The Nature of Multicultural Teaching from the Perspective of Islamic Azad University Professors Case Study of Kermanshah Province

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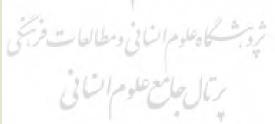Amirhossain Mehdizadeh[4]
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Abstract

Purpose: The aim of this study was to evaluate the nature of multicultural teaching from the perspective of professors of Islamic Azad University of Kermanshah.

Methodology: The approach of the present study is qualitative and applied in terms of purpose. The statistical population includes a range of types of professors in the three fields of humanities, basic sciences and engineering of the Islamic Azad University of Kermanshah province. Snowball sampling is a non-random method. In this method, future members of the group are selected and introduced through former members of the group. The number of samples in this study is 27 after reaching the theoretical saturation. Semi-structured interviews were used to collect data. The findings were analyzed by content analysis method by MaxQDA software.

Findings: The findings indicated that the nature of multicultural teaching includes the scope of teacher education, macro policies of the educational system, manpower, barriers and problems of multicultural teaching and teaching outcomes.

Conclusion: Professors with a greater understanding of the multiplicity of students' culture, welcome multicultural teaching to improve the quality of teaching for all students and be able to overcome the challenges in this field with more reflection.

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Introduction

The education system as one of the infrastructures of the social system and the university as a public place where students from ethnic, racial, gender and cultural groups are present, has not been spared from the impact of the widespread and growing multicultural phenomenon. In this regard, multicultural education and teaching as an effort to reduce ethnic prejudices, increase people's awareness of the culture of different societies, lifestyle and way of thinking among cultural groups opened its way (Sadeghi, 2013). His concern was to pave the way for the flourishing of coaching talents and guide them to play a productive and constructive role in multicultural environments. Multicultural teaching as an executive step of multicultural education has become a common and necessary phenomenon in all countries today. A review of the existing literature in this field shows that there are two different concepts of teaching: in the first concept, the teaching method is the concept of transferring knowledge from faculty members to students; and about the second concept of teaching, creating and maintaining an environment that increases effective learning (Safari, 2011). However, due to the challenges surrounding the issue of multiculturalism in the university environment, some professors and officials of educational environments state that those professors who have not been trained to teach in multicultural environments find themselves incapable in this field. And they believe that they cannot do it properly, so the need for training for multicultural teaching is quite clear and necessary (Kardeş & Akman, 2018).

Historically, the emergence of multicultural education has been rooted in the minority movement and, consequently, in postmodernist theory and the neo-conceptual movement. The school of postmodernism has no specific principles or framework. This school is known for its anti-principle and anti-framework. However, some of the positive elements of this theory are:

1. Pluralism: Diversity and pluralism are the basic principles of this school. This school opposes any authoritarianism and authority of belief and agrees with pluralism and pluralism.

2. Relativism: The believers of this school do not believe in any absolute and fixed truth and consider everything as a relative truth.

3. Emphasis on language and discourse: Postmodernism considers the status of knowledge as a product of discourse. According to discourse theory, truth cannot be confined to a particular knowledge and culture (Tyler, 1969).

These elements and components constitute the basic principles of multicultural teaching. In fact, the principles and goals of multicultural teaching are rooted in these components. Attention to all cultures and homogeneity of individuals and not paying attention to one culture as the dominant culture and valuing all cultures and customs of different ethnic groups are rooted in pluralism. On the other hand, according to the law of relativism and emphasis on discourse, this teaching model is flexible and considers its inclusive role in the teaching process very important. For this reason, this model cannot be designed in full, because the teacher must have the freedom to act in this model based on the conditions and environment and the needs and interests of learners and their cultural background, and in a participatory manner and with the comprehensive cooperation of this teaching model. Execute. Neo-conceptualism is mostly rooted in philosophy, and this movement pays equal attention to social and political backgrounds (Taylor and Winquist, 2001).

