

Strategies for Effective Teaching and Learning

Guidelines for Selecting and Evaluating Instructional Materials

- Are the perspectives and contributions of people from diverse cultural and linguistic groups—both men and women, as well as people with disabilities—included in the curriculum?
- Are there activities in the curriculum that will assist students in analyzing the various forms of the mass media for ethnocentrism, sexism, “handicapism,” and stereotyping?
- Are men and women, diverse cultural/racial groups, and people with varying abilities shown in both active and passive roles?
- Are men and women, diverse cultural/racial groups, and people with disabilities shown in positions of power (i.e., the materials do not rely on the mainstream culture's character to achieve goals)?
- Do the materials identify strengths possessed by so-called underachieving diverse populations? Do they diminish the attention given to deficits, to reinforce positive behaviors that are desired and valued?
- Are members of diverse racial/cultural groups, men and women, and people with disabilities shown engaged in a broad range of social and professional activities?
- Are members of a particular culture or group depicted as having a range of physical features (e.g., hair color, hair texture, variations in facial characteristics and body build)?
- Do the materials represent historical events from the perspectives of the various groups involved or solely from the male, middle-class, and/or Western European perspective?
- Are the materials free of ethnocentric or sexist language patterns that may make implications about persons or groups based solely on their culture, race, gender, or disability?
- Will students from different ethnic and cultural backgrounds find the materials personally meaningful to their life experiences?
- Are a wide variety of culturally different examples, situations, scenarios, and anecdotes used throughout the curriculum design to illustrate major intellectual concepts and principles?
- Are culturally diverse content, examples, and experiences comparable in kind, significance, magnitude, and function to those selected from mainstream culture?