

## **Sample only**

### **Course description for Core M.Ed. Summer Year 1**

#### **How all students learn: Supporting Diverse learners**

This class lays a foundation for the entire M.Ed. or endorsement sequence that will help participants deepen their understanding of the needs of their students. Throughout the M.Ed. program, we will build on this understanding in order to increase our positive impact on all students. In this class, we will engage in a core coordinated studies curriculum encompassing the needs of diverse learners in multicultural settings. We will consider the latest research on how the function and role of the brain, culture, and language development influence learners. Included in the core will be topics such as culturally responsive teaching, teaching for diversity and social justice and anti-bias education. Other foci of the class will be the effects of culture and language development on academic achievement and effective, research-based classroom practices for all students, further focusing our attention on those students who have been traditionally underserved by our educational system. Essential questions guiding the class are: 1) What is learning? 2) How do we learn a language? 3) What is culture and how does it relate to community, schooling, learning and academic achievement?

Learning Goals: Participants will deepen their understanding of the interdependence of the brain, culture and language development on the academic achievement of all learners and will increase their ability to assess and address the learning needs of all students.

#### **Sample only Required Reading:**

Bransford, J., Brown, A. & Cocking, R. (Eds.). (1999). *How people learn: brain, mind, experience, and school*. Washington DC: National Academy Press.

See it online if you'd like. <http://nap.edu/html/howpeople1/>

North Central Regional Educational Laboratory. (2004). *All students reaching the top: strategies for closing academic achievement gaps*. Naperville, IL: Learning Point Associates.

Taylor, L.S. & Whittaker, C.R. (2009). *Bridging multiple worlds: Case studies of diverse educational communities*. Boston, MA: Pearson.

Wong Fillmore, L. & Snow C.E. (2000). *What teachers need to know about language*. Paper presented to the Center of Applied Linguistics.

Zull, J. (2002). *The art of changing the brain: enriching the practice of teaching by exploring the biology of learning*. Sterling, VA: Stylus Publishing.

**Sample only Seminar Readings:**

Alexie, S. (2007). *The absolutely true diary of a part-time Indian*. New York, NY.: Little, Brown and Company.

Hart, B., & Risley, T. (1995). *Meaningful differences in everyday experiences of young American children*. Baltimore: Paul H. Brooks Publishing Co.

Finn, P.J. *Literacy with an attitude*. (1999). New York: State University of New York.

Igoa, C. (1995). *The inner world of the immigrant child*. New York: St. Martin's Press.

Nieto, S. (1999). *The light in their eyes, creating multicultural learning communities*. New York: Teachers College Press.

Tatum, B. (1997). *Why are all of the black kids sitting together in the cafeteria?* New York: Basic Books.

Trumbull, E., & Farr, B. (2005). *Language and learning: what teachers need to know*. Norwood, MA: Christopher-Gordon Publishers.