New-conceptualists are more inclined to raise ideological and moral issues in education and to study political and economic institutions in addition to schools. Since multicultural teaching is rooted in the new-conceptualist movement, the emphasis is on the learners themselves and their needs, interests, and cultural and social backgrounds at the top of their work, and they look at all cultures with the same perspective, and all cultures are ethnic, And respects races. This teaching model tries to see the learners and their individual and social abilities and characteristics and to respect and pay attention to cultivate a sense of independence and critical thinking in them and to be able to develop their potential abilities. Multicultural teaching in educational settings has many benefits and helps learners to better prepare for the job market and presence in society. Thereby reducing social conflicts and tensions and increasing cohesion and solidarity (Coban, Karaman, Dogan, 2010), It also enhances learners' knowledge and skills, as a result of which learners become

more successful by playing a role in their community in the global community (Sela- shayovitz and Finkelstein, 2020).

The challenges of multicultural teaching in the university environment and among students are greater than in other pre-graduate educational settings as it becomes more difficult to judge at the higher education level. Students' past and experiences and desire for independence and non-cooperation with other students from other cultures and social levels (Banks and Banks, 2019). In this regard, research has been done, some of which are mentioned below. Feyisa & Kirstin (2010) point out that respect for cultural diversity in teaching by higher education teachers can pave the way for better student performance. To teach in multicultural ways, the teacher must develop his or her cultural understanding, tolerance of ambiguity, and peaceful coexistence in his or her attitudes and behaviors (Mena and Rogers, 2017). Harjatanaya & Hoon (2020) point out those teachers need to be well aware of the individual and cultural differences of learners. Krummel (2013) believes that the perception of professors and teachers should be examined in multicultural teaching. In order to teach in multicultural ways, the teacher must expand his cultural understanding and tolerance of the ambiguity of balanced and peaceful coexistence in his attitude and behavior. But whether the teacher does this in practice is not clearly explained (Lin, 2007).

Gay (2006), in his research, concluded that the improvement of multicultural teaching styles has had an effect on increasing the learning of different ethnic groups. When teachers use communication and interpersonal styles in the classroom, learners 'social and academic skills, including time spent doing homework, attention span, quality and quantity of participation, school attendance, reading ability and language skills, and to some extent learners' participation. Visibility improves. Ford and Quinn (2010) also concluded in their research that in the field of multicultural teaching, the beliefs and perceptions of professors and teachers should be examined. Lin (2007), who studied the concept of respect, ethnic diversity and sub-ethnicity in her research, showed that respect for sub-ethnic groups increases racial and ethnic understanding and interaction in the classroom. Aada (2019) believes that teaching in a multicultural way changes the role of teachers from transmitting knowledge to facilitating the learning process. The role of learners should be changed from spectator to active participant in the learning process. The power of interaction and communication as well as critical thinking should be strengthened in them, and this highlights the need for multicultural teaching because one of the goals of multicultural teaching features the ability to communicate and increase critical thinking in learners.

The study by Feyisa & Kirstin (2010) also points to respect for racial diversity in the higher education system, which provides the basis for better performance. Sadeghi (2012), in this regard, has introduced strategies and teaching methods based on multicultural teaching so that the teacher can teach based on multicultural teaching as much as possible without changing the content of the existing curriculum. The result of the studies of Mohammadi, et al. (2016) was that in order to establish a multicultural approach in our country's higher education system, it is first necessary to provide the necessary infrastructure and preconditions, including multicultural policy and multicultural manpower, and then relying on macro educational strategies. (At the university and ministry level) and micro-strategies (at the classroom level) responded to the diverse cultural needs of students from cultural minorities. Macro-strategies include designing specific disciplines for cultural minorities, providing optional and general courses for students of each subculture, designing courses to familiarize cultures with each other, and equipping library and academic information resources with resources from different cultures and languages. . Micro-strategies also include the presentation of cultural examples and examples, the definition of projects and classroom research or dissertations in the form of specific cultural issues, and finally the use of participatory teaching-learning strategies. Modasses Sabzevari (2012) showed that teachers believe that teaching English and teaching culture are essentially intertwined. Another finding of this research is that teachers should be equipped with knowledge of the ability and skill of how to teach culture.

