

Foundation of Knowledge General Education Program Using Assessment Results

Please use this form to report changes to the General Education courses in your program or department. Create a separate sheet for each course.

1. Program/Department: Teacher Education, College of Education
2. Course Name: EDU 316 Racism and Sexism in Educational Institutions
3. Number of sections taught per year: 12-14
4. Delivery mode: face to face and online
5. General Education Category and SLOs Used in Assessment: Cultural Pluralism
B1: Students compare cultures from historical, local, national, *or* global perspectives.
B2: Students demonstrate how literature, the arts, *and/or* artifacts reflect and influence culture.
E2: Students demonstrate an understanding of the factors that influence global issues.
6. Please describe the types of assignments and activities used to assess these student learning outcomes. How do you invite students to demonstrate their knowledge or their ability to meet the outcomes?

Students demonstrate their knowledge and understanding of the SLOs in a number of ways:

B1: Students compare cultures from historical, local, national, *or* global perspectives.

- After viewing the documentary *Babies*, which shows the life experiences (birth, first bath, eating, first steps, bonding with family members, etc.) of four babies from different corners of the globe, students identify and analyze the commonalities that run across all human cultures.
- Students write a reflective narrative after engaging in a Plunge Experience, where they immerse themselves for a period of at least two hours in a cultural setting with a group with whom they are not currently comfortable and/or familiar. The goal of this experience is twofold: a) to build students' awareness of the group's cultural norms, and b) to experience life as an "other." The Plunge must meet the following criteria: 1) the majority of people there are from the focal group, 2) the student is on the turf of the focus group, 3) it is a novel experience for the student (something they have not experienced), 4) the experience takes place during the semester, 5) the experience takes place in the local community, 6) the experience pushes the learner out of their comfort zone, and 7) the student has face-to-face interaction with people from the focal group.

B2: Students demonstrate how literature, the arts, *and/or* artifacts reflect and influence culture.

- Students analyze a film of their choice that centers on a topic related to EDU 316 (i.e., race, gender, socioeconomic inequality) and analyze how the film either reflects or influences culture.
- After reading Ralph Ellison's *Invisible Man*, students write a reflection that connects themes to course material, identifying and discussing at least three key passages/quotes that illustrate important ideas, concepts or principles from the novel.
- Students analyze historical and contemporary images that depict key concepts in the course.
- After viewing episodes from the documentaries [[People Like Us: Social Class in America](#) (2001), [Hillbilly](#) (2018), and [13th](#) (2016)], students discuss the impact of social class and race in America as it relates to education and the wider global context.

E2: Students demonstrate an understanding of the factors that influence global issues.

- Incorporating concepts from course readings and lectures, students work in groups to develop a creative presentation that teaches the class information centered on some aspect of race, class, culture or gender as it relates to education.
- Student teams present important concepts from assigned chapters of *Is Everyone Really Equal?* (see below):

- How does your own culture and background influence the way you view the world?
 - The nature of critical thinking and how it applies to issues of social justice and equity.
 - Popular culture, race and education.
 - What is the impact of socialization on our lives?
 - How is my identity affected by the larger society?
 - What is Critical Theory?
 - What is the relationship between oppression and power?
 - How is oppression invisible?
- Students discuss “in the news” clips regarding Senate Bill 1, which threatens to take educational opportunities away from DACA students.
 - Guest speakers from diverse backgrounds engage students in discussions about economics, racism, sexism, and microaggressions that impact learning in the United States and around the world.
7. Consider the assessment data provided by the General Education Committee and the Office of Undergraduate Academic Affairs. (See appropriate one-sheets for data and findings.) Use this data to discuss changes and revisions to assignments and activities that you and your colleagues believe can improve student learning.

Describe those changes below:

After reviewing the General Education Assessment data, instructors of EDU 316 (in the Teacher Education Program) worked collaboratively to make changes to key assignments and pedagogy to strengthen student learning in the outcomes **B1**, **B2**, and **E2**.

- Course instructors have been more purposeful in the selection of guest speakers -- to include diverse opportunities for students to experience a wide range of perspectives.
- Course instructors are now collaborating by inviting one another as guest lecturers and including one another in their online courses to share materials, teaching resources, assignment and project ideas.
- In the culminating course project, students are still required to focus on some aspect of race, class, culture or gender as it relates to education; but they are now additionally required to compare their culture to others, focusing on how their lives are situated with regard to other cultures in their community, country and around the world (B1, E1, and E2).
- When students are reflecting upon their cultural autobiography, they are also now required to write about how their life and choices have a global impact. That is, they are to reflect upon how their choices and biases in the classroom directly impact the world (E2).
- In the reflective analysis of *Invisible Man*, students are now asked to also think about the novel’s impact and influence on their own culture and American culture. [The text deals specifically with racism in America] (B2).