

Course Title: *Culturally Responsive Teaching & the Brain: Preparing Independent Learners*

Department and Course Code:

Registration link:

**Required Resource:**

*Hammond, Z. (2015). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*.Thousand Oaks, CA: Corwin.

**Additional Course Materials:**

* Study guides
* Journal (either paper or online)
* *Menu for Success* Options Handout

**Description:**

This course will assist educators in understanding the connections between neuroscience, learning, and culture. It also will describe easy-to-implement strategies to help push dependent learners become independent learners. Additionally, the educator will examine and reflect on his/her implicit and explicit beliefs, values, and philosophies. Completing this course will help educators use brain-based research to create or enhance a culturally responsive learning environment for all learners.

**Objectives:**

Upon completion of this course, participants will:

* **Understand** the basic neuroscience of learning and culture;
* **Explain** connections between learning and culture;
* **Describe** how to build learning partnerships with learners;
* **Examine and question** current cultural philosophies, strategies, and practices;
* **Develop** resources to implement into the culturally responsive learning environment.

**Course Activities and Requirements:**

All course activities are located and submitted on Moodle. If you have not already received a link to the Moodle course, please contact the course instructor.

* Reflection questions written or typed—just select a couple from the end of each chapter (do not need to be submitted but are used in lieu of the discourse that would occur in a face-to-face book study)
* Study guides
* Written assignments—Select two *Menu for Success Options* to submit by the end of the course
* The book study course evaluation

**Evaluation Plan: Satisfactory/Unsatisfactory**

A check mark indicates meeting the outcome. No check will be given if participant does not make a good-faith attempt to meet the outcome.

❏ Completed one *Menu for Success* written assignment

❏ Completed a second *Menu for Success* written assignment

❏ Completed book study guides

❏ Completed course evaluation

**Independent Study Course outline:**

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| Topic | Agenda | Time |
| Part 1a  Building Awareness and Knowledge | Read:   * Introduction (pp. 1–9) * Chapter 1 (pp. 12–20) * Chapter 2 (pp. 21–35)   Complete:   * Chapters 1 & 2 reflection questions * Submit chapters 1 & 2 study guide * Analyze the *Menu for Success Options* written assignment choices (you will select two options) | 3 hours |
| Part 1b  Building Awareness and Knowledge Cont. | Read:   * Chapter 3 (pp. 36–51) * Chapter 4 (pp. 52–70)   Complete:   * Chapters 3 & 4 reflection questions * Submit chapters 3 & 4 study guide * Begin selecting/developing two written assignments | 3 hours |
| Part 2  Building Learning Partnerships | Read:   * Chapter 5 (pp. 72–87) * Chapter 6 (pp. 88–107) * Chapter 7 (pp. 108–120)   Complete:   * Chapters 5–7 reflection questions * Submit chapters 5–7 study guide * Continue with developing two written assignments | 3 hours |
| Part 3  Building Intellective Capacity | Read:   * Chapter 8 (pp. 122–141) * Chapter 9 (pp. 142–151) * Epilogue (pp. 152–154)   Complete:   * Chapters 8 & 9 reflection questions * Submit chapters 8 & 9 study guide * Final touches on two written assignment | 3 hours |
| Prior to Semester Deadline | Complete and submit:   * Two written assignments from the *Menu for Success Options* * Course evaluation | 3 hours |