Ostaji and Faraji (2016), in their study, reconstructed the cultural knowledge of professors and their views on how to teach culture. The result of conducting several workshops showed that the materials presented in the workshop to an acceptable extent leads to a change in teachers' attitudes toward teaching culture. Araghiye, et al. (2009) concluded in their research that many countries, such as Iran, are directly involved in

the diversity of different ethnicities and cultures, and the task of higher education is to provide a suitable platform in the curriculum to get acquainted with different cultures. Bigatti, et al. (2012) conducted a study on the perception of university professors of multicultural teaching in universities in large cities. The results showed that most professors defined multicultural teaching as the use of diverse teaching materials and resources based on differences in cultures. University professors have believed that the use of multicultural teaching leads to effective and useful learning in all students. On the other hand, the main obstacle raised by professors for multicultural teaching includes resistance and negative reaction from some fanatical or superior culture students to this has been the teaching method. Therefore, teachers should allow them to change their role from knowledge transfer to facilitator of the learning process, and this will change the role of learners from just spectators to active participants in learning. Multicultural teaching enables learners to play an active role in building knowledge and increasing their understanding, and fosters the power of interaction and communication in them. Therefore, given that cultural diversity is highly evident in universities, and since university professors face this phenomenon objectively and tangibly; this study was designed and conducted with the aim of assessing the nature of multicultural teaching from the perspective of professors of the Islamic Azad University of Kermanshah.

Methodology

In the present study, the research approach is qualitative. The study population consisted of 13 experts (4 curriculum specialists, 4 educational psychologists and 5 sociologists) and 14 professors (5 humanities professors, 5 basic sciences professors and 4 engineering professors) and a total of 27 people for interviews with Using the snowball sampling method were determined (Table 1).

Table1. Profile of the study population

Curriculum specialists

Article / Teaching / Workshop / Lecture / Conference & Seminar	Related experience	Education	Gender	Person code
Teaching / workshop / seminar / Article	9 years	PhD	female	1
Article / Teaching / Conference	5 years	Senior	female	2
Article / Teaching / Workshop / Lecture / Conference	10 years	PhD	male	3
Article / Teaching / Lecture / Conference & Seminar	12 years	PhD	male	4

Specifications of educational psychologists in the qualitative section

Article / Teaching / Workshop / Lecture / Conference & Seminar	Related experience	Education	Gender	Person code
Teaching / Workshop / Seminar / Article	12 years	PhD	female	1
Article / Teaching / Lecture / Conference & Seminar	15 years	PhD	male	2
Article / Teaching / Conference	6 years	PhD	female	3
Teaching / Workshop / Seminar / Article	8 years	PhD	female	4

Sociologists

Article / Teaching / Workshop / Lecture / Conference & Seminar	Related experience	Education	Gender	Person code
Teaching / Workshop / Seminar / Article	12 years	PhD	female	1
Article / Teaching / Lecture / Conference & Seminar	10 years	PhD	male	2
Article / Teaching / Conference	6 years	Senior	female	3

Teaching / Workshop / Seminar / Article	8 years	PhD	male	4
Article / Teaching / Lecture / Conference & Seminar	9 years	PhD	male	5

University professors studied				
Article / Teaching / Workshop / Lecture / Conference & Seminar	Related experience	Education and department	Gender	Person code
Article / Teaching / Conference & Seminar	9 years	PhD - Humanities	female	1
Article / Teaching / Workshop / Lecture / Conference & Seminar	12 years	PhD - Humanities	female	2
Article / Teaching	4 years	Senior - Humanities	female	3
Article / Teaching / Conference	6 years	Senior - Humanities	male	4
Article / Teaching / Workshop / Lecture / Conference & Seminar	9 years	PhD - Humanities	male	5
Article / Teaching / Conference & Seminar	7 years	PhD-Basic Sciences	female	6
Article / Teaching / Workshop	4 years	Senior - Basic Sciences	female	7
Article / Teaching	5 years	Senior - Basic Sciences	male	8
Article / Teaching / Workshop	4 years	Senior - Basic Sciences	male	9
Article / Teaching / Workshop / Lecture / Conference & Seminar	11 years	PhD-Basic Sciences	male	10
Article / Teaching / Workshop& Seminar	6 years	PhD - Technical Engineering	male	11
Article / Teaching	3 years	Senior - Technical Engineering	female	12
Article / Teaching / Workshop	5 years	Senior - Technical Engineering	femal	13
Article / Teaching / Workshop / Conference and seminar	9 years	PhD - Technical Engineering	female	14

It should be noted that in order to ensure that the data was sufficiently valid, interviews were continued in each group, despite the duplication of opinions. Information on the study of the nature of multicultural teaching from the perspective of professors of the Islamic Azad University of Kermanshah province was collected using a semi-structured interview with 9 questions. It should be noted that during the interview process, in order to observe the ethical principles in the research, individuals were assured that the information obtained from them would be analyzed without mentioning the name and with the code, and the data would be kept safe by the researcher.

