

Facilitating multicultural classrooms at university

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Abstract

Facilitating tutorials in Australian institutions have become more and more of a multicultural affair in the last 15 years. As classes become more diverse, teaching and learning in Australian institutions have come under scrutiny by students, staff, institutions and indeed, the media. This paper looks at how multicultural rooms may impact on teaching and learning, drawing on Hofstede's (1997) model on cultural dimensions, and how this relates to attitudes and expectations of students from diverse cultures. The paper is based on theory, practical experience and training programs that have been run to equip tutors with skills in facilitating multicultural classrooms. Practical suggestions on dealing with differences amongst students and future areas for research will also be suggested.