on the premise that good teaching caters to the needs of ALL students by ensuring that all students reach their full potential. This article illustrates how combining individual components of differentiated instruction and multicultural instruction can be helpful in meeting the needs of exceptional learners and students from diverse back-grounds in the general education curriculum. This article would demonstrate to readers the ways in which effective teaching must ensure that ALL students are learning by combining the relevant components of differentiated instruction and multicultural instruction.


This paper outlines and examines the gendered nature of globalization and its impact on women. Does globalization aggravate inequality between women and men in Africa and lead to disempowerment of the average woman? There might be relevance to the claim that prior to globalization, women were not any better off than they are now; this is the more reason why the phenomenon in question needs further re-examination. The major objective of this paper is to portray globalization as a gendered phenomenon by clarifying and unveiling its complexities. Globalization is so complex that it deserves a critical re-examination in order to satisfactorily answer the question: Does globalization aggravate inequality between men and women? This question may be simple but the answer is anything but simple. The paper sheds more light on the gendered nature of globalization.


This chapter provides an overview of how globalization is a gendered process and has many unexamined consequences/impacts on the gender roles of women, aggravates inequality between women and men in Africa and leads to disempowerment of the average woman. Every so often, the gender of globalization has been masked by “neutral” analytical lenses that overlook the powerful disequilibrium between women’s key roles in the global labor force and their social and economic marginalization, as well as their persistent efforts to navigate the processes that produce this disequilibrium. Devotees of globalization often argue, the fact that poor women in many African countries enjoyed few social rights even prior to the neo-liberal era (i.e. during the so-called ‘golden age’ of capitalism), it is meaningless to condemn ‘globalization’ for creating jobs.
for women even if these jobs have few social rights attached to them. Indeed, there may be some relevance to this argument, as well other positive aspects of globalization that need further reexamination. Our main preoccupation here is to clarify and unveil the ways in which women in Africa participate in, become drawn and incorporated into, are affected by, and negotiate their encounters with contemporary forms of the global economic restructuring commonly referred to as globalization. How does globalization impact the changing roles of women in Africa, what are some of the unexamined consequences, and what reforms are needed to ameliorate globalization’s negative consequences and empower women?


Although there has been a lot of research done on multicultural instruction and differentiated instruction, in isolation, there is hardly research on the possibility of blending them and taking multicultural education to the next level. Blending these two instructional approaches will result in a superior instructional strategy, i.e. differentiated-multicultural instruction. The presentation illustrates how combining the relevant components of differentiated instruction and multicultural instruction can lead to effective teaching that ensures the academic success of ALL students. Thus, multicultural education is viewed from a broader and more innovative perspective, taking it to the next level.


As we think about a wider range of ideas about schooling, we need to consider supporting students who live in poverty. In our quest for a better tomorrow in the education world, we need to rethink schooling by identifying ways in which challenges faced by innovative educators may be resolved. One way of doing so is to find ways of closing the achievement gap between the “haves” and the “have-nots”. The issue of poverty in education has not received the attention it deserves. This panel discussion would highlight the magnitude of the achievement gap between children living in poverty and those who are not and suggest ways in which this gap can be narrowed if not eliminated. There is enough evidence that traditional approaches to teaching and schooling are failing children of poverty and the interactive panel discussion would provide not only data on how and why children living in poverty don’t do well in schools, but would also provide alternative and innovative ways of resolving the issues. The panel seeks to dispel the belief that children of poverty don’t do well because of barriers beyond the control of teachers; there is more to the story than what meets the eye. Resources as well as specific strategies will be discussed and examined. This panel discussion provides an alternative lens for resolving challenges facing educators and teachers who wish to rethink and reform schooling, by eliminating the achievement gap between the poor and the well to do, creating a better tomorrow.


This presentation that was later published, outlines and examines the gendered nature of globalization and its impact on women. Does globalization aggravate inequality between women and men in Africa and lead to disempowerment of the average woman? There might be relevance to the claim that prior to globalization, women were not any better off than they are now; this is the more reason why the phenomenon in question needs further re-examination. The major
objective of this paper is to portray globalization as a gendered phenomenon by clarifying and unveiling its complexities. Globalization is so complex that it deserves a critical re-examination in order to satisfactorily answer the question: Does globalization aggravate inequality between men and women? This question may be simple but the answer is anything but simple. The presentation sheds more light on the gendered nature of globalization.


