

## **COURSE OUTLINE**

### **Teaching Diverse Populations**

#### **Course Description**

ED 265. Teaching Diverse Populations. 3 hours credit. This course will enable the student to examine the concepts, principles, theories, and practices for teaching diverse populations. The student will cultivate the knowledge and skills necessary to function as effective teachers in multicultural classrooms. Throughout the course the student will discover strategies for creating classroom learning environments that value and integrate diversity and promote academic success for all students.

#### **Course Relevance**

This course is designed to prepare teachers to meet the academic needs of a rapidly changing student population. Specifically, the student will reflect critically concerning the behaviors, attitudes, and actions manifested by effective teachers of diverse populations and consider how this information can be applied to the teaching environment.

#### **Required Materials**

Banks, J. (2008). *An introduction to multicultural education*, (4<sup>th</sup> ed). Boston, MA: Pearson Education, Inc.

Ryan, K., Cooper, J.M., & Tauer, S. (2008). *Teaching for student learning: Becoming a master teacher*. Boston: Houghton Mifflin.

#### **Learning Outcomes**

The intention is for the student to be able to:

1. Identify and understand the goals and misconceptions of multicultural education
2. Identify and develop strategies for teaching and assessing a diverse student population in specific content areas
3. Practice culturally diverse teaching techniques in a classroom

#### **Learning PACT Skills that will be DEVELOPED and/or documented in this course**

Through the student's involvement in this course, he/she will develop his/her ability in the following PACT skill areas:

##### **Analytical Thinking Skills**

1. Critical thinking
  - Through class discussion, writing assignments, group projects, peer-and self-critiquing, research, and development of an electronic portfolio, and classroom field experience, the student develops critical analysis of the factors related to teaching diverse populations.

#### **Major Summative Assessment Task(s)**

The learning outcomes and the Learning PACT skills will be demonstrated by

1. Development of an electronic diversity portfolio, to include the following:
  - A. Definitions and terms related to multicultural education
  - B. Specific teaching strategies and assessment techniques for diverse student populations
  - C. A multicultural content specific unit with related classroom activities
2. Facilitation of content lesson to a culturally diverse student population

### **Course Content**

- I. Themes – Key recurring concepts that run throughout this course:
  - A. Demographic trends in education
  - B. Dynamics of multicultural education and citizenship education
  - C. Approaches to multicultural curriculum reform
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
  - A. Recognizing successful teaching and assessment techniques for a diverse student population
  - B. Understanding and valuing diversity in the classroom
  - C. Integrating diversity into specific content areas
- III. Concepts – Key concepts that must be understood to address the issues:
  - A. Diversity
  - B. Citizenship education
  - C. Curriculum transformation
  - D. Multicultural education
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
  - A. Identify demographic trends in education and in the workforce
  - B. Evaluate goals and misconceptions in multicultural education
  - C. Explain curriculum transformation
  - D. Design a multicultural content specific unit
  - E. Develop a diversity portfolio
  - F. Apply content with field experience in the classroom

### **Learning Units**

- I. Goals and misconceptions of multicultural education
  - A. Educational reform and goals of multicultural education
  - B. Global citizenship and education
  - C. Misconceptions of multicultural education
  - D. Progress and the future of multicultural education
- II. Citizenship education and diversity in a global age
  - A. Increasing world diversity and citizenship education
  - B. Balancing unity and diversity
  - C. Defining multiple views of citizenship and citizenship education
  - D. Development of cultural, national, regional and global identifications
- III. Dimensions of multicultural education and school characteristics
  - A. Content integration

- B. Knowledge construction process
  - C. Prejudice reduction
  - D. Equity pedagogy
  - E. Characteristics of a multicultural school
- IV. Curriculum transformation
- A. Meaning of multicultural curriculum
  - B. Challenges to multicultural transformation
  - C. Approaches to multicultural curriculum reform
- V. Knowledge components of effective multicultural classrooms
- A. Four knowledge categories
  - B. Key concepts for studying experiences of ethnic and cultural groups
- VI. Teaching with powerful ideas
- A. How to develop a multicultural conceptual curriculum
  - B. Content specific lessons
- VII. School reform and intergroup education
- A. Demographic trends and the changing workforce
  - B. Restructuring schools
    - 1. Increasing academic achievement
    - 2. Empowering teachers
    - 3. Cooperative learning and interracial contact

### **Learning Activities**

Learning activities will be assigned to assist the student to achieve the intended learning outcomes through mini lectures, podcasts, instructor and student-led discussions, internet searches, group activities, projects, portfolios, classroom field experience, and other activities at the discretion of the instructor.

### **Grade Determination**

The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: group discussion, comprehensive student projects, student presentations, class participation, electronic portfolios, classroom field experience, and other methods of evaluation employed at the discretion of the instructor.