

Social Justice Course Integration

Course	Description of Assignment, Activity, etc.
ED 105 Belfatti/Tyminski	<p>Discussion of culture vs. ethnicity, cultures of families, cultural values, community culture, gender.</p> <p>Discussion of the impact culture has on learning styles, learning expectations, motivation, and values/morals.</p> <p>Discussion of rural, suburban, and urban settings.</p> <p>Inclusion of cultural issues in field placement observations/reflections.</p> <p>Assignment/Activity: Inclusion of need for cultural sensitivity in group learning theory/motivation projects; role play how various cultural differences may appear in the classroom to create sensitivity and understanding</p>
ED 150 Toro	<p>For this class I use the textbook “Early Childhood Development: A Multicultural Perspective” – Trawick-Smith. Each topic in development is discussed from different cultural perspectives. The concept of what is “typical” or “optimal” development is questioned in terms of differing sociocultural lens.</p> <p>Example assignment:</p> <p>Students complete two research article reviews on a developmental topic – one from a “western” perspective and one from a “non-western” perspective.</p> <p>An over-arching theme is that difference does not equal deficit. Instead, it equals the need for differentiated instruction (DAP).</p>
ED 151 Coyle	<p>Sociocultural Narrative: Students complete a sociocultural narrative that describes the impact of ethnicity, gender and class on their own development.</p> <p>Journal Analysis: Students complete an analysis of four research articles that explore issues of equity in the classroom.</p> <p>Identity Group Project: Students investigate adolescent identity formation through diverse cultural perspectives and readings.</p>
ED 224 Finley-Bowman	<p>Curriculum:</p> <p>Focus on multiple ethnic perspectives in the PA experience</p>
ED 226 Finley-Bowman	<p>Uses Rowntree’s Thematic Framework on Globalization which emphasizes Cross-Cultural Competency and Understanding</p>
ED 250 Belfatti	<p>In this class, the students complete their “urban” field placements. This offers a lot of opportunity for rich discussion about inequities in education due to economic disparities.</p> <p>Sample Readings with a social justice perspective:</p> <ol style="list-style-type: none"> 1) The Early Catastrophe: The 30 Million Word Gap by Age 3 – Hart & Risley 2) Language Development Among Children of Linguistic Diversity (again the difference ≠ deficit model is emphasized) 3) Peaceful Pen Pals: A School-Home University Learning

	<p>Project – Brand, Harper, & Picciotti</p> <p>Sample assignment with social justice perspective:</p> <ol style="list-style-type: none"> 1) Picture Book Project – Students are required to find and create a database of at least 20 picture books that can be used in their future classroom – Quality guidelines include a perspective of equity in cultural and gender roles in the stories and illustrations as well as inclusion of a variety of perspectives.
<p>ED 305, ED 365, ED 366 Finley-Bowman</p>	<p>Curriculum: Focus on Culturally Responsive Teaching Methods in Social Studies, Multi-cultural approaches to content, Banks’ Five Dimensions of Multi-Cultural Education; Citizenship and Peace Education</p> <p>Activity: How to be an Equitable Educator</p> <p>Lesson Plans: Implement aspects of CRT</p> <p>Reflective Blog: Includes questions on CRT</p> <p>Conference Presentations: This approach has facilitated several student research projects, presented at the PCSS, PA-NAME, MSCSS, and SCAD between 2010 and 2012.</p>
<p>ED 314 Toro</p>	<p>One of the aims of this course is to help students develop an appreciation of diversity of family, culture, ethnicity, religion, language, gender, etc. in their classrooms rather than viewing it as a negative obstacle and to encourage them to include all aspects of this diversity in their classroom as a way to enrich the curriculum and create a more authentic school experience for the children and families in their classrooms. There is an emphasis on Bronfennbrenner’s bioecological model as a theoretical foundation.</p> <p>Some of the reading assignments that reflect a social justice perspective:</p> <ol style="list-style-type: none"> 1) “Beginning courageous conversations about race” (in the classroom) – Singleton and Hays 2) “Ordinary Resurrections: Children in the Years of Hope” – Kozol 3) Selected chapters from “Rethinking our Classrooms: Teaching for Equity and Justice” 4) Selected Chapters from “Starting Small: Teaching Tolerance in Preschool and the Early Grades” – Teaching Tolerance Project 5) Building Collaboration Between Schools and Parents of English Language Learners: Transcending Barriers, Creating Opportunities – Waterman & Harry <p>Some of the activities that reflect a social justice perspective:</p> <ol style="list-style-type: none"> 1) Students are required to sign up for the website