Multicultural instruction and differentiated instruction are similar in many ways. They are both set on the premise that good teaching caters to the needs of ALL students by ensuring that all students reach their full potential. This presentation illustrates how combining individual components of differentiated instruction and multicultural instruction can be helpful in meeting the needs of exceptional learners and students from diverse backgrounds in the general education curriculum. This presentation demonstrate to participants the ways in which effective teaching must ensure that ALL students are learning by combining the relevant components of differentiated instruction and multicultural instruction.


The paper operationally defines social justice and multicultural education to set the stage for discussing specific strategies of teaching for social justice. It is argued that true multicultural education embodies social justice as a major component and therefore, multicultural education is an indispensable tool in teaching for social justice.


Educational reform has a long history in the United States. Magnet and Professional Development School (PDS) programs are a part of the influx of educational reform waves of the US educational system since the nineteenth century. The magnet concept is a strategy for both school improvement and racial desegregation through the use of a distinctive program of study that is designed to be highly attractive to students from various racial groups and economic backgrounds. Professional Development Schools (PDSs) may be described as a collaborative effort between a school and a university to promote educational improvement through research and faculty development of the university faculty and teacher interns and the public school faculty, staff and students. In this paper I provide a textual analysis of two promising contemporary educational programs. Specifically, I outline their historical underpinnings and give an overview and highlights of their rationale and benefits as well as their problematic nature. I conclude by emphasizing that albeit the seemingly unavoidable disadvantages, they are a promise in the current influx of educational reforms and require further investigation and research in order to find out best they may be ameliorated in an effort to maximize their potential. There are very few schools that house both programs under their roofs and I advocate for more schools to take up this unique and promising opportunity.

This book is the culmination of all the work I did in graduate school and since my arrival at Gustavus. It provides a historical overview of educational reform in America in light of race issues. The book addresses the topic of educational reform in the United States, concentrating on the intersection of reform initiatives and issues of social difference and discrimination. It involves four interrelated phases. The first involves a historical survey of educational reform. The second is a textual analysis of two contemporary reform measures (namely magnet schools and professional development schools). The third is a discussion of critical multiculturalism as a viable tool for critiquing both magnet school and professional development school initiatives. The fourth phase is ethnography of a local school that operates simultaneously as a magnet school and a professional development school. Social difference and discrimination in general and more specifically social class and class discrimination and race and racism in particular form the common thread that runs through all phases of the study. The conclusion is a contextual analysis of PDS and magnet programs as contemporary educational reform initiatives in a long history of educational reform. A critical multicultural analysis reveals that PDS and magnet school initiatives do, ironically, contribute to problems of discrimination. However, the pros outweigh the cons: they contribute to racial integration of education and do ameliorate inequity in education as a whole and they are a highly effective means of faculty development and the general improvement of educational standards. In this sense, they represent considerable advancements toward the general and historical goals of educational reform in the United States. Most works on educational reform focus on textual analyses but this book moves beyond that include contextual analyses grounded in a long-term ethnographic study of contemporary educational reform programs.


The objective of this paper is to explore the operation of magnet and professional development school (PDS) programs in a real life situation using an ethnographic study of Downtown Elementary School (DES—a pseudonym) that simultaneously operates as a PDS and a magnet school. The author spent almost three years at DES, located in the Southern United States, collecting data through participant observation, interviewing, and document collection. The purpose is to provide answers to compelling questions such as: What does it mean to have both magnet and PDS programs operating simultaneously in the same school as in the case of DES? What can be learned from the experiences of the unique school—DES? The paper provides an outline of both magnet and PDS programs and their operations at DES and analyzes how these programs are interrelated and intertwined. Some of the outcomes indicate that DES is about the only school in its locality that juxtaposes two innovative school reform programs. These programs impede each other’s progress sometimes and in some cases feed off each other. There is a lot to be learned from the unique experiences of DES. The author concludes that, PDSs, as school restructuring projects intertwined with magnet schools’ reform activity are motivated by the drive to provide equity of opportunity to learn, particularly for poor, minority and black students in mostly urban areas who are at a disadvantage for various reasons. The final section of the paper takes a critical look at the issues at stake through the lens of critical multiculturalism. There are very few schools like DES or studies such as the one. The publication of papers like this one is crucial to the advancement of information on viable educational reform programs.


