

Assessable Learning Objectives – EDUC 4160

EDUC 4160 – Teaching Diverse Students

This course addresses the impact of student diversity on teaching and learning. Differences in beliefs, effective instruction of linguistic minorities, and socialization among groups are analyzed, with a focus on the relationship of these differences to learning outcomes in U.S. classrooms. Instructional strategies based on multicultural models of education are examined and alternative assessments are reviewed. A field experience is required.

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SCENARIO

From the Professor’s syllabus: Students will create an electronic portfolio of at least 10 resources related to diversity that would be helpful in developing them as a person who appreciates diversity or helps them to create a diversity-appreciative classroom. These resources may include book chapters, [journal articles], magazine articles, web sites, films, newspaper articles, music, podcasts, etc.

The librarian uses a handout and exercises to provide a hands on learning experience to familiarize students with the library website, to familiarize students with the database thesaurus and controlled vocabulary of education databases, to become familiar with various types of information and formats, to use successful search protocols, to apply evaluation criteria in choosing resources, and to properly cite sources and avoid plagiarism.

Learning Outcomes: (A) Audience; (B) Behavior; (C) Condition; (D) Degree of Accomplishment

Following the instruction session [c], students [a], by retrieving appropriate materials from education databases for their electronic portfolio (d), will demonstrate that they know how to identify scholarly education resources (b).

Following the instruction session [c], students (a), will demonstrate that they know how to use the database thesaurus (b) by using controlled vocabulary in constructing a search strategy (d)

Following the instruction session (c) students will show they can apply evaluation criteria to their resources (b) by listing appropriate and relevant resources in their bibliographies.

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POSSIBLE ASSESSMENTS

- Bibliography as reported by teacher
- Student can locate at least 3 relevant articles using the search strategy created
- 90% of Students can list the correct bibliographic elements needed to cite a source
- Students correctly identify five (5) out of (8) criteria used in evaluating information
- 100% of Students correctly list two education databases
- 100% of Students identify 3 ways to find books through the library
- 100% of Students locate the APA online style guide

NOTE: The above, except for number one, will be incorporated into a worksheet to be turned in at the end of class.