

EDUC G102: TEACHING IN A DIVERSE SOCIETY

Item	Value
Curriculum Committee Approval Date	05/03/2022
Top Code	080200 - Educational Aide (Teacher Assistant)
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S)

Course Description

This course examines the development of children's social identities in diverse societies as influenced by families, communities, programs, and teaching. Trends and issues in diverse contemporary classrooms will be explored, including teaching and learning strategies and examination of culturally relevant and linguistically appropriate anti-bias approaches supporting all children. Course includes 10 hours of arranged fieldwork. Transfer Credit: CSU; UC.

Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Evaluate theories about factors that influence the development of young children's social identity.
3. Assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches to support optimal learning.
4. Examine aspects of children's lived experiences in relation to issues of social justice and bias considering the role of education in reinforcing or contradicting them.
5. Evaluate the impact of personal experiences and social identity on teaching effectiveness.

Course Objectives

- 1. Identify the many ways in which diversity exists, including cultural, ethnic, intellectual, linguistic, racial, social, and ability.
- 2. Define issues on the development of young children's social identity, including influencing factors such as ethnicity, culture, language, socioeconomic status, religion, and immigration in relation to children's educational settings.
- 3. Describe strategies using anti-bias approaches for assisting children to navigate and resolve conflicts caused by cultural, socioeconomic, linguistic, and gender differences.
- 4. Demonstrate components and purposes of an effective professional portfolio.
- 5. Prepare a portion of a professional portfolio showing strong connections to the California Standards for the Teaching Profession.
- 6. Evaluate inclusive classroom environments, including materials and approaches that are developmentally, culturally, and linguistically appropriate to specific student group populations.

- 7. Identify the role of the teacher, including professional ethics and legal implications of bias, prejudice, and/or exclusion, and responsibility to foster a just and inclusive learning environment for all students.
- 8. Assess personal experiences and social identity and subsequent impact on teaching children.

Lecture Content

Diversity, equity, inclusion, culture, race, and identity Definition of terms The importance of culture Role of culture in development Myths Responsiveness to culture and language supports for children's learning Development of identity in children Theories: i.e., Erikson's psychosocial development, Piaget's and Vygotsky's cognitive development, Tajfel's and Turner's social identity theory The role of early education and play Relationships with peers Culture and self-identity Development of teacher professional identity and becoming equity-minded Anti-bias and equitable education Developmentally, culturally, and linguistically appropriate classroom environments, curriculum materials, assessments, and approaches Curriculum in multicultural classrooms (children's books and materials) The role of diversity in programs across the globe (including poignant situations from other countries, i.e., New Zealand's Te Whāriki curriculum) Effects of dominant culture holiday curriculums; Holidays in a diverse world Suggestions for programs and classrooms Multiculturalism and social justice in the classroom: Using anti-bias curriculum The role of the educator; self-reflection to action Practices to promote a multicultural classroom Issues of social justice in the classroom Effectively negotiating and resolving conflict related to issues of diversity Navigating differences, preventing conflict Forms of diversity Race, ethnicity, and language Demographic information for young children in California, collectivist versus individualist cultures, what programs can do Immigrant and refugee populations Dual language learners Diverse family structures Socioeconomic status of families Families of children with special needs or special health care needs Gender in young children Religion in families Diversity and equity/Formation of bias Relationship between one's experience and development of personal bias How biases are formed Nonverbal behavior Influences of stereotypes, prejudice, and discrimination Hate is learned and can be "unlearned" Rights of the child What children see and hear in child care settings Socialization in two cultures History and influence of systemic, internalized privilege, and oppression Practices for engaging difference, privilege, and power The culturally responsive lens, Culturally Responsive Strength-Based (CRSB) Framework Fieldwork Observation and practicum with students in diverse contemporary classrooms Focused observation on school culture and the qualities and behaviors of an effective teacher Introduction to e-portfolio assessment and Reflective Practitioner Guide, including the California State Content Standards and California Standards for the Teaching Profession (CSTP) Training in effective observational skills

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)
- Field Experience (90)

Reading Assignments

Textbooks Supplemental readings Internet resources, multimedia

Writing Assignments

Journal entries of classroom observations Reflective practitioner assignments Written analysis of student behavior and performance by development of a case study Compilation of professional e-portfolio

Out-of-class Assignments

Homework assignments Participation in discussions Tests and quizzes Preparation of professional teaching e-portfolio Group and individual presentations Case studies Individual field journals Fieldwork observation

Demonstration of Critical Thinking

Analyze assumptions regarding diverse populations through self-reflection and fieldwork experiences. Determine educational philosophy and approach to teaching. Analyze career pathways within educational settings. Evaluate elementary student behavior and performance by developing a case study.

Required Writing, Problem Solving, Skills Demonstration

Journal entries of classroom observations. Written analysis of elementary student behavior and performance by development of a case study. Compilation of professional e-portfolio.

Eligible Disciplines

Education: Masters degree in education OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Esquivel, K., Elam, E., Paris, J., Tafoya, M.. The role of equity and diversity in early childhood education., ed. OER: College of the Canyons, 2020 2. Required Derman-Sparks, L., Edwards, J. O., Goins, C. M.. Anti-bias education for young children and ourselves., 2nd ed. NAEYC Publications, 2020