Immigrant-Responsive Multicultural Education in the United States

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Purpose

This study seeks to identify those theoretical elements useful towards obtaining an understanding of the unique experiences of immigrant students in the United States. In doing so, it hopes to aid in the creation of immigrant-responsive educational approaches that will assist in the successful integration of newcomer students into the schools of their receiving society.

The Article

In order to contextualize her study and explain its importance, Oikonomidoy begins the article by describing the trends that have contributed to the relative invisibility of immigrant populations in U.S. schools. She then identifies three theoretical tools borrowed from scholarship on the sociology of migration—the constitutive role of relocation, the multifaceted character of identities and the future-orientation of immigrants’ identity—and shows how they can be used to reinvent dimensions of multicultural education for immigrant students. The article concludes by addressing how the concepts described within it can be applied to educational policy, teacher education and educational research.

What This Means for the Field

This study aims to inform educators to recognize the human potential of immigrant students and assist them in their successful integration to the country. By identifying tools to create immigrant-responsive educational approaches, this study promotes means by which the U.S. educational system can draw nearer to its ideals of democracy and social justice.

Citation


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