In order to do the job, first the interviews were implemented, concepts, themes and initial codes were extracted and final data were obtained. Of course, these three types of coding should not be considered as distinct from each other, or as chronologically distinct steps in the interpretation process; rather, these are different ways of working with textual information that the researcher can move or combine as needed.

However, the process of interpretation begins with the basic themes and as the final stages of the analysis process approach, the overarching theme emerges.

Findings

The findings are based on the question of what is the nature of multicultural teaching from the perspective of professors of the Islamic Azad University of Kermanshah province.

Examples of interviews are given below to better understand how to codify basic themes on samples. Code 4 states: "In order to promote multicultural teaching in universities, new professors should be provided with the necessary training in multicultural teaching." Code 5 states that "in order to promote multicultural teaching in universities, professors should have sufficient information and study of cultural differences and commonalities." Code 5 states that "university professors should be aware of all cultures and customs. "Have enough knowledge of customs." The second step of theme analysis is to determine the organizer themes. At this stage, the codes obtained in coding the basic themes were categorized based on the phenomena discovered in the data that are related to the research question. The third and final step is to determine the overall theme. In fact, it is at this stage that the researcher arrives at a comprehensive theme based on his data. At this stage, the researcher's main task is to identify the discipline or conceptual connection that links all the higher-level categories together.

Table2. Basic and organizing themes from phrases extracted from the text of interviews with professors of the Department of Humanities

Document name	Organizing themes	Basic themes	Document name
1	Curriculum policy	Curriculum policies happen after we get to the teaching and classroom area	0.78
1	Human force training	Manpower must be trained and prepared for this issue	0.68
1	Changing the attitude of professors	You have to work hard on the professors to change the attitude	0.47
1	Lack of prejudice of professors towards a particular culture	Full of prejudice, they abandon their traditional view	0.54
1	Understand and accept all cultures	Everyone understands and accepts	0.23
2	Avoiding discrimination between students	Avoiding discrimination between students is very important.	0.90
2	Respect for all cultures by masters	The teacher's behavior creates a special respect and spreads between people from different cultures	2.05
3	Human force training	Training of specialized human resources to teach in this model	1.92
3	Curriculum policy	Policy-making and planning to implement the model	1.63
3	Lack of prejudice of professors towards a particular culture	No bias towards a particular culture	1.18
4	Curriculum policy	Current policy-making is monoculture, and educational content rarely considers other cultures. This policy needs to change.	5.12

1	Human force training	In my opinion, before that, I should be given a training in this field	0.99
1	Curriculum policy	You see, teaching that is going to be done in an environment with different cultures, I think, needs some background. Some policies need to be done in advance.	2.55
1	Human force training	Train manpower	0.51
2	Respect for all cultures by masters	Consider all races and cultures, not just one culture.	1.36
2	Respect for the rights of all ethnic and religious minorities	Respect the rights of different religious and ethnic minorities.	1.09
2	Lack of prejudice of professors towards a particular culture	Do not have certain prejudices towards certain cultures.	1.04
3	Lack of prejudice of professors towards a particular culture	The lesson should not focus on a particular culture	0.85
3	Curriculum policy	If such a model is to be implemented at the university level or by professors or any educational environment, it needs a series of general plans.	2.54
4	Lack of prejudice of professors towards a particular culture	Environments The master himself should not have a fanatical view of his own culture	0.71
4	Establishing justice in the classroom	Consider justice in the classroom.	0.37
4	Attract professors from other areas	Attracting professors One of the university's policies should be to attract teachers from different cultures who can communicate more easily with children.	1.62
4	Respect for all cultures by masters	Respect people from other religions and cultures.	0.57
1	Reluctance to teach and multicultural topics	I personally prefer to focus on the subject matter and be really willing I do not want to stir up cultural debates, but it does happen anyway	2.51
1	Avoiding discrimination between students	Give up prejudice	0.34
1	Human force training	Our teachers should receive training in this regard	0.86
2	Lack of prejudice of professors towards a particular culture	The university professor who is teaching should teach everyone the de-prejudice of culture, Do not be too fanatical about a particular culture.	2.29
2	Avoiding discrimination between students	A professor who teaches in a multicultural environment should not discriminate between individuals at all	1.47

