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Department	Education
What course are you proposing to collaborate on?	EDU 208 PLANNING FOR MULTICULTURAL LEARNING
In which semester would you be teaching this class?	Fall 2013
Project Title	Culturally responsive teaching and learning

Project Proposal (250–500 words)

The purpose of the partnership with the library is to support preservice teachers enrolled in EDU208, Planning for multicultural learning, in becoming culturally responsive educators. The partnership will provide appropriate recourses that allow preservice teachers to develop greater understanding towards cultures that they are not familiar with and eventually understand that those who are perceived as different are, on closer examination, actually not so different. With a well–developed sociocultural consciousness and an affirming attitude towards all students, they will successfully engage students from all backgrounds.

As part of course assignments, preservice teachers will choose one culture that they are not familiar with and explore the culture through various course materials such as articles, audio clips, and videos that are prepared through the partnership with the library. Preservice teachers will be asked to imagine themselves in similar contexts to that of the people postulated in course materials. Preservice teachers will also conduct interviews with members of neighboring communities utilizing their understandings of the culture. Each preservice teacher will share their understanding of the culture in a paper as well as a class presentation.

Partnership with the library is crucial to preparing comprehensive course materials that allow preservice teachers to immerse themselves into their chosen culture. In addition, the library partner will guide preservice teachers to conduct their own search for materials. With a well developed understanding of a culture and research skills, preservice teachers can create and advocate for culturally situated teaching and learning that takes into account the needs of individual learners in particular contexts.

Course Description/Syllabus

The course syllabus will be developed during the summer of 2013, as the instructor will teach this course starting in the fall of 2013. The following are brief drafts of the course content.

Course description:

Defines concerns regarding human diversity as they relate to the education process. Engages students in a personal and group process toward understanding differences. Extends student awareness for the variety, richness, and contrasts in cultures as a basis for appreciating the force of culture in identity, behavior, belief, and attitude. Develops ability to perceive and analyze the sources and consequences of prejudice, discrimination, and racism. Relates all the above to teaching concerns. Emphasizes students' choice of material for reflection and examination.

Course objectives:

The purpose of this course is to expose pre–service teachers to multiculturalism and its implications for teaching and learning. The impact of race, class, gender, sexual orientation, and other aspects of social group identities on teaching and learning will be examined as they relate to contexts both in and out of schools. The main goal is to assist future teachers in examining what it means to be an educator in a diverse and differentiated society. In addition,

understanding who they are as individuals and citizens of a democracy and exploring implications for being a teacher in public education will be explored. As a result of this course Presearvice teachers will be able to:

1. elaborate on what it means to be a teacher in an global and multicultural world.
2. demonstrate their commitment to be effective educators in a culturally and materially diverse and inequitable society.
3. articulate the role of schools in reproducing and transforming social and material values and beliefs.
4. analyze educational policies/curriculum materials/media for possible impact on diverse student populations.
5. plan instructions that are culturally responsive to the needs of students with diverse backgrounds.