

**J. Sargeant Reynolds Community College
Course Content Summary**

Course Prefix and Number: EDU 204

Credits: 3

Course Title: Teaching in a Diverse Society

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. Prerequisite: EDU 200. Lecture 3 hours. Total 3 hours per week. 3 credits

The course outline below was developed as part of a statewide standardization process.

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 and Co-requisites:

Prerequisite: EDU 200

Student Learning Outcomes:

- 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

Effective Date/Updated: January 17, 2023