2	Establishing justice in the classroom	Teacher with justice	1.32
2	Attention to humanity and ethics by the teacher	Humanity and ethics	0.30
3	Avoiding discrimination between students	There was no discrimination between students as much as possible and they should all be seen with one eye	0.78
4	Avoiding discrimination between students	Avoid discrimination between students and try to expand the level of thinking of children	1.25
4	Lack of prejudice of professors towards a particular culture	The most important thing is to de-culturalize prejudices against cultures and differences. This should be taught to all teachers.	1.78
4	Attract professors from other areas	Teachers from all cultures should be attracted. We only attract teachers from a particular culture and religion. This is a mistake.	1.52
4	Respect for all cultures by masters	Respect all cultures	0.48
4	Establishing justice in the classroom	Observe justice and fairness	0.43
1	Curriculum policy	Policies change	0.27
1	Acceptance and importance of multicultural teaching	Accept and accept the importance of multiculturalism	0.36
1	Lack of prejudice of professors towards a particular culture	Each of us only emphasizes our own culture and customs and we know it is important and we have a method of prejudice. If we are going to think bigger and pay attention to others and their culture, this prejudice must be removed and broken.	2.17
2	Lack of knowledge	Lack of awareness of other cultures	0.30
2	Lack of prejudice of professors towards a particular culture	The culture that prevails in the university environment should not be just a specific culture, we should pay attention to all cultures	1.10
2	Lack of prejudice of professors towards a particular culture	In my opinion, Master, this goes back to us professors.... We should not have prejudice against a particular culture in the first place.	1.05
2	Avoiding discrimination between students	That I am the master of a particular minority from a particular culture should not consider myself superior. Pay attention to the students and those who are also part of my culture. I mean, we have to de-prejudice	1.96
2	Attract professors from other areas	Basically, the university policy should be such that it attracts professors from different cultures, that is, it does not pay attention to a specific culture in order to attract teachers.	1.30
2	Respect for all cultures by masters	Respect all cultures	0.35
3	Respect for all cultures by masters	Every person with any culture is valuable and respected to me	0.52

3	Respect for all cultures by masters	There is respect for that culture	0.21
3	Lack of knowledge	Ignorance and unfamiliarity with cultures	0.30
3	Lack of prejudice of professors towards a particular culture	In other words, all our efforts are aimed at reducing the prejudices that people have towards their own culture.	0.89
4	Human force training	In-service training for teachers	1.66
4	Establishing justice in the classroom	Observance of equality and justice, observance of fairness	1.90
4	Lack of knowledge	Partial consciousness, limited	0.65
4	Lack of prejudice of professors towards a particular culture	The teacher must observe equality, look everyone in the eye, observe fairness	4.40
5	Manpower training	Provide opportunities to inform teachers	1.41
5	Lack of knowledge	Practice is not very welcome due to challenges and lack of awareness of other cultures. No specific experience	3.29
5	Curriculum policy	Prepare a plan to implement this template	1.30
5	Changing the attitude of professors	Awareness and study about cultures - having a positive feeling about this subject	2.42
5	Avoiding discrimination between students	De-prejudice among students	0.83
5	Knowledge and awareness of different cultures	Understanding cultures	0.51

Table3. Summary of basic and organizing topics from phrases extracted from the text of interviews with professors of technical, engineering and basic sciences departments

Document name	Organizing themes	Basic themes	Document name
1	Lack of prejudice of professors towards a particular culture	Eliminate bigotry and indigenous culture of friendship like me and others like me	0.73
1	Human Force training	Another is to train your teachers in this field	0.60
1	Establishing justice in the classroom	Observe equality between students	0.42
1	Respect for all cultures by masters	Respect all cultures	0.35
2	Human Force training	Educate the teachers themselves	0.36
3	Curriculum policy	Macro educational policies	0.24
3	Lack of prejudice of professors towards a particular culture	Be in the direction of de-prejudice	0.27
4	Human Force training	Hold briefings for other professors in this regard	1.30
4	Human Force training	In-service training	0.38
5	Changing the attitude of professors	The attitude of this group of people must change	1.05

