# NIAGARA

College of Education UNIVERSITY



EDU 214D (3 credit hours) Cultural and Multicultural Foundations of Education

MTWRF- 7th period

Room 112

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Room 112

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## Department Mission Statement

It is the mission of the College of Education to prepare educational and mental health leaders who demonstrate the knowledge, skills, and dispositions needed to serve others and who further the values and practices of their respective professions. We seek to inspire our candidates in the Vincentian tradition, and to foster core values of professional commitment and responsibility, professional relationships, and critical thinking and reflective practice. As a faculty, we are committed to developing programs with courses, clinical experiences, and assessments based on the following three complementary orientations: Constructivism, Evidence-based Practice, and Reflective Practice.

### Course Description

This course examines the ways in which diverse disciplines (e.g., history, philosophy, psychology, sociology, multiculturality, economics, ethics, law) act as the bases upon which Western educational practices are built. These interconnected foundations continuously shape school characteristics including curriculum, pedagogy, classroom organization, technology, and the expectations held of teachers, students, parents, administrators, and the community. Course experiences will involve prospective teachers in gaining knowledge with which to analyze the effects of these educational foundations on the school experience in the past and present. Prospective teachers will examine educational paradigms, theories, and practices that either strengthen and expand the democratic possibilities of schooling or maintain the current correspondence between educational success and students' socio-economic and cultural identities**. Students will be required to participate in a 20-hour Learn and Serve field experience.**

## Method of Teaching

This course is framed within a constructivist perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open-ended inquiry, critical thinking and reflection, and social interaction. Instructional methods will include: whole class and small group discussion; individual and cooperative activities; presentations by instructors, guest speakers, and classmates; Internet and library searches; observations of teachers; field experiences; and research.

### Student Learning Objectives

Prospective teachers will:

1. Develop an evolving philosophy of education;
2. Identify similar and changed education practices over the past century;
3. Explore a range of pedagogical practices;
4. Describe an open and respectful relationship with students and families;
5. Identify ways in which educational inequalities limit teaching and learning;
6. Explore curriculum that includes and accurately represents diverse cultures and groups;
7. Identify ways in which educational inequalities limit teaching and learning;
8. Develop an evolving knowledge of teachers' professional roles and responsibilities;

9. Access classroom applications of technology and library resources; and

10. Examine and evaluate a variety of purposes of education.

## Assessment

Each assignment is described below under the title of Assignments. Students may also contribute to the development of assignment rubrics.

ASSIGNMENTS

These are expectations for assignments and class:

Complete assigned readings as scheduled and actively engage in classroom discussions.- See discussion below

All class activities and assignments are to be completed as directed.

Spelling, punctuation, and grammar account for 10-20% on all papers.

1. Autobiography
2. Technology Assignments (in groups of three)
3. International Job Search (in groups of three)
4. Interview
5. Final Exam 20 marks
6. Socratic Seminar Discussion leader questions
7. Cultural Understanding assignment
8. Complete requirements of Learn and Serve Common Course Assignment- Understanding the Students
9. Quiz Chapter 4 and Chapter
10. Learn and Serve reflections
11. Professionalism 10 marks (Total mark is out of 120)

\*OTHER POSSIBLY OPTIONS

Mentor Program Report 10 marks

Group project on Tuscarora language, beliefs, art, music, culture 10 marks

Research and submit a paper about famous Native Americans and their contributions to society 10 marks

### Outline of Course

Chapter 1 Teaching

Chapter 2 Today's Teachers

Chapter 3 Today's Schools

Chapter 4 Philosophical Foundations

Chapter 5 Historical Foundations

Chapter 6 Governance and Finance

Chapter 7 Ethical and Legal Issues

Chapter 8 Today's Students

Chapter 9 Learners, and Individual Needs

Chapter 10 Authentic Instruction

Chapter 1 1 Curriculum Standards and Assessment

Chapter 12 Technology

Chapter 13 Becoming a Professional

**Autobiography**

Grading Outline

The paper must be cohesive (you can list the subheadings in bold) and include the following:

* Typed, stapled, double-spaced; 12 point Calibri font with a cover page; four pages in length including cover page with your photo; five or less typos, spelling mistakes, punctuation or grammatical errors. Write in the first person.
* Describe the subheadings listed above
* Attach a recent photo (head and shoulders only) to the cover page (1 mark)
* Do not write in second person or right justify your paper.

RATIONALE

The autobiography assignment will serve two primary purposes:

1. It will allow me to better understand each student and his/her needs, goals, and aspirations, thus facilitating communication during the term.
2. Students will share this information with the school administration and Learn and Serve teachers so that the mentor teachers can utilize the students' skills in the most effective manner. This exercise will also encourage students to reflect on their experiences, understand their paradigms, and apply this knowledge to the development of their personal philosophy of education.

**TECHNOLOGY/RESEARCH ASSIGNMENT**

Search the library and Internet for appropriate articles and Web sites related to multicultural/current issues in education. Students will work in groups of three. Class time will be allotted to work on this assignment in addition to meeting in your groups and online after class.

