

**Course Title: EDU 8: Teaching Diverse Learners**

**Instructors:** Donna Walker Tileston

**Length:** 15 hours

**Dates:** Rolling admissions

**Prerequisites:** Bachelor Degree

**Number of credits:** 1

### **Course Description:**

Success in the classroom is not just a matter of knowing your subject; it is a matter of knowing your students. Having a working knowledge of the human development of students in regard to mental, physical, social, and emotional development can be critical to the success of the teaching and learning experience.

Early practitioners believed that students came to the classroom as a blank slate ready to be filled by the all-knowing teacher. Today's educators know that students come to the classroom with a variety of experiences and prerequisite skills for learning, and that the teacher is more coach and mentor than imparter of all knowledge.

This course will provide teachers of any grade level and discipline with realistic information, strategies, and practices related to teaching students today. Participants will look at the factors that make students diverse and the instructional implications for teaching to diverse populations. Information on building resiliency, fostering a sense of community within the classroom, the importance of teaching to student modalities and the effects of poverty on student learning are included. Emphasis is placed on working with:

1. English Language Learners
2. Students from poverty
3. Urban learners from poverty

Instruction is focused on providing participants with information and practice that will lead to self-awareness and classroom implementation of effective strategies for working with English Language Learners, students from poverty and urban learners from poverty.

The successful practitioner of Working With Today's Diverse Learners will:

- Identify areas of bias in the classroom, in the curriculum, and within themselves.
- Choose appropriate tactics for removing bias.
- Gain an understanding of the special needs of students from diverse backgrounds and with language deficits.
- Understand that all students come to the classroom with a set of beliefs based, in part, on their past experiences.
- Incorporate ideas for reaching all students in the classroom.
- Create lessons in which students' differences are acknowledged.
- Build and foster a sense of community within the classroom.

### **Eight Topics of interest:**

1. The Vocabulary of Diversity
2. Diversity and Education
3. The different modalities of Learning
4. Six Types of Bias
5. Generational Poverty
6. Poverty and Learning
7. Building Relationships
8. Setting Goals and Following through

**Objectives:**

1. Knowledge –at the end of this course the student will be able to understand:
  - a. The terminology related to teaching diverse learners.
  - b. The issues facing teachers who work with students of diversity.
  - c. The research-based recommendations for working with students from poverty.
  - d. Why relationships are important and what constitutes a positive relationship.
  - e. Differences in students, including contextualizing and pluralizing content.
  - f. Instructional practices that are effective for diverse learners.
2. Skills –after this course a student will be able to
  - a. Understand the connections between Multiple Intelligences Theory and helping today’s students to be successful.
  - b. Provide the steps for building resiliency in students.
  - c. Create and explain a plan for eliminating bias in the classroom.
  - d. Identify and plan for the elimination of bias within the classroom.
  - e. Create curriculum, teaching tools for diverse learners
  - f. Identify and plan for the elimination of areas of personal bias.
  - g. Create a teaching plan that demonstrates an understanding of individual
3. Dispositions – they will appreciate out of this:
  - a. How modalities and learning styles affect student learning.
  - b. The implications of bias behavior through words and actions.
  - c. Transfer the information on modalities and learning styles to create and implement a plan for teaching.

**Instructor Overview**

Knowledge Delivery Systems maintains a online platform that automatically grades their pre and post assessments, monitors their participation in the lecture, and awards them credit when they complete the program. KDS also employs a team of educators to monitor the progress and quality of work students provide.

*David Reynolds:*

David is an experienced historian and professor with a B.A. and M.A. in History from SUNY Buffalo and a Ph.D in History from the University of Wisconsin. He was a distinguished professor of History at Marist College from 1986-1992 and has worked as a educational consultant for New School Vision and Continuous Learning Corporation. He currently works for KDS as a course developer and educational consultant and is working with the state of Florida to optimize their education system and resources.

