

Course Title: Teaching Diverse Learners

Instructors: Donna Walker Tileston

Length: 10 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1 CEU

Course Description:

Success in the classroom is not just a matter of knowing your subject; it is a matter of knowing your students. Having a working knowledge of the human development of students in regard to mental, physical, social, and emotional development can be critical to the success of the teaching and learning experience.

Early practitioners believed that students came to the classroom as a blank slate ready to be filled by the all-knowing teacher. Today's educators know that students come to the classroom with a variety of experiences and prerequisite skills for learning, and that the teacher is more coach and mentor than imparter of all knowledge.

This course will provide teachers of any grade level and discipline with realistic information, strategies, and practices related to teaching students today. Participants will look at the factors that make students diverse and the instructional implications for teaching to diverse populations. Information on building resiliency, fostering a sense of community within the classroom, the importance of teaching to student modalities and the effects of poverty on student learning are included. Emphasis is placed on working with:

1. English Language Learners
2. Students from poverty
3. Urban learners from poverty

Weekly topics students will focus on within this course:

Week 1-2

- The Vocabulary of Diversity
- Diversity and Education

Week 2-4

- The Different Modalities of Learning
- Six Types of Bias
- Generational Poverty

Objectives:

1. Knowledge –at the end of this course the student will be able to understand:
 - a. The terminology related to teaching diverse learners.
 - b. The issues facing teachers who work with students of diversity.
 - c. The research-based recommendations for working with students from poverty.

2. Skills –after this course a student will be able to
 - a. Understand the connections between Multiple Intelligences Theory and helping today’s students to be successful.
 - b. Provide the steps for building resiliency in students.
 - c. Create and explain a plan for eliminating bias in the classroom.
 - d. Identify and plan for the elimination of bias within the classroom.
3. Dispositions – they will appreciate out of this:
 - a. How modalities and learning styles affect student learning.

Instructor Overview

Knowledge Delivery Systems maintains a online platform that automatically grades their pre and post assessments, monitors their participation in the lecture, and awards them credit when they complete the program. KDS also employs a team of educators to monitor the progress and quality of work students provide.

Methods of instruction:

Percentage of Course Credit

Methods of instruction will include:

- | | |
|------------------------------------|----------------|
| • 5 individual sections (10 hours) | |
| • 5 pre assessments | 10 % |
| • 5 graded post assessments | 30% |
| • 5 Video Lectures | 60% |
| • Polling questions | part of videos |
| • 5, 60-100 pages Study guides | |
| • Handouts | part of videos |

Grading criteria/system and evaluation activities:

A course administrator will be reviewing students’ answers and providing feedback. Students will be evaluated on their creativity and ability to incorporate techniques from the lecture into examples and lesson plans.
 ➤ Pass/No Pass

Due dates of major assignments, projects, and examinations: Online self-running programs can be started and completed at the participants own leisure within 2 months from the day they begin the course.

Texts (included in program)

- 100 page study guide provided in the program

Assessments:

- 5 Pre-assessments (5 questions each)
- 5 Post-assessments (5 questions each)