



Culture in the Classroom: Instructional Strategies

CEUs: 3/Fee \$45.00 or Free w/Annual Support Package

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Introduction

Welcome to *Culture in the Classroom: Instructional Strategies*, an online professional development course geared primarily toward educators. This course focuses on the many school factors that affect the success of culturally diverse students – the school's atmosphere and overall attitudes toward diversity, involvement of the community, and culturally responsive curriculum, to name a few.

Some instructional strategies allow educators to form a stronger teaching and learning connection with their culturally diverse students. Some strategies demonstrate standard practices of excellent teaching. While other are catered to assisting with students from diverse cultures. How an educators embraces the diversity from the students and parents\guardians can have a profound impact on academics. Great teachers find ways to reach students and provide the environment that allow leaning to thrive.

This course will focus on the following modules:

- **Consider students' cultures and language skills when developing learning objectives and instructional activities**
- **Incorporate objectives for affective and personal development**
- **Teach students to match their behaviors to the setting**
- **Provide rationales**

Academic Integrity Statement

The structure and format of most online courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in an online professional development course are expected to adhere to the following standards of academic conduct.

Academic Work Coursework submitted by the individual shall be the educator's own work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.



Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violations of the aforementioned academic standards may result in loss of credit for the course.

Level of Application

This course is designed to be an informational course with application to educational settings. The strategies are appropriate for the remediation of challenging behavior in students.

Course Expectations:

Upon completion of the units in this online professional development course, educators should:

- ✓ Know the terminology in the areas of school culture
- ✓ Lead a discussion forum to address school culture in their educational setting
- ✓ Apply the strategies covered in the course to the culture areas of their own students
- ✓ Increase the probability of students performing better academically

Course Description

The *Culture in the Classroom: Instructional Strategies* course was developed to provide educators with proper implementation strategies that address the affects cultural diversity has on classroom. The course discusses and supports several classroom methods to assist educators in identifying students' task orientation via observations. These methods allow educators to gain a knowledge and understanding of how school culture can impact student academic success.

This course also helps to strengthen educators' awareness of the impact of school culture on students. Essentially this course teaches educators how to identify the impact of culture and students and develop teaching strategies to affectively meet the students' needs. These strategies will limit the disruption of instruction and free up more time for academic instruction.



Course Units

Unit 1: Use a Variety of Instructional Strategies and Learning Activities

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on **Use a Variety of Instructional Strategies and Learning Activities**.
- Score 90 to 100% on **Use a Variety of Instructional Strategies and Learning Activities** quiz.
- Share at least one technique implemented or enhanced

| Reading Assignments | Graded Activities and Deliverables | | |
|--|------------------------------------|---|---|
| | Grading Category | Activities/Deliverables | Grade Allocation (% of all graded work) |
| Various reading assignments are located in unit-week 1 | Assignment | Complete reading assignments | 5% |
| | Discussion | Use a Variety of Instructional Strategies and Learning Activities | 5% |
| | Assessment | Quiz from reading assignments | 5% |
| | Assignment | Lesson Plan Snippet | 5% |
| | Assignment | Peer Observation | 5% |



Unit 2: Developing Learning Objectives and Activities Based on Diversity

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on **Developing Learning Objectives and Activities Based on Diversity**.
- Score 90 to 100% on **Developing Learning Objectives and Activities Based on Diversity**.
- Share at least one technique implemented or enhanced

| Reading Assignments | Graded Activities and Deliverables | | |
|--|------------------------------------|--|---|
| | Grading Category | Activities/Deliverables | Grade Allocation (% of all graded work) |
| Various reading assignments are located in unit-week 2 | Assignment | Complete reading assignments | 5% |
| | Discussion | Developing Learning Objectives and Activities Based on Diversity | 5% |
| | Assessment | Quiz from reading assignments | 5% |
| | Assignment | Lesson Plan Snippet | 5% |
| | Assignment | Peer Observation | 5% |



Unit 3: Incorporate Objectives for Affective and Personal Development

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on **Incorporate Objectives for Affective and Personal Development.**
- Score 90 to 100% on **Incorporate Objectives for Affective and Personal Development** quiz.
- Share at least one technique implemented or enhanced

| Reading Assignments | Graded Activities and Deliverables | | |
|--|------------------------------------|---|---|
| | Grading Category | Activities/Deliverables | Grade Allocation (% of all graded work) |
| Various reading assignments are located in unit-week 3 | Assignment | Complete reading assignments | 5% |
| | Discussion | Incorporate Objectives for Affective and Personal Development | 5% |
| | Assessment | Quiz from reading assignments | 5% |
| | Assignment | Lesson Plan Snippet | 5% |
| | Assignment | Peer Observation | 5% |



Unit 4: Provide Rationales

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on **Provide Rationales**.
- Score 90 to 100% on **Provide Rationales** quiz.
- Share at least one technique implemented or enhanced

| Reading Assignments | Graded Activities and Deliverables | | |
|---|------------------------------------|-------------------------------|---|
| | Grading Category | Activities/Deliverables | Grade Allocation (% of all graded work) |
| Various reading assignments are located in unit 4 | Assignment | Complete reading assignments | 5% |
| | Discussion | Provide Rationales | 5% |
| | Assessment | Quiz from reading assignments | 5% |
| | Assignment | Lesson Plan Snippet | 5% |
| | Assignment | Peer Observation | 5% |



Earn It – Final Wrap-up

Upon completion, the educators are expected to have more depths of knowledge on the course objectives.

| Assessment | Graded Activities and Deliverables | | |
|---|------------------------------------|------------------------------------|--|
| | Grading Category | Activities/Deliverables | Grade Allocation (% of all graded work) |
| Writing guidelines for reflections is located within course | Assessment | Complete the Reflection Assessment | Required to Pass |



References:

- Voltz, Deboarah & Morrow, Sherron (1999, April). Enhancing Collaborative Partnerships with Culturally Diverse Families. Retrieved from <http://www.ascd.org/publications/classroom-leadership/apr1999/Enhancing-Collaborative-Partnerships-with-Culturally-Diverse-Families.aspx>
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