

Undergraduate Research Symposium May 19, 2017 Mary Gates Hall

Online Proceedings

POSTER SESSION 1

Commons West, Easel 5

11:00 AM to 1:00 PM

Social Justice Practices within Federally Funded Education Equity Programs

*Jimmy Merino Cruz, Senior, American Ethnic Studies
McNair Scholar*

Mentor: Filiberto Barajas-Lopez, Education

This research project draws attention to the impact of social justice orientations on the academic/social identities of Upward Bound TRiO students attending high schools in Tacoma. Upward Bound is a federally funded education equity program that provides participants with opportunities and skillsets necessary to pursue a post-secondary education. The purpose of this research project is to provide an examination of a federally funded education program by understanding the pedagogical practices that integrate a component of social justice in the curriculum and programming. I conducted qualitative research through semi-structured interviews with alumni and administrators of the Upward Bound TRiO program. The interviews range from 30-45 minutes long and were structured to draw out their perspectives of social justice, and how it was or was not integrated within the curriculum and programming. The results of this research project provide teachers/mentors working with low-income students of color with methods to better work and support this student population.

among higher education classroom and multicultural education to promote better multicultural education practice that accounts for every student in the U. S. classrooms. Over my research, I recognized there is a limited amount of studies that looks into this topic, which is the connections between early childhood education and multicultural education. Early childhood educators need to respond to this issue because being open-minded and receptive is crucial for young children since children begin to acknowledge differences and identities very early. To account for this lack of research, I analyzed multiple global studies focusing on this field to explore how early childhood teachers could better use multicultural education practice in their classroom so they could help young children to become more accepting and understanding of multiple cultures. In order to examine the results from the studies, I also conducted an in-depth group interview with the classroom teachers at After School Program of Chinese Information and Service Center. I used conclusions drawn from their experience gained while working with students from multicultural backgrounds. In the result, all the studies I found and interviews I collected agreed that teachers could use multicultural education practices including care and attention to each students' identity and cultural background, open discussion about race and culture, reading with regular or picture books to extend students' thinking, and building relationships with parents to positively influence the students in the most efficient way in order to help children to become more accepting and understanding of multiple cultures.

POSTER SESSION 2

Commons West, Easel 43

1:00 PM to 2:30 PM

Teacher's Multicultural Education Practice in Early Childhood Classrooms: Helping Young Children's Receptivity and Understanding of Multiple Cultures

Jenna (Jenna Lu) Lu, Senior, Early Childhood & Family Studies

UW Honors Program

Mentor: Geneva Gay, Education

The United States of America is one of the most culturally, ethnically, and racially diverse countries in the world. Much of the previous research heavily investigates the relationship