This paper discusses research, (its process and results), on an inner city school. It highlights the
methods of data collection used in the research and discusses the findings. Methods of data collection include observation, interview and documentary information. Results indicate that the school in question is making modest strides, in terms of serving its students and the community in which it is located, through its school improvement programs. Besides making other strides, Downtown Elementary School (DES) strives to be a pedagogical community and a place where praxis (simplified definition: the interrelationship/interaction between practice and theory) is being practiced at its best. DES is unique because it concurrently runs two contemporary school reform programs, namely, magnet and professional development school (PDS). The paper describes how these innovative ventures operate at DES and the implications of the juxtaposition of the two programs. Success stories are not always easy to come by and so this story of DES needed to be told.


Below, is the abstract that was published in the proceedings. This led to solicitations from publishers and I got the paper published later on.

The objective of this paper is to explore the operation of magnet and professional development school (PDS) programs in a real life situation using an ethnographic study of Downtown Elementary School (DES—a pseudonym) that simultaneously operates as a PDS and a magnet school. The author spent almost three years at DES, located in the Southern United States, collecting data through participant observation, interviewing, and document collection. The purpose is to provide answers to compelling questions such as: What does it mean to have both magnet and PDS programs operating simultaneously in the same school as in the case of DES? What can be learned from the experiences of the unique school—DES? The paper provides an outline of both magnet and PDS programs and their operations at DES and analyzes how these programs are interrelated and intertwined. Some of the outcomes indicate that DES is about the only school in its locality that juxtaposes two innovative school reform programs. These programs impede each other’s progress sometimes and in some cases feed off each other. There is a lot to be learned from the unique experiences of DES. The author concludes that, PDSs, as school restructuring projects intertwined with magnet schools’ reform activity are motivated by the drive to provide equity of opportunity to learn, particularly for poor, minority and black students in urban areas who are at a disadvantage for various reasons. The final section of the paper takes a critical look at the issues at stake through the lens of critical multiculturalism.


Below, is the abstract that was published in the HIC 2009 proceedings.

The objective of this paper is to describe an ethnographic study on an inner-city school, with the pseudonym, Downtown Elementary School (DES), highlighting the inter-subjective nature of the study. The author begins by describing the unique nature of the school in its juxtaposition of two innovative programs, namely, magnet and professional development school (PDS) programs. Subsequently, an outline of the type of ethnography that was undertaken is presented with an emphasis on the role of the subjective self in the study. The paper is intended to show how important inter-subjectivity is in the process and outcome of a qualitative research such as the
ethnography DES. It is argued that the researcher is one of the principal instruments of the ethnographic research. This paper enabled to take a second look at my research and reflect on how arrived at the data I got and reinterpret my choices in conducting the research on DES.


This paper is about an ethnography I conducted for my dissertation, two years ago. In the paper, I give the rationale for and the relevance of an ethnography on an inner city school is concerned. I present not only overview of ethnography, but I also present the methods of data collection I used in the research The research question it addresses is “what is the rationale and relevance of using an ethnography to conduct a research on an inner-city school”? The research methodology is qualitative and leans heavily on narrative rather than numbers. Methods of data collection include observation, interview and documentary information. Results include that ethnography was the best method to use in the study. Additionally, DES was identified as a pedagogical community and a place where praxis was being practiced at its best. These taken for granted aspects of the school were only noticeable with the help of an ethnographic study. Having had time to reflect on the time-intensive study, it was important to rationalize and appreciate my choice of methodology.


