

PAIRING COURSES IN HISTORY AND MULTICULTURALISM: A STUDY OF STUDENT ENGAGEMENT

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Is generating meaningful conversations about social justice in our multicultural society difficult? Is engaging students in absorbing historical conversations a challenge? This upcoming study, which will take place in the summer session, uses student surveys to understand the degree to which pairing courses that cover these subjects—history and multiculturalism—leads to a more dynamic interdisciplinary learning experience, one that produces more student engagement and deeper learning? In the undergraduate education program at UW Oshkosh, students prior to student teaching take two classes in the foundations of education, often in the same semester: Foundations of American Education (408) and Foundations of Multicultural Education (406). While these courses cover distinct material, they dovetail remarkably well and lend themselves to cross-course assignments and curriculum mapping. 408 immerses students in the historical and philosophical aspects of American education, while 406 frames schools as sites of diversity, policy debates, and meaningful social justice.

