

EDUC 211 Educational Foundations and Multicultural Perspectives Cultural Awareness Alignment

Cultural Awareness Student Learning Outcomes:

1. [Ability to] reflect ones own cultural rules and biases
2. [Ability to] consider experiences and issues from the perspectives of others with differing world views
3. [Ability to] articulate understanding of cultural differences in verbal and nonverbal communication
4. [Ability to] ask complex questions about the beliefs, values, and practices of other cultures and articulate answers to those questions that reflect flexible cultural understanding
5. [Ability to] Initiate and develop interactions with individuals from cultures that differ from that of the student

EDUC Student Learning Outcomes and Course Components:

1. Examine how culture impacts learning and teaching

Field Experience Project: *This project includes observations concerning the demographics of the classroom and interactions between students and between students and teachers that are related to culture, poverty and the neighborhood of the school. (Cultural Awareness Outcomes 1, 2, 3 & 5)*

"Framework for Understanding Poverty" Reading Responses: *In this reflection students examine issues such as disciplining students of poverty; how children of poverty relate differently to authority; and learning strategies that are effective for children of poverty. Students reflect what people in poverty often value compared to the values of those in the middle and upper classes. Students are challenged to consider how their biases against those in poverty might cause them to misinterpret responses of children and their parents. They are also challenged to explore their own life assumptions and recognize that these are in many ways related to economic status. (Cultural Awareness Outcomes 1,2,3, & 4)*

"Origins of Beliefs About Parents" Article Response: *Students examine perceptions about parents and cultural issues and influences that shape their perceptions. Students are encouraged to try to see the world (school in particular) through the lens of parents from different backgrounds and cultures. (Cultural Awareness Outcomes 1,2,3, & 4)*

Case Analysis Group Activity: *In this activity students are given seven scenarios of families in poverty where they evaluate the resources that the family has to draw on to survive and*

possibly escape poverty. The activity helps students to see how expensive it is to live in poverty and how difficult it is to escape the grip of poverty. They are challenged to look beyond their culture of economic advantage, and understand the cultural framework of poverty. (Cultural Awareness Outcomes 1,2,3, & 4)

Characteristics of Diverse Cultures Group Activity: *In this activity student match characteristics of 5 generally recognized cultural characteristics with various ethnicities in America. Discussion challenges students to articulate how these generalities can be both helpful and harmful. (Cultural Awareness Outcomes 1 & 2)*

Impact on Education Report: *Students select and research a person who has had a significant impact on education in America -- positively or negatively. They are required to identify significant cultural issues that informed the person at the time and also identify continued impact on the culture of education in contemporary American schools. (Cultural Awareness Outcomes 2)*

Describe cultural aspects of poverty in the United States

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Hidden Rules Group Activity and Discussion: *In this activity students match the hidden rules of poverty, middle class, wealth with the appropriate category and discuss how having children from one or all of the classes might affect a child's interactions and success in school. (Cultural Awareness Outcomes 1,2,3, & 4)*

"Could you survive in poverty in the US?": *In this activity students do a self-analysis survey that evaluates their ability survive in poverty, middle class and upper class. Student begin to identify the difficulties that students of poverty face and the challenges of teaching the upper class as they feel entitled. Neither of the two classes generally value achievement which is the middle class value that serves as the foundation of schools. Students begin to identify how the cultural frameworks that often inform schooling practices conflict with the cultural frameworks of students. (Cultural Awareness Outcomes 1,2,3, & 4)*

Evaluate teaching as a personal career

Why Teach? Group Activity: *In this activity students list reasons they want to teach and reason why they might decide not to teach. Often they find that the lists contain the same determining factors.*

Evaluate models for meeting the needs of English language learners in today's schools

Bilingual Education vs. ESL and Immersion Models Class Debate: *After instruction on the pros and cons of bilingual education versus emersion, students debate using arguments for both sides. Many states have gone to English only while Texas does provide for bilingual education. Debate challenges students to evaluate the best way to support linguistically diverse students. Discussion includes awareness of the value in linguistic diversity and the dangers of lingua-centrism. (Cultural Awareness Outcomes 1, 2, 3, & 4)*

Identify and describe contemporary cultural issues that impact schools

Contemporary Cultural Issue Research and Reflection Group Project and Class

Presentations: *On this assignment, students as a class brainstorm a list of contemporary cultural educational issues (linguistic diversity, gender segregated schools, disproportionate number of minority students experiencing failure, variability of access to high quality schools, etc.)and then are grouped by areas of common interest. The group researches the topic and presents their findings to the class. Finally students reflect on the group process and the important points they gleaned from the collaborative research process.*

"A Child Called It" Reflection: *After reading the book students write a personal response addressing personal, spiritual, community and professional issues.*

Identify and examine personal biases about race, poverty, religion and family structure

Personal Awareness Survey and Class Discussion: *This activity requires students to take a survey where their personal biases and often their origins are revealed. This experience helps students see that we all have biases and that knowing our biases is essential. (Cultural Awareness Outcomes 1, 2, 3, & 4)*

Parent Interview Summary and Reflection: *This assignment requires students to interview a parent of a current Pre K-12 grade student who comes from a different background then their own. This could be a parent of a different ethnicity, socio-economic status, or religious background. The assignment serves the purpose of understanding what parents want from schools and gives our students perspectives that may be different than from their own parents or parents similar to theirs. (Cultural Awareness Outcomes 1, 2, 3, 4 & 5)*

Religion in Public Schools: Rights of Students and Teachers Class Discussion: *Students examine the rights of students in public schools related to religion as well as the rights and legal requirements for teachers in the public schools. They also examine scenarios that teachers may face and determine whether the teacher's practice was ethical, legal, and what they might do in a similar situation. In addition they are challenged to consider whether schools are respectful of students from diverse religious backgrounds. (Cultural Awareness Outcomes 1, 2, 3, 4 & 5)*

Identify aspects of diversity in today's classrooms

School Website Assignment: *Students examine a school (district) website and identify the demographics of the school; the current status of the school on state ratings; special programs the district offers and any characteristics that may make the district unique.*

Field Experience Report: *Part of this report is to observe and record the demographics of the classroom and school and to reflect on how these may contribute to the classroom and school climate. They identify and describe ways that the culture of the students is or is not reflected in the school environment. (Cultural Awareness Outcomes 1, 2, 3 & 5)*

Quizzes -- Special Education Law, Poverty, Hidden Rules, Characteristics of Diverse Cultures, English Language Proficiency Standards

Evaluate instructional practices in today's schools

Ideal Learning Environment Reflection and Discussion: *Students describe their idea of an ideal learning environment. They are challenged to identify ways that their own preferences, strengths and cultural backgrounds have informed their perceptions of "ideal." (Cultural Awareness Outcomes 1, 2 & 3)*

"The Best Schools" class discussion: *Students read section of text related to their level of interest. In groups they examine the characteristic of elementary, middle school, and high school; best practices for each level; and the developmental characteristics of students at each level.*

School Theories Website Reflection Assignment and Position Statement: *On this assignment students investigate to assigned websites and decide which most their personal philosophy most closely aligns to. One is about developing the whole child while the other emphasizes student achievement as the ultimate goal of education.*