SYLLABUS

ADVANCEMENT COURSES™
A Wiley Brand

Cultural Diversity in the Digital Classroom

15 Clock Hours
Why should teachers take our courses?

**A Focus on Student Success**
Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

**Classroom Applicable**
We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

**Authentic Assessments**
As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

**Reflective Practice**
A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

**Connection to Special Populations**
While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

**Professional Learning Community**
A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.
Cultural Diversity in the Digital Classroom

Course Description

In any learning environment, teachers are typically responsible for 20-plus students representing potentially 20-plus different cultures, perspectives, and learning needs. In the best of circumstances, it’s challenging to include and celebrate all these cultures in your curriculum, but with the added difficulties of remote learning, the task can feel nearly impossible. However, with the right strategies and resources, you can help all your students feel represented, without overloading your already-demanding lesson prep.

In this course, you will learn how to infuse cultural diversity into the digital classroom in a way that meshes authentically with your academic content instead of operating in a vacuum. You’ll examine the importance of diversity to a classroom culture and how to honor differences among learners through student-centered instruction, differentiated learning, and student-choice initiatives. In addition, you’ll get strategies for continuously improving culturally responsive teaching strategies to help draw out students’ strengths and unique points of view.

By the end of this course, you’ll have practical, meaningful strategies and ideas to become more culturally responsive in a digital learning environment and help your students feel more included and motivated even when they’re physically far apart.

Connections to Practice

This course provides the following classroom connections:

- Strategies for honoring student diversity in the classroom environment, through instruction, and in curriculum in online learning
- Techniques for evaluating systems, processes, and practices relating to cultural diversity that may impede community and learner success in the digital classroom
- Ideas for community building and honoring student identity in an online learning environment
- Resources and concepts to leverage in authentically infusing cultural diversity into your curriculum and instruction

Course Outcomes

In this course, participants will:

- Evaluate school and educator practices connected to culture that contribute to inequitable educational experiences.
- Create a digital learning environment that is physically and culturally inviting and inclusive for all students.
- Integrate culture and diversity into academic curriculum and instructional practices.
• Adapt methods and strategies for continuously assessing culture and climate within a virtual classroom.

Charlotte Danielson Framework for Teaching Alignment

Domain 1: Planning and Preparation
1a Demonstrating Knowledge of Content and Pedagogy
1b Demonstrating Knowledge of Students

Domain 2: The Classroom Environment
2a Creating an Environment of Respect and Rapport
2b Establishing a Culture for Learning

Course Engagement and Resources

The activities and engagement options for the course have been designed to align with guidelines and considerations of Universal Design for Learning. This course aims to:

• Provide the learner with multiple means of representation.
• Provide the learner with multiple means of action and expression.
• Provide the learner with multiple means of engagement.

Your course facilitator will be available to you to answer questions and provide written feedback on your final project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

Materials

Online reading, viewing, and listening resources will be provided in each module.

Method of Evaluating Student’s Performance

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Total Point Value</th>
<th>Percentage of total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>5 points</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment: Self-reflection and goal setting, concept practice questions, and discussion forums</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Project</td>
<td>10 points</td>
<td>70%</td>
</tr>
</tbody>
</table>
*Please note that you must receive a percentage of 80% or higher for successful completion of this course. Completion of all activities is required to receive credit.

**Assessments**

**Self-Reflection and Goal Setting**

This course will include a self-reflection and goal setting assignment in the first module, in which each learner will articulate what he or she hopes to learn and achieve by taking the course. Learners will be guided to reflect briefly upon their intentions for the course and to set one to two specific (SMART) goals for their learning.

**Concept Practice**

These automatically scored questions will appear in each module and will cover concepts discussed in the module. Immediate feedback will be provided for each question.

**Discussions**

Discussions will appear in each module and include questions about concepts that appear in the module.

Learners will be expected to post one original response to the prompt and respond to two peers.

Discussions will be evaluated on a pass–fail basis, per the following guidelines for completion:

- Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
- Participant provides an adequate level of detail in entries.
- Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
- Participant’s responses are clear and well written and employ proper APA citation.

**Final Project**

The final project for each course will appear in the final module and include a prompt that aligns with each category (including the “evaluate” and “create” categories) of Bloom’s taxonomy, building on the concepts from each module.

Final projects will be designed for the learner to create an implementation plan that demonstrates application and understanding of concepts and skills learned through each module of the course.