5	Knowledge and awareness of different cultures	Study to know all cultures, to know the differences and commonalities between cultures	2.60
5	Changing the attitude of professors	Understanding and tolerating different opinions among teachers should increase their attitude towards this issue. There are fanatics among teachers who only accept their own culture and respect their own culture	5.95
5	Establishing justice in the classroom	Observance of justice and fairness among students	1.02
1	Reluctance to teach and multicultural topics	I do not feel very positive, to be honest	1.27
1	Lack of knowledge	Because my information in this field is limited	1.74
2	Lack of knowledge	I do not know much	0.67
2	Reluctance to teach and multicultural topics	I do not have a special feeling	0.48
3	Reluctance to teach and multicultural topics	What can I say, I did not think about it, I do not have a special feeling	0.74
3	Avoiding discrimination between students	Try to limit these racist thoughts, control body change. These are the characteristics of this type of teaching, in my opinion, which itself requires a detailed discussion, class and book	3.16
3	Human Force training	A series of meetings or workshops can be arranged for other professors of basic sciences and humanities to inform them in this regard.	2.62
4	Lack of knowledge	Because consciousness is limited and low	0.90
4	Reluctance to teach and multicultural topics	It has nothing to do with the subject matter, so try not to get into it at all	2.51
4	Human Force training	The professors of humanities and educational sciences are responsible. These people must receive specialized training and they must teach about it	3.64
4	Lack of prejudice of professors towards a particular culture	I pointed out that they should not discriminate	0.84
4	Acceptance and importance of multicultural teaching	I pointed out that they should not discriminate	0.84

Conclusion

According to the qualitative findings obtained from the interview of experts and the coding performed, it was found that the components of multicultural teaching for teachers of Kermanshah Azad University include the level of teachers' perception of multicultural teaching, multicultural teaching goals, obstacles and problems of multicultural teaching Criteria for cultural activities are multicultural teaching and learning activities and learning experiences, content, evaluation, grouping, characteristics of time and place, materials

and learning resources. Therefore, it is concluded that the components of multicultural teaching for teachers of the Islamic Azad University of Kermanshah can be verified based on the mentioned components. The result is consistent with the research findings of Feyisa & Kirstin (2010), based on the understanding and respect of professors in the higher education system for cultural diversity. In this regard, Sadeghi (2012) considered the various teaching methods and content in multicultural teaching for professors. Mohammadi, et al. (2016) also received multicultural policy-making and multicultural manpower, including professors. The obtained result is consistent with the finding of Modasses Sabzevari (2012), based on professors' understanding of multicultural teaching. Ostaji and Faraji (2016), Araghiye, et al. (2009), Bigatti, et al. (2012), also pointed to teachers' perceptions and attitudes toward multicultural teaching, which is consistent with the findings of the present study.

Explaining the obtained result, it is stated that higher education is considered as the axis of development, the driving force and transformation in different societies, and as the main center for training specialized and trained manpower, it can have new ideas at any time in the arteries. Vitalize the growing movement of society to inject new potentials and ideas. Social progress and development in any society depends on the development of higher education in that society, and the development of higher education requires strategic and codified policies in various fields, including multicultural issues, race and ethnicity. Therefore, educational programs and teaching methods should be in a way that covers all cultures and should be presented in a way that is as far away from prejudices and narrow-mindedness as possible and people with different cultures in a way Comprehensive consider. Multicultural teaching model due to overlapping educational needs and students' learning from different cultures, meaning of learning, attention to cultural needs in the educational process, keeping cultures alive and enriching them by focusing on efficient human resources (students) And effectiveness is important in many professional fields. Hence, multicultural teaching model with components of multicultural teaching and educational activities and learning experiences, teachers' perception of multicultural teaching, goals of multicultural teaching, content, evaluation, grouping, obstacles and problems of multicultural teaching, features Time and place, learning materials and resources, criteria of cultural activities as indicators of multicultural teaching model for teachers of Kermanshah Azad University were identified in this study.

According to the obtained result, it is suggested to make the level of students' learning as meaningful as possible and their effectiveness as an efficient human resources in the political, cultural, social and economic environment of the society; Understand and meditate on multicultural teaching from all angles (setting appropriate goals, effective evaluation, using excellent materials and resources, using effective educational activities, respecting all cultures, avoiding cultural prejudice and discrimination, etc.); At the same time, strengthen their information literacy about diverse cultures and teach multiculturalism with full knowledge.

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