**Methods of instruction:****Percentage of Course Credit**

- |                                    |                |
|------------------------------------|----------------|
| • 8 individual sections (15 hours) |                |
| • 8 pre assessments                | 0%             |
| • 8 graded post assessments        | 40%            |
| • 8 Video Lectures                 | 15%            |
| • Polling questions                | part of videos |
| • 8, 60-100 pages Study guides     | 5%             |
| • Handouts                         |                |
| • Written Paper                    | 40%            |

**Passing:** Students must earn a 70% or higher to receive a passing grade

**Texts (included in program)**

- 200 page study guide provided in the program

**Assignments**

- 40 pre assignment
- 64 post assignments

**Grading criteria/system and evaluation activities:**

A course administrator will be reviewing students' answers and providing feedback. Students will be evaluated on their creativity and ability to incorporate techniques from the lecture into examples and lesson plans.

- Graded Paper

**Due dates of major assignments, projects, and examinations:** Online self running programs can be started and completed at the participants own leisure within 2 months from the day they begin the course.

**Plans for transferring skills into the work setting:****Culminating Course Assignment**

This written project with consist of two parts; the need for change and the literature review to support your argument.

The Culminating Assignment for this course is an applied project in the work setting, "The Capstone Experience." The project will be designed to bring about Change for Improvement. The student will identify a need within their classroom and/or school and design a project with a focus on change for improvement.

The student will report the results of the applied project by writing an 8-10 page Change Paper. Within the Change Paper, the student will incorporate further learning experiences appropriate to course material by conducting a formal review of the related literature. The review of related literature is a requirement within the Change Paper. Guidelines and helpful hints for the review of related literature are provided.

## **Guidelines for Writing the Culminating Paper**

### **Part 1: Change paper**

The student will create a document that contains evidence of a need for change, with recommendations for new strategies that will improve an area of concern. For the change paper, the paradigm shift recommended for your workplace should be within your knowledge base and should relate directly to the course taken through Knowledge Delivery Systems and the exploration of additional resources related to course content.

The Change Paper will contain the following information, in this order, to establish your framework.

- A description of the workplace setting: the kind of facility, purpose of the facility, number of employees in major categories, length of establishment, culture or atmosphere, etc. and the writer's position there.
- An explanation of the area being considered for improvement. Select an area you identify as an area of needed improvement within your school. Present a rationalization for the need to make a change or to respond to an emerging need. Identify the stakeholders who would receive the benefit of the change.
- Write a review of the related literature on the topic to be improved (refer to Writing a Literature Review for further instructions). Use 4-6 scholarly articles from the literature that include theory, practice, and applied research.
- Recommend strategies to achieve the improvement. Example: Select a strategy from the literature reviewed. Explain how this could be accomplished and by whom. Project the learning outcomes that would support your paradigm shift and the expected timeline for completing the change.
- Conclude on the concept with reference to relative literature in this document that would insure success of the change.

### **Part 2: Literature Review, Supporting your argument**

A review of the literature is a standard procedure that is followed in writing scholarly papers. The review informs the student what scholars and researchers have learned about the problem. It is an opportunity for the student to examine what solutions have been tried and implemented to correct a specific discrepancy or to solve a problem. The review of literature also informs the reader that the topic or the problem is a legitimate one, recognized by the educational community.

The steps in organizing a review of the literature are simple. After the search of abstracts is completed, follow these steps.

- Review abstracts to remove obviously unrelated or inappropriate material. If information is scant, or most of the information appears to be inappropriate to the student's topic, perhaps the concern should be restated in more appropriate terms.

- Determine whether the available research is on theory, strategies, or solutions. Individuals working on a change paper are not encouraged to test new methodologies never tried by anyone else. Rather, they are to consider existing solutions in new and innovative ways to improve the situation.
- Obtain full text of each selected research study relevant to the topic. Check the bibliography of the research for possible connections to other authors.
- Write a summary of each selected research study using the full article as a guide for your notes. Build a framework from information in the collected articles to support your argument that the problem exists. Writing a review from abstracts will result in an incomplete analysis.
- Look at your collection of summaries to find subtopics from among them. Organize them by concept to create a verbal picture of viable solutions.
- Put them all together starting with a brief description of the issues or problem area found in this literature. This should require only a few sentences.
- At the end, add your idea of how to make improvements that are supported in this research. This is a possible solution strategy.
- Conclude with one or two paragraphs relating the final set of information to the idea being addressed.