The final project will be evaluated using the following rubric:
Focus Areas | Does Not Meet Expectations (1 point) | Partially Meets Expectations (3 points) | Meets Expectations (4 points) | Exceeds Expectations (5 points)
--- | --- | --- | --- | ---
Knowledge of Course Content | Project relates incomplete or incorrect information about course concepts. The learner provides an unclear reflection upon how he or she will evaluate personal progress toward established course goals. | Project relates superficial information about course concepts. The learner provides a superficial reflection upon how he or she will evaluate personal progress toward established course goals. | Project relates clear information about course concepts. The learner provides a satisfactory reflection upon how he or she will evaluate personal progress toward established course goals. | Project relates detailed and thorough information about course concepts. The learner provides a detailed reflection upon how he or she will evaluate personal progress toward established course goals. |
Alignment of Student Outcomes | Project’s alignment to course learning outcomes is unclear or absent. | Project aligns with 1–2 course learning outcomes. | Project aligns with 2–3 course learning outcomes. | Project aligns with 3–5 course learning outcomes. |

Course Outline

Module 1

One of the only constants of education is change itself, and one of the biggest drivers of change in education today is the use of technology in our schools and classrooms. By virtue or by circumstance, many classrooms are going digital. Although the digital platform provides unique opportunities for success and instructional change, we also need to ensure we are honoring all our students in a virtual world in the same way we would in a face-to-face learning environment. Where does cultural diversity fit into the digital classroom?

Now more than ever, we need to recognize and celebrate cultural diversity in our digital classrooms. When we affirm and honor the rich backgrounds and diversities that our students bring to our digital classroom environments, students gain a more comprehensive understanding of the subject matter and feel empowered to participate and engage in academic content. By modeling this as educators, we teach students how to use their own strengths and points of view to contribute to a diverse classroom environment.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Explain the connection between culture and diversity to understand their effect on the student learning experience.
• Evaluate school and educator practices that contribute to inequitable and exclusionary practices in an effort to modify current structures and promote student achievement.
• Develop curriculum and instructional practices that allow for authentic and continuous representation.

Agenda

Review the reading, viewing, and listening resources provided in Module 1, and complete the:

• **Self-Reflection and Goal Setting Activity:** in this discussion forum, you will articulate what you hope to learn/achieve because of the course. Please reflect briefly upon their intentions for the course and to set 1-2 specific (SMART) goals for your learning.
• **Introductory Forum:** in this discussion forum, you will have an opportunity to introduce yourself and meet other learners in the course.
• **Module 1 Content Lesson:** The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.
• **Module 1 Discussion Forum:** in this discussion forum, you will provide an original response to a question posed about topics in the Module 1 Content Lesson and respond to the original postings of your peers.

Module 2

Now that we understand the vocabulary regarding culture, complexities of culture, and concepts to implement, how exactly do we leverage that knowledge to embrace cultural diversity in our digital classrooms? In this lesson, you will learn and engage with actionable steps that you can use in K–12 digital classrooms to honor cultural diversity and cultivate culturally responsive curriculum and teaching practices. We will examine ways to foster a classroom that embraces diversity and inclusion through the formulation of classroom ideals. We will evaluate strategies to authentically integrate both cultural representation and responsiveness into curriculum and instruction. Finally, we will develop and plan for ways to continue these processes, because embracing all students is an ongoing action.

**Learning Outcomes**

By the conclusion of this module, you will be able to do the following:

• Create a digital learning environment that is physically and culturally inviting for all students.
• Integrate culture and diversity into academic curriculum.
• Integrate culture and diversity into instructional practices.
• Adapt methods and strategies for continuously assessing culture and climate within a virtual classroom.

Agenda

Review the reading, viewing, and listening resources provided in Module 2, and complete the:

• **Module 2 Content Lesson:** The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.
• **Module 2 Discussion Forum:** in this discussion forum, you will provide an original response to a question posed about topics in the Module 2 Content Lesson and respond to the original postings of your peers.

• **Final Project:** For your final project, you will construct a plan for how you will implement the course concepts with an audience of your choosing. The plan you create and the audience that you choose should be designed to suit your professional role.

• **Course Evaluation Survey**

**Technology Requirements**

Please review the [System Requirements for Moodle](#).

**Netiquette Policy**

Anyone enrolled in online courses has the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in the course that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the course.

To maintain a positive, professional, and supportive online environment for this class, learners should adhere to the following standard guidelines. Everyone is expected to:

• Show respect for the facilitator and for other learners in the class, including use of polite, professional tone, respecting and valuing the privacy of other learners, and expressing differences of opinion in a polite and rational way.

• Maintain an environment of constructive criticism when commenting on the work of other learners by offering feedback that is supportive and helpful in nature.

• Contribute relevant topics and ideas when involved in group discussions or other collaborative activities.

• Use appropriate grammar and structure in online communication and refrain from use of all capital letters, as this equates to and can be interpreted as shouting in the online environment.

**Compliance With the Americans With Disabilities Act**

In compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, participants who have any condition, either permanent or temporary, that might affect their ability to complete this course are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

**Academic Integrity**

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments per the course directions. Plagiarism and cheating of any kind will not be tolerated.
*Plagiarize:* “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (*Webster’s new collegiate dictionary*, 1973, p. 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

*Cheating:* Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

**References**


Teaching Tolerance. (n.d.). *Culture in the classroom.*

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