	<p>Teaching Tolerance and participate in some of their interactive tools such as the “Hidden Bias” survey</p> <ol style="list-style-type: none"> 2) Students are required to create and “anti-bias” lesson plan for a classroom activity that teaches social justice in the ECE classroom. 3) Students watch the documentary “Bullied” about an LGBT youth who experienced severe bullying 4) Students watch the documentary “Starting Small” about classroom activities for peace, equity, and social justice in ECE classrooms.
ED 335/336 Wile	<p>-Jigsaw project on teaching math equitably. One of the components is teaching strategies for appropriate for students from variety of cultures.</p> <p>- Students must include accommodations/lesson modifications for students with special needs including cultural differences, ELL</p>
ED 360 Bellew	<p>Chapter and discussion: “Creativity, Diversity, and the Early Childhood Program”</p> <p>Chapter and discussion: “Creative Multicultural Curriculum Ideas”</p> <p>Assignment/Activity: Creation of a multicultural lesson for early childhood that goes beyond the ‘tourist approach’ for including multiculturalism in the classroom</p>
ED 495 Bellew	<p>Presentation: “Cultural Issues for Diverse Classrooms”</p> <p>Presentation: “Thinking Outside the Box” – possibilities for service trips outside of the United States</p>
ED 495 Toro ED 496 Coyle ED 497 Coyle	<p>Written Reflection: Students read <i>Pedagogy of the Oppressed</i> as a capstone experience to synthesize their four years of learning focused on the student learning outcome of teaching and advocacy for social justice. Students respond through class discussions and written reflections.</p> <p>Presentation: Students attend presentations of selected speakers on topics related to social justice such as those sponsored by the Education Dept., Office of Diversity, and Center for Global Citizenship. Students participate in follow-up class discussions generally coupled with written reflections related to the department’s mission.</p>
SED 212 Coyle	<p>Portfolio: Students complete two portfolio artifacts that focus on diversity.</p> <p>Website Analysis: Students use the text <i>Multicultural Education and the Internet: Intersections and Integrations</i> to identify resources that build inclusive social interactions in the classroom.</p>
SED 222A Tyminski	<p>-Reaction Paper: Read feature article in New York Times Magazine, <i>A Drug for Down Syndrome</i>. Summarize the key points and respond to the ethical issues raised in the article concerning disability rights related to medical treatments that target intelligence, research funding practices of N.I.H.,</p>

	<p>consequences of prenatal diagnosis, etc.</p> <ul style="list-style-type: none"> - Guest speakers in class who heighten awareness of social justice issues including Arthur Agee (equality of opportunities in “schooling”), William Davis (disability rights), Tony Heath and Jim Schneck (disability awareness and what teachers can/should do to make positive changes for disenfranchised populations). - Service-learning in a variety of settings with populations of students who have disabilities (30 hours). Observation notebook with specific guidelines for observation and weekly reflection. Attend presentations of selected speakers on topics related to social justice such as those sponsored by the Education Dept., Office of Diversity, Center for Global Citizenship, etc. Students participate in follow-up class discussions generally coupled with written reflections related to the department’s mission.
<p>SED 290 Haley-Mize</p>	<p>The first few weeks of this course focuses on “Perspectives on Disability”. We discuss the pros and cons of categorical labeling and the implications for access to the gen ed curriculum.</p> <p>Activity: UDL Educator Checklist. Students work to remove barriers to access by completing the UDL checklist for an existing lesson plan.</p> <p>Activity: Reflective Blog on the nature of, historical context, and social construction of disability.</p>
<p>SED 293 Haley-Mize</p>	<p>Students view the documentary “Including Samuel” and wrestle with inclusion of students with significant disabilities. The film also features an African American man who has cerebral palsy who discusses the intersection of gender, race, and disability. The film positions the disability rights movement as a civil rights issue, so we discuss in large and small groups how this relates to access.</p>
<p>MU 230 Shorner-Johnson</p>	<p>Adaptive Technologies Project: Students will explore a range of adaptive technologies that are available for use within classroom for individuals with motor impairments. Working in cooperation with a public school teacher and with permission from the school, students will observe a student with motor impairments and setup/introduce an adaptive technology device within the context of a taught lesson. Students will then complete a description of the adaptation and a reflection upon the success of implementation.</p> <p>Inclusion Project: Students will be paired up with a senior music therapy student and expected to attend a minimum of 2 music therapy sessions of the same client(s). Students will keep a journal of what is observed, focusing specifically on the interactions of the client(s) and the strengths and struggles of the individual(s). Then, with the assigned music therapy</p>

	<p>student, hold discussions about your observations and develop lesson plans as if you were planning instruction for the observed student. Think about: What modifications would you make? Documents will be distributed and presented to other class members so that you have a number of examples and ideas for planning inclusive lessons.</p>
MU 230/330 Shorner-Johnson	<p>Music Camp: The student organization is currently in development of an experience with Central Dauphin School District in which students would provide mentorship and music instruction to students who may not have ready access to these resources. Students will engage in planning a one-day music camp, implement the activity under guidance from their faculty advisor, and follow the activity with a reflection on their experience and the issues facing the students that they worked with.</p>