Grading Outline

1. Part A An annotated bibliography (APA style) of **12 EBSCOhost articles, 4 that explore issues of cultural diversity, 4 for motivation, 2 for partnerships and community involvement, and 2 articles relevant to poverty/culture/education.** The articles must be current (2013 to present).
2. Correct APA citation of 12 articles.
3. Annotations (use complete sentences) for the 12 articles.
4. Correct spelling, punctuation, grammar. Do not use second person

Part B **An annotated list of 8 Web sites that deal with educational resources (lesson plan links etc.) and 4 about your chosen concentration and the news today etc.**

1. Correct APA citation of 12 Web sites.
2. Annotations (use complete sentences) for the 12 Web sites.
3. Correct spelling, punctuation, grammar.

\*\* The 8 educational resources Web sites should be sites that provide tools for teachers such as lesson and unit plans, motivation and classroom management strategies, and links to numerous other topics related to teaching. The Tuscarora sites should be authentic sources that will increase your knowledge and understanding of the Tuscarora culture, language, beliefs, etc.

#### Examples for Technology Assignment Citations using APA

Part A: Journal Articles

Bockern, S. , & Mcdonald, T. (2012). Creating Circle of Courage schools. Reclaiming Children & Youth, 20(4), 13-17. Retrieved from EBSCOhost Academic Search Premier database.

The 'Circle of Courage' is a model for schools that focuses on meeting the needs of the children as well as the wider community. The foundation of the model is an underlying respect and dignity for all people. This article discusses the further goals of the model as well as practical strategies to turn the 'Circle of Courage' into a reality.

Breen, M. (2012). Privileged migration: American undergraduates, study abroad, academic tourism.

Critical Arts: A South-North Journal of Cultural & Media Studies, 26(1), 82-102.

doi:10.1080/02560046.2012.663163

This article discusses the recent rise in popularity of study abroad programs. The article focuses on the ways that cultural studies can be used to educate American students who travel south in their educational studies. Additionally, the article discusses international trends in education.

WEB SITES (PART B)

Lesson Plans Page. Retrieved from www.lessonplanspage.com

This site allows any teacher to submit a lesson plan directly to the site. Teachers can share their own resources and experiences and find out what other teachers are doing in their classrooms. Teachers can also sign up for a monthly newsletter with recent lesson plans and suggestions from fellow teachers.

Online Teaching Resource. Retrieved from http://eworkshop.on.ca.edu/core.cfm

This site has been created by the Ontario Ministry of Education to provide educators with a variety of lesson plans, modules, and activity sheets. The site also provides teachers with information on how to keep their students safe. There are modules from Canadian government progams about life-threatening allergies and ways to protect students from any of those allergies. The site also provides parents with modules and guides on how to effectively instruct students.

RATIONALE

The Internet can be an invaluable asset for students. (It is also free to students using Niagara's computer facilities) It is my intention to familiarize students with this resource tool and allow them to explore new Web sites both on and off campus. The purpose of this assignment is to ensure student familiarity with the Internet, EBSCOhost, APA style, and annotated bibliographies. It will also provide students with additional resources relevant to future education courses.

**INTERNATIONAL JOB SEARCH** (completed in groups of 2 or 3)

This activity will allow prospective teachers to demonstrate their creativity, presentation skills, and ability to work in a cooperative environment. Presentations will be in youps of two or three. Groups and countries will be assigned during the second week of classes. Further assignment details and a rubric will be developed by the professor and the class.

RATIONALE

This assignment will provide prospective teachers with insights into teaching opportunities overseas; broaden their global education perspectives; and help familiarize them as to the benefits of cultural diversity and respect for other cultures.

**TEACHER INTERVIEW**

Prospective teachers will conduct an interview (based on the rubric for the common course assignment) with their Learn and Serve teacher and submit a narrative paper of the findings.

### Grading Outline

The paper must be cohesive and include the following:

* Typed, double-spaced, 12 point Arial font, 3-4 pages in length, and narrative format with 5 or less typos, spelling mistakes, punctuation or grammatical errors.
* Answer the questions provided in the syllabus for the common course assignment. Once you know your Learn and Serve placement we will discuss further details for the interview.
* Do not use second person; do not state your question in the paper; and do not use direct quotes (quotation marks).



## Common Course Assignment

Understanding the Students

Developing a Context for Learning

Effective teachers have a strong understanding of their students in order to make sound instructional choices that promote their learning and development. To truly understand their students they must have a deep awareness of students' life experiences as shaped by their families, communities, and school experiences.

In this submission Teacher Candidates will practice strategies to develop their understandings of students using a variety of information gathering techniques. This project contains several components outlined below. Parts Il and Ill will be submitted for evaluation. Part I is a guide for information gathering and does not need to be submitted for review. The information gathered for this project should remain confidential. Teacher Candidates should use initials or professional pseudonyms for the school, teachers, and students. Teacher Candidates should be careful not to leave data lying around in places that would breech this confidentiality. They will take the need for confidentiality very seriously.

Part I — Inquiry: Teacher Candidates will gather information about the lives and backgrounds of the students they will teach.

