

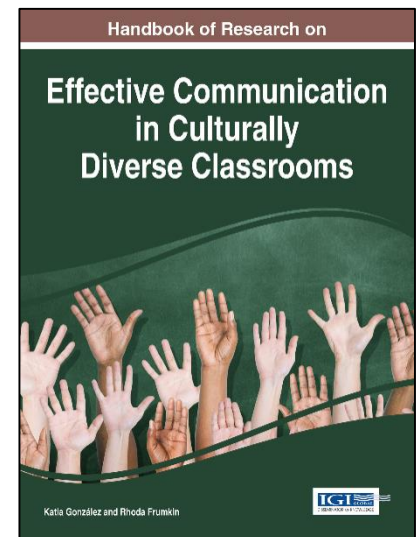
# Handbook of Research on Effective Communication in Culturally Diverse Classrooms

Katia González (Wagner College, USA) and Rhoda Frumkin (Wagner College, USA)

## Description:

Meaningful interaction between teachers and students is crucial to any educational environment, and particularly so in intercultural settings. When educators take steps to incorporate culturally responsive teaching into their classrooms, student learning is enriched and improved.

**The Handbook of Research on Effective Communication in Culturally Diverse Classrooms** focuses on the significance of cultural sensitivity toward diverse students and the importance of communication to increase the overall educational experience. Highlighting key concepts relating to curriculum design, teaching models, and critical pedagogies in transcultural classrooms.



## Readers:

This book is a pivotal reference source for teachers, teacher educators, and researchers interested in the impact of intercultural communication in learning environments.

**ISBN:** 9781466699533

**Release Date:** February, 2016

**Copyright:** 2016

**Pages:** 477

## Topics Covered:

- Active Citizenship
- Early Childhood Education
- Public Library Services
- Service Learning
- Study Abroad Programs
- Teacher Education
- Vocabulary Improvement

**Hardcover +  
Free E-Access:**

**\$295.00**

**E-Access +  
Free Hardcover:**

**\$295.00**

**1 Year  
Online Subscription:**

**\$108.00**

**2 Year  
Online Subscription:**

**\$184.00**

## Order Information

Phone: 717-533-8845 x100

Toll Free: 1-866-342-6657

Fax: 717-533-8661 or 717-533-7115

Online Bookstore: [www.igi-global.com](http://www.igi-global.com)



## Table of Contents

### Foreword

### Preface

### Acknowledgment

### Section 1

#### Chapter 1

Literacy and Early Childhood A culturally responsive program for Mexican mothers  
Dr. Katia Gonzalez, Wagner College, USA  
Dr. Rhoda Frumkin, Wagner College, USA

#### Chapter 2

Culturally Responsive Pathway Pedagogues: Respecting the Intricacies of Student Diversity in the Classroom  
Dr. Donna Velliaris, Eynesbury Institute of Business and Technology, AU

#### Chapter 3

Addressing Culturally Consonant Character Development and Research  
Dr. Chrystal S Johnson, Purdue University, USA  
Dr. Harvey Hinton III, North Carolina Central University, USA

#### Chapter 4

The Homeostatic Classroom: A New Framework for Creating an Optimal Learning Environment  
Dr. John Montgomery, New York University, USA

#### Chapter 5

Dynamics of Culture and Curriculum Design: Preparing Culturally Responsive Teacher Candidates  
Dr. Helen Mele Robinson, College of Staten Island/City University of New York, USA

#### Chapter 6

Learning to Partner: Implementation of a Partnership to Reform High School English Instruction  
Dr. Sarah Woulfin, University of Connecticut, USA  
Dr. Rachael Gabriel, University of Connecticut, USA

#### Chapter 7

School-Home Interactive Curriculum Development: Teachers and Families Working in Partnership  
Ms. Peggy Morrison, Bilingual Teacher, USA

#### Chapter 8

Public Libraries: Analysis of Services for Immigrant Populations and Suggestions to Improve Outreach  
Ms. Laura Karbach, Wagner College, USA

#### Chapter 9

Are Teaching Practices Suitable for Classes of Six-Year-Old Children?  
Dr. Gisela Wajskop, Independent Researcher, Brazil

#### Chapter 10

Applied Behavior Analysis and Autism: A Latin American Case  
Dr. Mapy Chavez Askins, Alcanzando, Inc; USA

#### Chapter 11

Improving Vocabulary at the Secondary Level: History, Literature and Findings  
Dr. Shelley, B. Harris, Texas A&M University San Antonio, USA

Mrs. Sylvia Bull, Educational Testing Service, USA

#### Chapter 12

Thinking Transnationally: The Reunification of Migrant Families  
Dr. Margarita Maria Sánchez, Wagner College, USA

#### Chapter 13

From “Oh My Gosh I’m Going to Get Mugged” To “See[ing] Them as People Who Are Just Like Me”  
Dr. Bernadette Ludwig, Wagner College, USA

#### Chapter 14

Equity and Inclusion in today’s diverse and inclusive 21st century classroom: Fostering culturally responsive pre-service teachers with the tools to provide culturally responsive  
Dr. Tiece Ruffin, University of North Carolina Asheville, USA

#### Chapter 15

Facilitating Active Citizenship in Students through the Strengthening of University-Community Partnerships  
Dr. Rika Swanzen, Monash South Africa, ZA  
Dr. Victoria L. Graham, Monash South Africa, ZA

#### Chapter 16

Reengaging Texts, French, and Cultural Narratives: A Teaching Model for Crosscultural Communication in the Experiential Humanities  
Dr. Dane Stalcup, Wagner College, USA

#### Chapter 17

High-Impact Practices: Integrating the First-Year Experience with Service-Learning and Study Abroad  
Dr. Jean-Philippe Faletta  
University of St. Thomas, Houston, USA

Dr. Jo Anne Marquis-Meier  
University of St. Thomas, USA

Dr. J. Ulyses Balderas, University of St. Thomas, USA

#### Chapter 18

Study Abroad and Service-learning in a Catholic Social Teaching Context: The Implications for Teacher Education and Social Justice  
Dr. Ana-Lisa Gonzalez, University of St. Thomas, USA  
Dr. J. Ulyses Balderas, University of St. Thomas, USA

#### Chapter 19

Serving an International Higher Education Partner Using a Problem-Based Learning Format  
Dr. Allen Marangoni, Wheeling Jesuit University, USA  
Dr. Rhonda Haley, Wheeling Jesuit University, USA

#### Chapter 20

Service Learning in Higher Education: Results of an Economics and Business School Experience in Chile  
Dr. Beatriz A Hasbún, Universidad de Chile, Chile  
Dr. Verónica Pizarro, Universidad de Chile, Chile  
Mr. Tomás I González, Universidad de Chile, Chile  
Dr. Oscar Jerez Yañez, Universidad de Chile, Chile

#### Chapter 21

Fostering Development of 21st Century Competencies and Global Citizenship through Constructivist-Based and Learning-Style Responsive Pedagogy  
Dr. Jennifer Lauria, Wagner College, USA

Katia Gonzalez received her Ed.D. from Columbia University, Teachers College in New York. She is Associate Professor of Education at Wagner College in New York. Dr. Gonzalez’s expertise is in curriculum development and culturally responsive practices in teacher education, intercultural communication, early childhood education, intellectual disabilities, and autism. Her research interests include the role of discussion and group dynamics in teacher education and service-learning, intercultural communication and culturally responsive practices, strategies and techniques to enhance and measure critical thinking, and the impact of community and family in inclusive education.