

## **NOVA COLLEGE-WIDE COURSE CONTENT SUMMARY EDU 204 – TEACHING IN A DIVERSE SOCIETY (3 CR.)**

### **Course Description**

Examines how personal and professional identities, positioning, and intersectional positionalities, values, attitudes, beliefs, and behaviors impact teaching and learning. Develops an understanding of similar and unique characteristics of PreK-12 students and their families, including culture, race, ethnicity, religion, language and learning abilities, gender socializations and sexual orientation. This course requires a practicum with a minimum of 20 hours of observation in a K-12 setting. Lecture 3 hours. Total 3 hours per week. 3 credits

### **General Course Purpose**

EDU 204 broadens prospective teachers' exposure to ways of thinking, understanding, and interacting with students and families from diverse cultures and backgrounds.

### **Course Prerequisites/Corequisites**

Prerequisite: EDU 200

### **Course Objectives**

Upon completing the course, the student will be able to:

#### **Culturally Responsive Teaching and Learning**

- Explore and reflect one's personal and student social/cultural identities and positionalities.
- Describe racial identity development.
- Describe concepts of privilege and oppression.
- Describe ways in which teaching can be culturally and linguistically responsive. throughout the learning process and environment.
- Identify specific strategies to intentionally create an inclusive classroom environment and culturally responsive instruction that creates a sense of community and belonging in which every student sees themselves as a learner.
- Describe how U.S. demographics are changing and how this will impact education in the 21st century.
- Analyze how socialization influences beliefs, attitudes, and behaviors.

#### **Access, Equity, and Inclusion**

- Describe the laws, regulations, and court cases that govern diverse populations historically and currently.
- Analyze differences in equity in relation to diverse populations.
- Apply pedagogical practices that provide equitable opportunities to meet the needs of the learners in PreK-12 educational contexts for all learners and families.

#### **Community and Relations**

- Reflect on personal and community dispositions on diversity.
- Plan multiple means of developing relationships with the community and families of diverse populations to include but not limited to socioeconomic status, culture, religion, gender, immigration status, etc.

#### **Advocacy**

- Define the effective advocacy skills, based on the current teacher education research and practice, needed to become a culturally responsive educator.
- Analyze personal dispositions and skills for becoming an innovative educator in PreK-12 classrooms with the goal of equity and advocacy for all students and families.

#### Practicum

- Complete a minimum of 20 hours of observation and practical experience in a PreK-12 setting.
- Describe the teacher's classroom climate and analyze it for culturally-responsive strategies employed.
- Describe and reflect on culturally-responsive guidance practices and strategies.
- Analyze classroom procedures for differentiation, grouping, language scaffolding, assistive technology, active learning strategies, and inclusion.
- Analyze materials, resources and assessments for diversity, equity and inclusion (DEI).
- Identify intentional strategies the teacher employs for inclusion of diverse populations in classroom climate, management, materials, instructional strategies, and assessments.
- Provide direct instructional assistance to students either individually or in small groups.

#### **Major Topics to be Included**

- Culturally Responsive Teaching and Learning
- Access, Equity, and Inclusion
- Community and Relations
- Advocacy
- Practicum