

EDIT 4600/6600 - Multicultural Perspectives on Technology

Summer 2008 :: Syllabus

Instructors: Dr. Michael Orey [you can e-mail me in WebCT]

Description :: In this course, students will investigate the concept of culture and many of the most expressive elements of cultural construction and identity formation: race/ethnicity, gender, disability, language, nationality, and religion. The course will begin by discussing the concept of technology and its social implications, followed by an emphasis on the use of the communicative functions of educational technologies. Students will select a semester-long school-based projects in order to examine of using educational technologies in fostering dialogue and interaction can help teach for diversity and make culture and identity at the focus of teaching and learning.

Tools :: We will use [WebCT](#) to e-mail, communicate, and discuss. We will meet online (synchronously) using [HorizonWimba](#), once a week. You will need a headset. If you would like further information about headsets, I conducted a comparison of many headsets. [Click here for the results of the comparison.](#)

Readings :: Will be available in WebCT in digital (PDF or HTML) format.

Project :: This is an experiential learning course. Students will select a semester-long project to engage in, working with students in local schools (if you teach, then you can work in your own school). Projects will involved educational technologies and the principles of teaching diversity discussed here. Sample (previous) projects will be discussed with successful examples emphasized. You will be able to work in groups. During the previous semester, students undertook projects focusing on the communicative functions connecting students of different countries, socio-economic conditions (etc). The main objective of your project is to apply the principles (some, many) of multicultural education and technology use into your classroom and your school. This could happen in many forms: a lesson you teach (existing or new lesson plan), policies in your school (administration, plans), the organization of the computer lab, teacher training/professional development, pedagogies that are employed, principles/guidelines that are followed, etc. You can focus on any of these domains. Your final project can be (suggestions):

- A new lesson plan that you will implement by the end of the semester (new or modifying a previous plan)
- A report/plan on changes you will attempt to make in your classroom/computer lab/school (policy)
- A collaborative project with another teacher/classroom
- A community-school based collaborative project

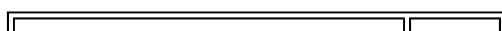
Whatever choice you make, it is important that it not become only a "plan" - it must be executed during the course of the semester, so that you have time to evaluate it as well.

Since it is a summer class, I will be flexible on the extent to which these are real projects, but you must put your plan into action by working with a few students from your target populaiton. It is my expectation that 4600 students will partner with currently teaching 6600 students. Also, I am looking for at least one IDD student who is willing to help me design next semester's seminar.

You will turn in a draft "idea" for your project early in the semester. We will work with you in making it a manageable and meaningful (in the spirit of the class!) project and give you a bit more time to finalize your project plans (see schedule below). The rubric for the project can be accessed by [clicking here](#).

Activities :: Activities will emphasize the principles discussed in class, mainly, knowing your students. You will investigate concepts like religion and race by discussing, observing, and investigating inside and outside of school. These activities will be simple, but are intended to go beyond the readings and to expand the limits we impose on our day-to-day interactions.

Evaluation :: Here is the evaluation scheme for this course



Assignment	Points
Cultural Pie	2
Activity 1 Project Idea	3
Activity 1 Wiki	5
Activity 2	5
Activity 3	5
Activity 4	5
Activity 5	5
Activity 6	5
Project Update Wiki	10
Project Final Report	35
Project Presentation	10
Participation	10
Total	100

Schedule

Tentative weekly summary		
Class day (we meet online) Topic	Questions	Readings & Activities
Week 1 June 5 Introduction to the course		Introduction to the course Introduction to online tools: Wiki, WebCT, HorizonWimba
Week 2 June 6 Multicultural education	Broad overview: What is multicultural education? What are its most important concepts?	Articles to read for today: - Sleeter, C. E. & Grant, C. A. (1994). Making choices for multicultural education: Five approaches to race, class, and gender. New York: Mcmillan. Activities Review previous semester projects online
Week 3 June 9 Culture	What is culture? How does culture play a role in schooling and education?	Articles to read for today: - Noel (2000). Developing multicultural educators. New York: Allyn & Bacon Activities 1 draft due today - Draft of semester-long project
Week 4 June 10 Project discussion	Class discussion (draft) on school project ideas. Sample	Activities 1 due today - Turn in your final project idea

