

# Educators' Perspectives on Teaching Culturally-Diverse Students at the MCAST IBMC

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## Problem Statement

As more international students enter Higher Education Institutions like the MCAST, the onus is on educators to provide meaningful and validating learning experiences that resonate with culturally-diverse student populations. However, studies reveal that teaching practices and curriculum that engage and support all students are not being widely implemented by Higher Education Institutions around the world (Turner, 2006, Durden, Dooley and Truscott, 2014, cited in Jabbar & Mirza, 2017).

## Research Approach

This research study adopts a qualitative approach underpinned by a constructivist epistemology and a subjectivist ontology. The researcher relies heavily on the participant's views and poses broad open-ended questions during the interviews to elucidate a myriad of views (Charmaz, 2006). Interview transcripts are coded using line-by-line and axial coding techniques. Codes are then located within a conditional/consequential matrix (Strauss and Corbin, 1998) with the assistance of MAXQDA software. The goal is to generate the initial components of a theory about this phenomenon to be developed in future studies.

## Research Propositions

- There is scope for the integration of culturally-responsive pedagogy (CRP) at the MCAST IBMC;
- Educators' and students' skills and training gaps must be adequately addressed and resolved prior to the implementation of CRP.

## Data Collection Methods

Method I  
Desk Research



Method II  
Face-to-Face Interviews



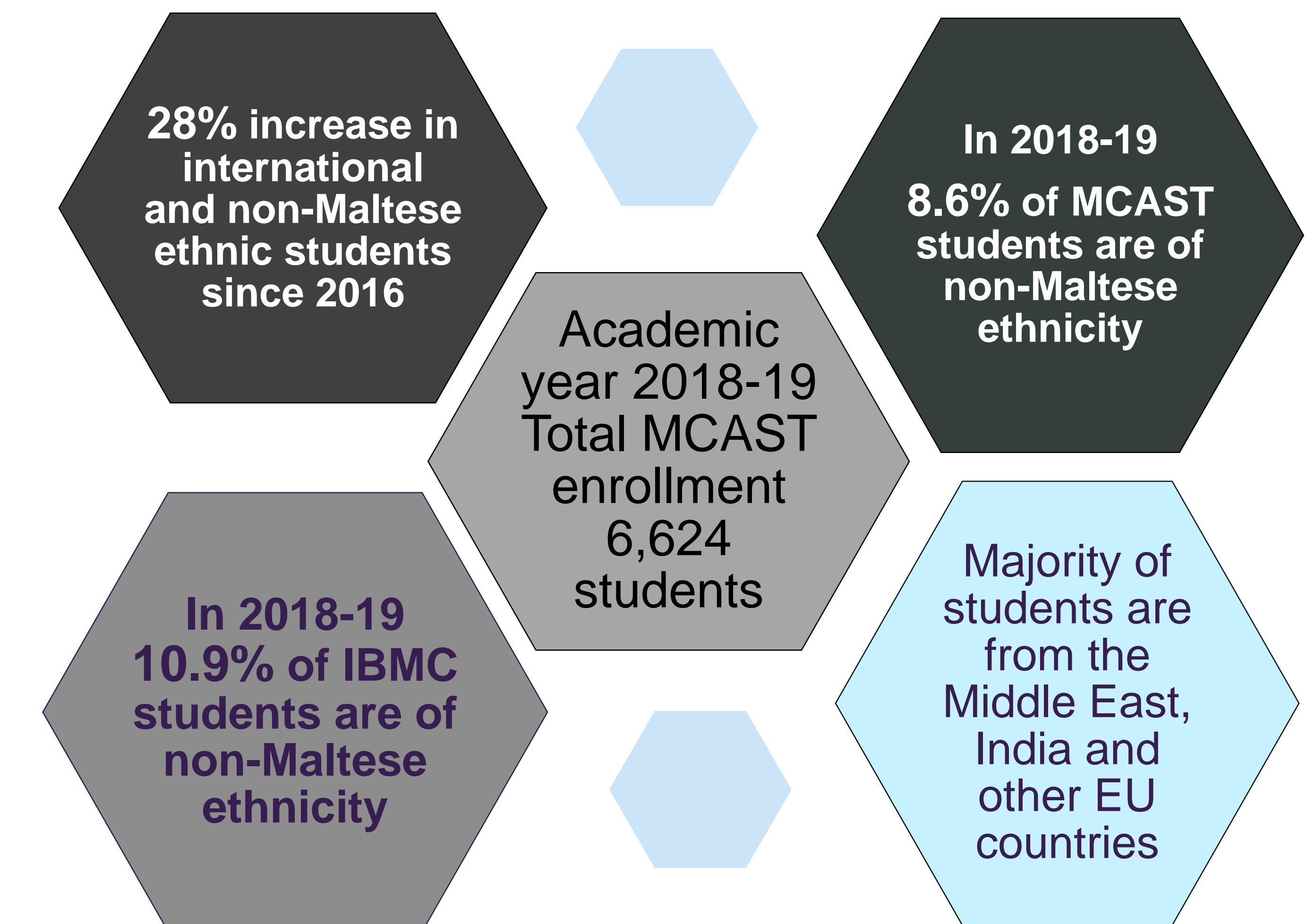
## Research Objectives

- To describe the educators' experiences teaching culturally-diverse classes;
- To understand the issues that educators face when teaching culturally-diverse classes;
- To identify emergent themes from the data that capture the essence of this phenomenon;
- To examine whether there is scope for culturally-responsive pedagogy (CRP) at IBMC.

## Project Overview

This qualitative study examines educators' perspectives and experiences when teaching culturally-diverse students at IBMC. Decades ago, Ladson-Billings (1995) strongly advocated for research within the classroom to investigate "good" teaching as a means to challenge those who believe that equitable learning experiences cannot be delivered to all students. Further investigation into this topic is warranted due to the paucity of research on this topic in Higher Education Institutions in Malta and the increasing number of culturally-diverse students studying at the MCAST.

## Key Figures



(Data kindly provided by the MCAST Registrar)

## References

- Charmaz, K., 2006. *Constructing grounded theory. A practical guide through qualitative analysis*. Thousand Oaks: Sage.
- Jabbar, A. & Mirza, M., 2017. Managing diversity: academic's perspective on culture and teaching. *Race Ethnicity and Education* [pdf] Available at: <[https://www.researchgate.net/publication/320838615\\_Managing\\_diversity\\_academic%27s\\_perspective\\_on\\_culture\\_and\\_teaching](https://www.researchgate.net/publication/320838615_Managing_diversity_academic%27s_perspective_on_culture_and_teaching)> [Accessed on 1 December 2018].
- Ladson-Billings, G., 1995. But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy. *Theory into Practice*, 34(3), pp. 159-165.
- Strauss, A. & Corbin, J., 1998. *Basics of qualitative research: grounded theory procedures and techniques*, 2<sup>nd</sup> ed. Newbury Park, CA: Sage.