

Research Technology - Journey into Diversity (Scholarly Educator - Ability #6)

The research component of this class will focus on using electronic technology to search the professional literature, on line resources (World Wide Web) and the campus library. Please bear in mind that this is only an introduction to the research databases. It is also an introduction to the topic of diversity. These topics will be woven through the remaining education courses for students who stay in the program.

Learning Objectives:

You will.....

1. Demonstrate skills in using technology to locate information about group differences: ethnic differences, gender differences, socio-economic differences, students at-risk.
2. Work toward developing a positive attitude toward the richness of diverse learners in order to promote democratic inter-group attitudes and values in the classroom.
3. Determine what is "good" information for the purpose of preparing to teach.
4. Increase effectiveness of presentation skills

Rationale:

Many schools...continue to operate with outmoded curricula and structures based on the assumptions that only a small elite will have or need to have substantial academic success. The problems our children face in and out of the classroom - racism, poverty, language differences, and cultural barriers - are not adequately addressed in today's typical school. We have had, consequently, low achievement and high dropout rates.
(Education That Works, 1990, pp. 11-12)

Research indicates that teachers and administrators often have low expectations for language minority students, low-income students, and students of color. In a restructured multicultural school, teachers and administrators have high academic expectations for all students and believe that all students can learn.
(Banks, J.A. An Introduction to Multicultural Education, 1994, p.10)

Structure/Expectations:

1. Prior to the research session, you will need to complete the reading of chapter four (pp. 136-165) and chapter 14 (pp. 676-589) in our text. This will assist you in thinking about diversity in terms of ethnic, gender, socio economic status, and students at risk.
2. In the research session (held in one of the campus computer labs) you will be introduced to various websites and other technological resources. You will use these resources to locate information on the group you will be investigating.

3. The research group will continue to meet over the semester to do a literature search.
4. As we begin to learn about the various theories throughout the semester you will bring the unique “lens” of your research to our classroom discussions. Example: How does gender impact Piaget’s theories?

Note: Given feedback from the Ed. Psych. Resource Team we are perfecting this process. More details will follow at a later date.