

**Common Course Outline for:** EDUC 2222, Multicultural Education and Human Relations in Schools

**A. Course Description**

1. Number of credits: 3
2. Lecture hours per week: 3  
Lab hours per week: *None*
3. Prerequisites: EDUC 1101
4. Co-requisites: NONE
5. MnTC Goals NONE

EDUC 2222, Multicultural Education and Human Relations in Schools, introduces pre-service teachers to core concepts and approaches to multicultural education including issues related to student, family, and community diversity based on culture, language, race, class, gender, sexual identity, and disability. Issues discourses, hierarchy of education with regards to privilege, equity and access to high quality education are topics addressed as students use knowledge of their life experiences and those of diverse students in urban and rural public schools and learn culturally and linguistically responsive classroom strategies. Emphasis is placed on demonstrating the multicultural competence required of all successful teachers working with today's diverse youth.

**B. Date last revised:** May 2019

**C. Outline of Major Content Areas**

1. The importance of History, Language, and Culture of American Indian tribes of Minnesota in the classroom.
2. The importance of History, Language, and Culture of Immigrant Groups in the classroom.
3. The importance of the Civil Rights movement and state of race relations in the classroom.
4. How dominant discourse in society impacts classrooms and students.
5. How Primary and Secondary discourses of students affect the classroom.
6. Critical Race Theory's application to the classroom.
7. MN Code of Ethics for teachers.
8. Inequity in learning opportunities for students across the State of Minnesota.
9. Instructional and classroom management strategies that are culturally and linguistically sensitive and effective.

**D. Course Learning Outcomes**

Upon successful completion of the course, the student will be able to:

1. Identify and apply differences in approaches to learning and performance, including varied modes of learning, cultural impact on knowledge acquisition and multiple intelligences; and know how to design instruction that uses a student's strengths as a basis for continued learning.

**8710.2000, Subp. 4, Standard 3E, Standards of Effective Practice**, diverse learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;

2. Recognize and deal with dehumanizing biases, discrimination, prejudices and institutional and personal racism and sexism as it is evident in the classroom.

**8710.2000, Subp. 4, Standard 3D, Standards of Effective Practice**, diverse learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;

3. Apply the contributions and lifestyles of the various racial, cultural and economic groups in our society to the classroom.

**8710.2000, Subp. 4, Standard 3F, Standards of Effective Practice**, diverse learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;

4. Demonstrate the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture appropriately in the classroom.

**8710.2000, Subp. 4, Standard 3G, Standards of Effective Practice**, diverse learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;

5. Apply knowledge of community and cultural norms and their influence in the classroom.

**8710.2000, Subp. 4, Standard 3H, Standards of Effective Practice**, diverse learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;

**8710.2000, Subp. 4, Standard 3J, Standards of Effective Practice**, diverse learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

J. know about community and cultural norms;

**8710.2000, Subp. 4, Standard 3P, Standards of Effective Practice**, diverse learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

P. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;

6. Demonstrate a sophisticated awareness of how culture, technology and resource equity shape learner experiences.
7. Demonstrate the impact in the K-12 classroom of how social groups function and influence people.

**8710.2000, Subp. 4, Standard 3Q, Standards of Effective Practice**, diverse learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

Q. develop a learning community in which individual differences are respected;

**8710.2000, Subp. 6, Standard 5B, Standards of Effective Practice**, learning environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

B. understand how social groups function and influence people, and how people influence groups;

8. Apply how cultural and gender differences can affect communication in the classroom.

**8710.2000, Subp. 7, Standard 6B, Standards of Effective Practice**, communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

B. understand how cultural and gender differences can affect communication in the classroom;

9. Demonstrate effective verbal, non-verbal, and media communication techniques  
**Outcome 30 8710.2000, Subp. 7, Standard 6G, Standards of Effective Practice**, communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:  
G. foster sensitive communication by and among all students in the class;

10. Demonstrate effective listening techniques.
11. Recognize strategies that foster sensitive communication by and among students in the classroom.

12. Apply how students differ in their approaches to learning and create learning opportunities that are adapted to students with diverse backgrounds and exceptionalities.

**8710.2000, Subp. 5, Standard 4B, Standards of Effective Practice, instructional strategies.** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

- B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;

13. Through effective classroom management techniques, create an atmosphere of mutual respect and a sense of belonging in the classroom.

**8710.2000, Subp. 6, Standard 5A, Standards of Effective Practice, learning environment.** A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

- A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;

14. Apply all knowledge in outcomes above to the classroom setting and their individual students within specific classrooms.

**8710.2000, Subp. 3, Standard 2A, 2B, 2C, 2D Standards of Effective Practice,** A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must

- A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
- B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;
- C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others
- D. Use a student's strengths as a basis for growth and a student's errors as an opportunity for learning

**E. Methods for Assessing Student Learning Methods of instruction may include some or all of the following: (list the possible methods of instruction).**

1. Reflection Papers
2. Case Studies
3. Field Experience Presentation/Reflection
4. Book Study Reflections
5. Management and Instructional Strategies Electronic Portfolio

**F. Special Information** *None*