Teacher candidates will review official websites, conduct observations, analyze documents and/or interview students, teachers, and other professionals to gather information in response to each inquiry question below:

What is known about the school the students attend and how it mav impact student learning?

Use the following questions or prompts to guide your inquiry:

* Location of school
* History of school
* Mission statement of school
* Distinguishing features of the school
* Grade levels found in school

As completely and accurately as possible, describe the organization of the school. This may include information such as the number of classrooms, teachers, students; and the special services available including library, computer lab, offices, gym, lunchroom, student support services, etc.

* Draw a map of the school. Include a layout of building and any other distinguishing features.
* How well is the school taken care of?
* Describe the physical features of the school — what is hung on the walls?
* What types of furniture are in the halls?
* What do you see on the bulletin boards?
* What can you learn about the school from brochures, flyers, etc.?
* If you have an opportunity, interview the school principal or other school personnel to find out more about the school.
* What other information can you learn about the school from the district website?
* What other information can you learn about the school from websites developed outside of the district?

What is known about the communities that students live in and how might these communities impact student learning?

Use the following questions or prompts to guide your inquiry:

* Describe the diversity of the communities from which the students are drawn. Include information on a variety of forms of diversity such as race, ethnicity, socio-economic status, languages spoken, religious affiliations, political affiliations, and geography.
* Describe the community resources that are available within the neighborhoods from which the students are drawn (libraries, religious organizations, after school programs, athletic programs, arts and cultural centers, social services, etc.)
* What information can you learn from websites or community publications?

Who are the students in this class?

Use the following questions or prompts to guide your inquiry:

* How many students are in the class?
* How many males and females?
* What are the racial, ethnic, religious, linguistic, family structure, and socio-economic differences and similarities among the students?

What is known about the prior learning of students?

Use the following questions or prompts to guide your inquiry:

* What are the learning characteristics of the students (disability, exceptionality, learning styles, motivational factors, behaviors, etc.)?
* How well have students performed academically in the past?
* What assessment data is available for these students?
* What does the assessment data say about students' needs and strengths?
* What school assessment information can you learn from the district website?
* What school assessment information can you learn from websites developed outside of the district?

Who are the educators in this class?

Use the following questions or prompts to guide your inquiry:

* Who is the teacher?
* What are the teacher's background experiences?
* What other school professionals are involved in this classroom?
* How do the teacher and other school professionals accommodate for individual and group differences among the students?

Part Il— Report and Analysis of Inquiry Findings: Teacher Candidates will prepare a 3-5 page written report, written in third person academic voice, in which they describe the information gathered from their inquiries in Part l. Teacher Candidates should take caution in using professional language that presents the characteristics factually and without judgment.

The written report should include the following:

1. A brief description of sources used to gather the information for the report. In this section Teacher Candidates will indicate the specific websites visited, observations conducted, documents analyzed, individuals interviewed, and other sources of information. This section will not present the results or information gathered. It will simply identify the sources of information.
2. A brief description of the school. In this section Teacher Candidates will provide their findings on the questions and prompts related to the inquiry question

What is known about the school the students attend and how it may impact student learning?

1. A brief description of the communities. In this section Teacher Candidates will provide their findings on the questions and prompts related to the inquiry question What is known about the communities that students live in and how might these communities impact student learning?
2. A brief description of the students. In this section Teacher Candidates will provide their findings on the questions and prompts related to the inquiry question Who are the students in this class?
3. A brief description of the students' prior learning. In this section Teacher Candidates will provide their findings on the questions and prompts related to the inquiry question What is known about the prior learning of students?
4. A brief description of the professional educators. In this section Teacher Candidates will provide their findings on the questions and prompts related to the inquiry question Who are the educators in this class?

Part Ill- Reflection: Teacher Candidates will prepare a 1-3 page written reflection, written in first person, in which they respond to the following prompts:

1. How might you alter your professional practices to meet the needs and promote the success of ALL students in your student teaching placement based on the information gathered in the
2. What have you learned from this project that will make you a better teacher in the future?
3. What questions have emerged for you as result of conducting this project?

Academic Integrity

Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources, alteration or falsification of academic records; academic misconduct; complicity; and copyright violation. This policy applies to all courses, program requirements, and learning contexts in which academic credit is offered, including experiential and service-learning courses, study abroad programs, internships, student teaching and the like.

Please refer to the undergraduate catalogue for Niagara University's policy on academic integrity or access the policy online, www.niagara.edu/academicintegrity.

# Inclusivity, Diversity & Support for Students at Niagara University

Niagara University supports a learning environment that fosters inclusiveness where diversity is respected and valued. It is expected that students in this class will respect differences and develop an understanding of how other people's perspectives, behaviors, and worldviews may be different from their own.

Students are always encouraged to meet with faculty as early as possible in the semester to discuss their needs or concerns. Students may also seek additional assistance from a variety of resources available on campus such as academic support, counseling services, disability services, etc. For more information on these resources, please visit http://mvnu.niagara.edu/services

# Bibliography

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