



Projects & Assignments

CIED 5052 Multicultural Issues

Class Profile Instructions.

Monday, January 30, 2012

Total Points: 100

25 points for the individual questions

25 points for the Survey Report

50 points for the ABC Poem

Goal:

To discover the multicultural identity of your students by becoming familiar with relevant aspects of their background knowledge and experiences (Pathwise: Domain A)

Relation to knowledge base:

Tenet 3: One who understands, respects, and values diversity

Who? What?

Each student will compile a list of five questions to use in creating a Class Profile questionnaire in small content groups. Each person will administer the survey to one class in their third rotation.

When?

The five questions are due in class on Feb 3 as a hard copy to the professor. The class profile report and poem are due in class on Feb. 24 as hard copies.

Why?

Knowing your students' background knowledge and experiences helps you design meaningful learning goals for your students in an engaging and comfortable environment. Your teaching methods, learning activities, instructional materials, and evaluation strategies should be appropriately designed for all students in your classes.

For example, a common topic in foreign language classes is travel, but teaching specialized vocabulary related to air travel when most of your students have never flown would not be an appropriate lesson based on their background knowledge and experiences.

Knowing your students also increases your ability to create a learning environment in which students feel comfortable enough to take chances. For example, some students may feel uncomfortable drawing attention to themselves due to their cultural upbringing regarding pride and individual accomplishments. Rather than calling on them individually, you would consider other strategies to help them show what they know.

How?

Step One: Create five individual questions based on any of the following cultural identifiers: language, race, gender, social class, age, religion, exceptionality, geographic region, rural/urban/suburban, and ethnicity. Match each question to one of the identifiers. For example, you might ask, "What family celebration did you last attend?" and put it in the category of ethnicity.

Step Two: Bring your five questions to class with your name and date on it on Feb. 3.

Step Three: Share your questions with your group.

Step Four: Create your class profile questionnaire in your small group with one question per descriptor (language, race, gender, social class, age, religion, exceptionality, geographic region, rural/urban/suburban, and ethnicity--10 total)

Step Five: Administer the questionnaire to one of your classes. Submit results and report by Feb. 24. Bring to class as a hard copy.

Class Profile Questions: 25 points

Write five questions you could include on the content questionnaire. Connect the questions to one of Banks' ten variables listed on the ABC Who Are We? project descriptor. Bring to class on Feb. 3 as a hard copy to turn in.

Report Contents: 25 points

Paragraph 1: Briefly describe the demographics of your classroom (school district, content area, class level, size of class, student gender, ethnicity, language, and any other info you might have).

Paragraph 2: Tell me when you gave the questionnaire, how many students responded, and how they answered. You can create an excel or table for this.

Paragraph 3: Tell me what you learned from this activity and how it will help you become a better teacher.

ABC Poem: 50 points

Follow the same directions as for your own poem. You are creating a "profile" of your class using the same 10 variables.

**CIED 5052 Spring 2012
Rubric for Class Profile**

Category	Target	Acceptable	Unacceptable	Total Points
Five questions with target variable 25 points	All questions submitted on due date with variables 20-25	Questions submitted; limited connection to variables 10-19	Some questions submitted; no connections; may be late 9-0	
Report Addresses all information outlined in project descriptor; Include questionnaire. 25 points	Detailed and thorough information in all three paragraphs 20-25	Some information missing; limited detail 10-19	Demographic info limited; data analyses incorrect or incomplete; limited or no reflection regarding professionalism; survey missing 9-0	

**CIED 5052 Spring 2012
Rubric for Class Profile ABC Poem**

Category	Target	Acceptable	Unacceptable	Total Points
Submission includes a descriptor for each letter 10 points	Provided evidence 10	NA	Did not provide evidence 0	
All variables addressed: 20 points				
Age	Provided evidence 2		Did not provide evidence 0	
Ethnicity	Provided evidence 2		Did not provide evidence 0	
Exceptionality	Provided evidence 2		Did not provide evidence 0	
Gender	Provided evidence 2		Did not provide evidence 0	
Geographic region	Provided evidence 2		Did not provide evidence 0	
Language	Provided evidence 2		Did not provide evidence 0	

Race	Provided evidence 2		Did not provide evidence 0	
Religion	Provided evidence 2		Did not provide evidence 0	
Rural/urban/suburban local	Provided evidence 2		Did not provide evidence 0	
Social class	Provided evidence 2		Did not provide evidence 0	
Submission Deadline 10 points	By due date 5		More than one day late 0	
Editing: mechanics, usage, syntax, grammar 10 points	No more than 5 errors 5		More than 10 0	