

This interactive course focuses on the nature and role of culture and the interrelationship between language, culture, learning, academic achievement and the social conditions of students' lives. The content of a culture includes values, beliefs, and expectations; roles and status; family structure, function, and socialization; humanities and the arts; assumptions about literacy and other content areas; communication and communication systems. A wide range of topics will be addressed, including, but not limited to developing cross-cultural competency, identifying stereotyping, understanding the importance of cultural identity, and researching the wide range of cultural groups, tribal nations, and refugee communities in Utah. From this knowledge base participants have the opportunity to design culturally appropriate learning environments and instruction by designing a lesson or unit on any topic that shows how the content of the course has influenced the re-design of their instruction and support the students understanding of themselves as learners in a diverse society.

Expected Learning Outcomes

At the conclusion of the course students should be able to discuss and utilize knowledge about cultural values and beliefs from a broad range of communities in the context of teaching and learning.

At the conclusion of the course students should be able to evaluate and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.

At the conclusion of the course students should be able to evaluate and reflect on how cultural groups and individual cultural identities affect language learning and school achievement.

At the conclusion of the course students should be able to use their knowledge of cultural diversity and their students' backgrounds to choose appropriate and effective teaching techniques, foster critical thinking, and design high quality instruction that supports an understanding of Utah's diverse communities of learners.

NO Pre-requisites except TWO clear expectations:

1. The expectation for each module is to respond to two colleagues, using their first names to better personalize the learning environment with a reflective and thoughtful response to each of us.

2. Know the TESOL Culture Domain and related rubrics to show mastery in teaching practices:

Domain 2. Culture Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to

construct supportive learning environments for ELLs. Standard 2. Culture as It Affects Student Learning Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

For access to mastery rubrics in all domains, specifically Culture for this course, use this link to download the document

[**P-12 ESL Teacher Education ESL Standards from TESOL: 2010 with Rubrics**](#)

[Links to an external site.](#)

[**Utah Effective Teaching Standards**](#)

[Links to an external site.](#)

Course Design

- *This course is designed based on the 12 principles of adult learning as detailed in the work of Jane Vella, founder of Global Learning Partners. These principles are the foundation for Dialogue Education and are based on the assumption that every learner, including the teacher, is a co-learner and has experience and expertise to contribute. Whatever is most immediately relevant to the learners in their context is how the design is developed, with transparency and respect, by creating a safe environment for learning together. The learning for each week utilizes the four different types of Learning Tasks described by Vella:*

1) Inductive, 2) Input, 3) Implementation, and 4) Integration. To learn more about Jane Vella and Dialogue Education click on the following links:

<https://www.globallearningpartners.com/about-us/our-approach/>

[Links to an external site.](#)

This course is self-paced with Open-enrollment. 3.0 USBE Credits will be given based on the following completion criteria:

Performance Task ONE:

- ***BASED ON YOUR WEEKLY REQUIRED ASSIGNMENTS: Write a thoughtful written response to the discussion PROMPT and then read and respond to two other participants: 3 points each week (POSSIBLE TOTAL = 3X12= 36)***

Performance Task TWO: Putting it all together: An Electronic Portfolio

PART ONE: Using the TESOL Rubric on the Domain of Culture and your initial self-assessment, please develop a personalized **TESOL** learning plan for yourself to become more competent and self-reflective about your practices with students learning English in the specific domain of Culture. Explain why you have developed this learning plan for yourself. (POSSIBLE POINTS = 25)

PART TWO: Upload a lesson that you have re-designed during this course and explain how you have changed it based on what you have learned over the last 11 weeks. Please use any template for your lesson re-design, however, it **MUST** have both content objectives and language objectives based on the WIDA key uses for your grade level. (POSSIBLE POINTS = 25)

**END OF LEVEL FINAL ASSESSMENT SURVEY FOR AWARDING USBE CREDIT
(POSSIBLE POINTS = 14)**

TOTAL POINTS: 100 Points =100%

100-90 = A

89-80 = B

79-70 = C

PLEASE USE the WIDA Key use grade level documents as support:

<https://www.uen.org/core/englishlanguage/>

[Links to an external site.](#)

Click on the links below to access the course materials.

COURSE CONTENT

[Module 1: What is culture?](#)

[Module 2: Why Stereotypes and Prejudice?](#)

[Module 3 Who are the Tribal Nations of Utah?](#)

[Module 4 Culture as Conditions: What is the impact of Toxic Stress and Intergenerational Poverty on Children and Youth?](#)

[Module 5 Who are Utah's Refugee Communities?](#)

Module 6 How does Trauma Impact Learning? What is the role of Trauma Informed Care?

Module 7 What is our History of Immigration?

Module 8: Who are Utah's Children and Youth?

Module 9 What is Culturally Responsive Teaching?

Module 10 What are Positive Learning Environments for Diverse Learners?

Module 11 Who am I as a Learner?

Module 12 How have I redesigned my instruction?