

# IND-1207A

## Art and Science of Diversity in Global Education

### Course Syllabus

- **Instructor: Dr. Maryam Torbati**
- **Number of Credits/Units: 3 Semester Credits/Units**
- **Format: Online Self-Paced Course**

#### **Course Description:**

According to the biggest research at Harvard University, “Education is strongest when diverse perspectives and voices are shared and heard in settings of learning and development”. Another 10 year study and research in Europe came to the same conclusion. Decades of research by organizational scientists, psychologists, sociologists, economists and demographers show that socially diverse groups (that is, those with a diversity of race, ethnicity, culture, biases, and gender) are more innovative than homogeneous groups.

It was proven that a group of people with diverse individual expertise would be better than a homogeneous group at solving complex, non-routine problems. The science shows that it does.

This is not only because people with different backgrounds bring new information. Simply interacting with individuals who are different forces group members to prepare better, to anticipate alternative viewpoints, and to expect that reaching consensus will take effort.

In the classroom and the surrounding community, a rich educational opportunity is available to those who are able to create an environment in which varying ideas and insights built on broad backgrounds can make themselves shine. The objective of this workshop is to provide participants with a broader perspective and the research around the topic of diversity and inclusion for a global society and how other countries deal with it. Diversity in this country is often equated with affirmative action and other points of view rooted in social justice. Yet, the research in diversity shows that it is not just a social justice point of view. Groups with more diversity perform better than other groups. Companies and schools with a diverse employee and learner base tend to produce better financially. Overall, there are many strands of research that are discipline specific and that provide a

strong case for why diversity matters. This course will explore diversity and inclusion from a multi-faceted perspective, and explore the topic of what other educational systems are doing and why they are successful.

Teaching children about Diversity and global issues, how others implement diversity, and encouraging them to see the world through other eyes is of huge importance, according to researcher Campbell and a growing movement of internationally minded educators. In an increasingly interconnected world, today's young generation need to be able to engage in communication with people from a wide range of different cultures and traditions in order to succeed.

### **Course Objectives:**

By the end of the course, students will be able to:

- Explore diversity approaches to behavioral, cognitive, affective, social, and ecological theory and practice.
- Define “diversity” in many perspectives.
- Identify techniques and strategies associated with traditional and contemporary models of diversity.
- Organize the classroom environment to maximize diversity instruction and minimize signal point of view.
- Explain concepts that bring about positive interaction.
- Specify classroom conditions that promote students’ diversity.
- Discuss methods of discipline, motivation, and general classroom climate that are required to accommodate diverse students.
- Analyze a given classroom situation and describe and justify the diversity strategy or strategies most likely to be effective in maintaining an effective classroom environment.
- Identify possible causes of school conflict in regards to diversity.
- Identify ways that technology can be used to assist a teacher in becoming more effective in creating a diverse community of learners.
- Develop, expand, or adapt effective and practical diverse enhancing lessons.
- Implement these diverse styles in different settings like reading, language arts, math, science, social studies, and many other subjects.
- Explain effective diversity enhancing techniques that you can use immediately.
- Teach unconscious bias of each individual in perspective to their way of learning.

- Identify characteristics of diverse classrooms and how they work step by step.
- Describe how this can help ELD and special ed. students.
- Summarize the importance of diversity education in the curriculum.
- Formulate questions about aspects of diversity, labelling, prejudice, and other related issues.
- Analyze how learners learn to be prejudiced.
- Create appropriate materials to teach diversity in depth.
- Align all of these to Common Core.

### **Recommended Textbooks (Choose One):**

- Mitchell J. Chang, Daria Witt, James Jones, Kenji Hakuta (Eds). [Compelling Interest: Examining the Evidence on Racial Dynamics in schools](#). Stanford University Press, (2019).
- Scott E. Page, [The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies](#). Princeton UP, (2018).
- James A. Anderson, [Driving Change through Diversity and Globalization: Transformative Leadership in the Academy](#). Stylus Publishing, (2017).
- Regan A. R. Gurung, Loreto R. Prieto (Eds). [Getting Culture: Incorporating Diversity across the Curriculum](#). Stylus Publishing, (January 2017).
- Gannon, Martin J. and Rajnandini (Raj) K. Pillai, [Understanding Global Cultures: Metaphorical Journeys Through 31 Nations, Clusters of Nations, Continents, and...](#) (Mar 20, 2018)
- Barak, Michalle E. Mor, [Managing Diversity: Toward a Globally Inclusive Workplace](#). (Mar 13, 2016)
- Rowntree, Lester, Martin Lewis, Marie Price and William Wyckoff, [Globalization and Diversity: Geography of a Changing World \(3rd Edition\)](#) (Jan 14, 2016)

### **CCSS Standards for the 7 Secrets of Success for Teachers:**

- Describe and define diversity.
- Recognize step by step how prejudice happens.
- Create learning environments based on respect and mutual kindness toward one another.
- Compare and contrast different types of prejudice.
- Development of critical thinking based on the best inclusion strategies.
- Why the classroom needs to be a microcosm of global environment.

## **Takeaways – What this course gives you:**

- A focus on how students are thinking, how they can relate to each other, and how they are growing as thinkers and learners.
- Insight on ways students develop problem-solving techniques through the use of diverse thinking.
- A vision of building classrooms based on real life problems.
- Information on the expression of multi-perspective learning.
- Strategies for going beyond the classroom and text to connect with students' lives.
- Methods of classroom participation in self-reflection and self-evaluation.
- Tools to help teachers shape timely instructional strategies targeted to immediate student needs through diverse point of views.

## **Assignments**

### **Assignment 1.1 Reflection and Goals**

Reflect on your past experience with diversity and describe your future goals for enhancing learning through the Art and Science of Diversity in Global Education course.

### **Assignment 1.2 Diversity in Global Education Book Review and Application**

Choose a book of your choice from the list of instructor recommended textbooks.

### **Assignment 2.1: Readings/videos to acquaint you with the Art and Science of Diversity in Global Education**

This assignment will help you to understand and reflect on what you have read about and viewed and how you can transfer this knowledge to your classroom.

### **Assignment 3.1: Classroom Management Pre-Planning**

Produce creative activities for implementing the Art and Science of Diversity in Global Education in your teaching curriculum.

## **Assignment 4.1 & 4.2: Lesson Plan and Presentation**

Create a detailed, multi-paged, 3-Day lesson plan for applying the Art and Science of Diversity in Global Education in your curriculum.  
Create a 10-slide *PowerPoint* project based on the course readings, to present to an audience of peers.

### **Forum Posting:**

Share your experience with other course participants