In this book chapter, H. K. Wright and I put forward an explanation of the historical, social, and educational circumstances in which magnet schools were developed and in which they currently operate, in an attempt to provide a context for understanding magnet schools that reaches beyond the often superficial, presentist, sensationalist, negative, and stereotypical images of urban schools found in popular culture and even at times in educational discourse. Wright and I took up the magnet concept and initiative as our example in order to illustrate that urban schools have a history and their present state of affairs is complex and reflective of historical and socio-cultural as well as educational context. The magnet example also allowed us to point to the fact that change in urban education has been effected not merely and not usually by the heroic efforts of individuals but by law, national and local government policies, the initiatives of educationists, and the efforts of school administrators, teachers, students and communities. Our discussion of magnet programs helps to illustrate that successes and setbacks of efforts at achieving quality, diversity equity and tolerance in education and through education in society are a reflection of the progress and setbacks of the society in general in dealing with such problems as averse racism, poverty, and other forms of discrimination and inequality.


In this paper, I re-examine, and undertake a second and critical look at the discourse on magnet and PDS programs by exploring how we might begin to explicitly engage issues of social difference and social justice through the dual lens of two conceptual frameworks, namely multiculturalism and anti-racism. Thus, confronting some of the challenges and short-comings associated with magnet and professional development programs that impede them from attaining their highest potential. For instance, issues of social difference (race, class and gender) and social justice are implied but not sufficiently and explicitly worked with in the actual context of magnet and PDS school models. The paper also takes a second and critical look at the discourse on
magnet and PDS programs by exploring how we might begin to explicitly engage issues of social difference and social justice through the lenses of two conceptual frameworks, namely multiculturalism and anti-racism.


This paper is a portrayal of some cultural aspects of the dagaare-speaking people of the north western corner of Ghana and adjacent areas of Burkina Faso and Cote d'Ivoire. Some of the topics covered include marriage, the role of rituals, death and funeral ceremonies and the political system. The paper also highlights some of the differences and commonalities amongst the dagaare-speaking communities as well as the differences and commonalities between them and their neighbors. This paper has since been used by various agencies interested in bringing about change in the dagawie, the land of the dagaaba people of West Africa.


Using survey data of Ghanaians in the homeland, I analyzed the perception of traditional medicine in Ghana. In Ghana, there is a co-existence of two medical systems, orthodox western medical system and the system that existed prior to the arrival of western influence – the traditional medical system. Many Ghanaians use the two medical systems concurrently and view them as complimentary components of the healthcare delivery system. However, many did not want to be associated with traditional medicine albeit their acknowledgement that there are qualities and weaknesses associated with each of the two systems and one is not inherently superior to the other. This book underscores the fact that Ghanaians may need to become more aware of the history of the current stigma attached to traditional medicine, if the latter is to assist modern medicine in the task of delivering healthcare to all. In this book, I indicated ways in which greater cooperation can be achieved between the traditional and modern medical systems. I assigned the Ministry of Health a vital role in bringing about the needed cooperation between the two systems. Not only did I advocate for legislative changes but also the need to develop programs that will stimulate changes in Ghanaians’ attitude and perception of traditional medicine through public education. Policy issues are touched upon in the book. The publication of this book marks the debut of my academic career. There is a major theme that runs through all the work I do in my teaching, research and writing – which is the need to be an agent of change for the betterment of society. This is work is essentially advocating for an approach to healthcare delivery that will result in change for the better.

CONFERENCE SESSIONS CHAIRED


The seven papers that are presented in this session explore persistent and salient issues in teacher education through an examination of preservice, in-service and teacher educators’ practices and applications of these practices to classrooms: The relationship between preservice and in-service teachers’ sense of self efficacy and effective teaching of ELLs; how teachers’ sense of self and
other impact the teaching and learning of ELLs; teachers’ perspectives on effective school-wide programs for ELLs; and the impact of professional development on teachers of ELLs.


Three panelist presented on the following topics:
1. Social Justice and Diversity in Connecticut Public Schools;
2. The Missing Modes of Language Arts: Using Critical Literacy to Enact a Comprehensive English Language Arts (ELA) Program;

The common thread that runs through all of them is social justice and issues of diversity in education.