	<p>projects from last semester discussed. Class pace and topics re-organized with student feedback.</p>	
<p>Week 5 June 11 The technological process</p>	<p>Technology as more than a tool or device. The digital divide as context for discussion.</p>	<p>Articles to read for today: - Warschauer, M. (2001). Reconceptualizing the digital divide. <i>First Monday</i>, 7(7). Retrieved August 1, 2005, from http://www.firstmonday.dk/issues/issue7_7/warschauer/ - Amiel, T. (in press). Mistaking computers for technology: Technology literacy and the digital divide. <i>AACE Journal</i>.</p> <p>Activity 2 due today - Digital divide</p>
<p>Week 6 June 12 Technology, Education, and Culture</p>	<p>The social implications of technology - a more complex view than technology as simply a "device". How do culture, education, and technology come together?</p>	<p>Articles to read for today (a bit more than usual, the order is a suggestion): - Winner, L. (1986). The whale and the reactor: A search for limits in an age of high technology. University of Chicago Press: Chicago. - Winner (1993) Social constructivism: Upon opening the black box and finding it empty. - Hlynka, D. (2003). The cultural discourses of technology: A Canadian perspective. <i>Educational Technology, July-August</i>, 41-45.</p>
<p>Week 7 June 16 Education/Schooling</p>	<p>What is the difference between education and schooling?</p>	<p>- Gatto, J .T. (2003). Against school. <i>Harper's Magazine, September</i>, 33-38. - Delpit, L.D., L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. <i>Harvard Review</i>. - Start Activity 3 (see link below)</p>
<p>Week 8 June 17 Critical perspectives</p>	<p>What are the purposes of schooling? What is the critical perspective on education?</p>	<p>Articles to read for today: - Shor, I. (1993). Education is politics: Paulo Freire's critical pedagogy. In P. McLaren and P. Leonard (Eds.), <i>Paulo Freire: a critical encounter</i>. London: Routledge. - Rochester, J. M. (2003). Critical demagogues: What happens when teaching and ideology mix. <i>Education Next, Fall</i>, 77-82.</p> <p>Activity 3 due today - Interview a teacher</p>

<p>Week 9 June 18 Socio-economic status (SES)</p>	<p>What is SES? How does it affect and relate to schooling? What is its relationship to educational technologies?</p>	<p>No readings this week.</p> <p>Activity 4 due today - SES Assessment within your school</p>
<p>Week 10 June 19 Nationality</p>	<p>What is the meaning of nationality in a increasingly transnational world? How does this affect the job of a teacher in school?</p>	<p>Articles to read for today:</p> <ul style="list-style-type: none"> - Banks, J. A. (2002). Teaching Strategies for Ethnic Studies. (Hispanic Chapters) - Prior to class, watch these videos on China and Turkey <p>Activity 5 due today - Nationality</p>
<p>Week 11 June 23 Ethnicity, Race</p>	<p>What is ethnicity and race? How have these factors historically influenced the the process of schooling? How can educational technologies help us transform these concepts?</p>	<p>Articles to read for today:</p> <ul style="list-style-type: none"> - Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. - Banks, J. A. (2002). Teaching Strategies for Ethnic Studies. (African American Chapter) - Fryer, R. G. (2006). Acting white <p>Project Update Due today - Update your wiki with what has been happening in your project.</p>
<p>Week 12 June 24 Gender</p>	<p>What is gender? How is it related to similar concepts? How have educational technologies helped us revisit assumptions about gender?</p>	<p>Articles to read for today:</p> <ul style="list-style-type: none"> - Bauer, K. S. (2000). Gender equity in schools. - Reinen & Plomp (1997). Information technology and gender equality. - Weinen & Cain (1999). Technology - the New Gender Gap.
<p>Week 13 June 25</p>	<p>What is disability?</p>	<p>No Class. Listen to Langone Lecture .</p>

Disability/Excepcionalidade	How have educational technologies influenced our understanding of those learning disabled and their learning process? Universal design.	
Week 14 June 26 Religião/Religion	How have educational technologies influenced the learning and understanding of religion? How have they interacted with the concept of multicultural education?	Readings TBA. Activity 6 due - Visit to a religious temple
Week 15 June 30 Review of concepts	Review of cultural concepts	No Readings. Brief Review and Jessica's Presentation
Week 16 July 1 or 14	Discussing your projects, evaluation of the program Last day of class, wrap up	Class evaluation and reflection. Project presentations. Final Project Write Up Due.