

Multiculturalism: The Use of Learner Centered Teaching for Crisis Intervention

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## **Introduction**

Multiculturalism and using Learner-Centered Teaching for Crisis Intervention (C.I.) whether in a university, state/federal agricultural institutions must be prepared to adequately service students and consumers cross-culturally, especially in the event of a crisis. Epidemiological studies found that 69% of 1,000 Americans will experience a major life crisis. In fact, it is projected that each of us will experience at least one major traumatic event in our life (Sue & Sue, 2016). Learner Centered Teaching (LCT) is a teaching paradigm that promotes active learning environments that support, improve the depth, and scope of diverse student learning (Kanel, 2017). A crisis presents danger and opportunity for personal growth, if during the crises one receives immediate help and practical support. As educators, we are expected to maintain will-power and offer unbiased support to our students in crisis regardless of race. Undoubtedly a student may experience life circumstances that may categorize them as being in a crisis. As service providers we want to help students to survive the crisis, be resilient, and thrive despite life's emotional setbacks.

## **Theoretical/Conceptual Framework**

Various examples of multiculturalism will illuminate the psychological resolve and those diverse cultural dynamics associated with a person in crisis. Today, one can assume that most communications are inherently and unavoidably a multicultural experience. Attendees shall learn how to define multiculturalism, crisis intervention with the use of the LCT model to offer student-centered coping strategies that can be used in a crisis. This standing presentation with Power Point shall offer a guide to diverse crisis intervention, while using an LCT model to teach cultural sensitivity.

## **Purpose**

This presentation is designed to offer an introduction into learner-centered teaching strategies to help diverse students overcome adversity/crisis that they may face throughout their quest to conquer their academic endeavors. This presentation will introduce an understanding of multicultural theories and concepts of crisis intervention with proper approaches to resolve a crisis using safe and effective LCT approaches. The presentation will help attendees to better understand the holistic concept of multiculturalism, crisis intervention, and how competency in this area may improve your ability to connect with students and consumers of all social classes. The standing presentation will display and shed light on an Evidenced based clinical tool to help educators examine generational multi-cultural differences as it pertains to their education, perseverance, and diverse coping strategies and help Identify LCT Crisis Interventions which will help to promote positive outcomes to negative life experiences.

## **Objectives**

This innovative presentation will address and introduce strategies for LCT, implications for educators and professionals working to meet the multicultural and diverse needs for students/consumers and provide solutions to adapt to the crisis and/or generational differences of today's learners.

- Define Learner Centered Teaching
- Share a few Instructional Designs for teaching using the LCT Model.

- Address the importance of educators having the ability to recognize and understand multi-culturally diverse ways to cope with a crisis.
- Examine generational multi-cultural differences as it pertains to their education, perseverance, and diverse coping strategies.
- Identify LCT Crisis Interventions which will help to promote positive outcomes to negative life experiences.

### **Incorporating Learner Centered Teaching as a Strategy to Surviving a Crisis**

There is a recognition that educators must be prepared to be Responsive and to guide practically for those we serve, and to increase sensitivity to those diverse differences among them. In fact, it has been argued that educators have a moral obligation to be curious about the cultural differences present in the educational setting. Again, all communications are often inherently and unavoidably a multicultural experience. Therefore, LCT is the best approach to allowing students to guide the teacher of their path and experiences of surviving their crisis. Many students' first experiences of surviving a crisis may very well come from the way their culture or family manages those types of traumatic events. Therefore, multicultural competencies should be considered a user friendly LCT strategy to rapport building with students.

### **Presentation Strategies and Expected Outcomes**

The standing presentation is designed to introduce current learner-centered Multiculturalism, Crisis Intervention theories, and a practical LCT model. It is designed to offer insight for faculty and other educators, to recognize if a student is having a mental health crisis and garner the skills to assist participants in obtaining specific diversity and inclusion knowledge of crisis intervention and training that can be applied to students regardless of the sociocultural background.

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