



The Art and Science of Teaching Tolerance

Number of Credits: 1*

Course Instructors: Miriam Woods and Jordan Mix

Course Description: Schools are increasingly becoming the nexus for promoting social awareness, respect for differing perspectives and values, and an appreciation for diversity. Creating a space for critical conversations on tolerance, understanding, and mutual respect is incredibly important to foster civil dialogue and form future citizens with the capacity to empathize and critically think.

The purpose of this course is to understand what tolerance is and its application in current curriculum. Participants will critically analyze their current curriculum and reflect on how the infusion of tolerance can impact student social-emotional learning. Participants will also understand the intersections of privilege, multicultural education, and civil dialogue impact the success of tolerance in education. At the end of the course, participants will create an implementation plan to take their new learning back to their schools and classrooms.

Learning Objectives: Upon completion of this course, students will be able to:

- Describe what tolerance is and how it can be taught in the classroom
- Identify how privilege can dictate how curricular decisions are made and critical conversations about tolerance are facilitated in the classroom
- Integrate effective strategies for integrating civil discourse and multicultural education into the classroom
- Develop and apply plans to integrate materials into the curriculum that engage students in critical conversations on tolerance and relevant issues.

Resources: No texts are required to purchase in order to complete this course

- The mission of Iowa Safe Schools is to provide safe, supportive and nurturing learning environments for all students. Staff of the Iowa Safe Schools are experts in the fields of bullying prevention and intervention, developing positive school climate, and advocating for underrepresented and marginalized populations. GSAs are shown to be a best practice for increasing awareness of discriminatory school policies, reducing bullying, reducing deaths by suicide, and ensuring students feel safe and support in their schools and communities.
- This course was made in collaboration with Kimberly Greene, professor of Education at Brandman University and Board Member of the National Tolerance Week in Sioux City.

- **Banks, J. (2015) Approaches to multicultural education reform. *School Staff, Family and Community Development*. P 37-38**

James Banks outlines four approaches to multicultural education – The Contributions Approach, The Ethnic Additive Approach, The Transformative Approach, and the Social Action Approach. These four approaches outline a hierarchical framework for how educators can infuse social justice topics into their curriculum with varying levels of increasing student political efficacy.

Agarwal-Rangnath, R. (2013). **Social Studies, Literacy, and Social Justice in the Common Core Classroom: A Guide for Teachers**. ISBN: 9780807754085.

This book provides a framework (grades 3-8) to help educators literacy and social students for social studies. This text frames the lessons with the Language Arts Common Core Standards while also making it applicable for the daily realities of the classroom. Each chapter explains how teachers can restructure, reshape, and work with mandated curriculum materials to teach from a critical perspective. The book also discusses how to meet Common Core Standards by teaching language arts and social studies as complementary subjects.

***Course Requirements:** To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

Other Course Information:

Getting Started

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Participation

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.
- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the “Submit A File” option.
- You may work collaboratively and submit similar responses on all assignments except for quizzes which must be done individually.

INTASC Standards that are addressed in this course:

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Check the Iowa Teaching Standards that are addressed in this course:

X	1. Enhance Student Achievement		5. Monitoring Student Learning
	2. Content Knowledge	X	6. Classroom Management
X	3. Planning and Preparation	X	7. Professional Growth
X	4. Instructional Strategies	X	8. Professional Responsibilities

Assignment Checklist

Topic/Activity	In Class	Out of Class
Getting to Know the Class; Additional Readings: Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!		3 hrs
<u>Week 1 - Getting Started</u>		
Discussion: Introductions – Participants will introduce themselves to their class and discuss what they hope to gain from the course.	1 hrs	3 hrs
Discussion: What Is Tolerance – In this lesson, participants will learn about what tolerance is from various perspectives. In a discussion post, participants will reflect on their initial thoughts of what tolerance is and how that definition applies to their classrooms.	1.5 hrs	3 hrs
Discussion: Why Is It Worth Integrating Tolerance into Our Practice? In this lesson, participants will learn about the importance of integrating tolerance into school curriculum and its impact on student social-emotional learning. Participants will reflect on their understanding in a discussion post.	2 hrs	2.5 hrs
<u>Week 2 - Diving Deeper</u>		
Discussion: What Is Privilege – In order to develop an understanding for why teaching tolerance matters, participants will reflect on what privilege is and how that affects our understanding of our students, historical events, and perspectives from underrepresented populations. Participants will share their understanding in a discussion post.	1.5hrs	3.5 hrs
Discussion: Teaching in the Real World – In this lesson, participants will reflect on the “feasibility” of integrating these topics into the curriculum. Participants will critically reflect on their own curricular timelines and priorities in a discussion post.	1.5hrs	3.5 hrs
Discussion: Exploration with Purpose – In this lesson, participants will explore various exemplars of lessons which infuse critical conversations on tolerance. Participants will review these resources and share their feedback in a discussion post.	1.5hrs	2.5 hrs
<u>Week 3 - Putting it to Work</u>		
Discussion: Civility in Discourse: A Key Component of Teaching Tolerance – In this lesson, participants will learn about the importance of facilitating “uncomfy” conversations in the effort to progress critical conversations on tolerance. Participants will reflect on key practices for doing so in a discussion post.	2 hrs	3 hrs
Discussion: Approaches to Multicultural Education: In this lesson, participants will learn about four difference curricular approaches to infusing multicultural education in the classroom. Participants will reflect on which approaches they commonly use in their classrooms in a discussion post.	2 hrs	3 hrs
Final: Implementation Plan – Participants will create a lesson plan or activity they can use in their school that will engage students in civil discourse and promote critical conversations on tolerance.	2 hrs	3 hrs
Total Class Time	15 hours	30 hours

Coursework: Participants can earn up to 65 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
8 Discussion Posts (5 Points Each)	40
Final Implementation Plan/Paper	25
Total	65

Grading Scale – Graduate Credit

100-90% (65 - 59 points)	A
89-80% (58 - 52 points)	B
79-70% (51 - 46 points)	C
69-60% (45 - 39 points)	D
59%-Below (<39 points)	F

Grading Scale - License Renewal Credit

100-80% (65 - 52 points)	P
79%-Below (<52 points)	NP

Student Requirements Students are required to:

- Participate in **ALL** discussion forums and quizzes
- Complete a final implementation plan

Americans with Disabilities Act: If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

Statement of Plagiarism: Academic dishonesty results in failure of this course. Give credit where credit is due. Use the APA Publication Manual to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. Do not submit work for this course that you have done for other courses.

Grading Rubrics for Individual Activities

Discussions (40 points possible) Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	1
Participation (Responses to at least 2 peer posts)	Responds to other posts (when available)	1
Total Points Possible		5

Final Assignment (25 points possible)

The final assignment is a critical part of this course. Participants must complete a two-page final assignment. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the final assignment, but additional details will be provided within the course.

Grading Rubric for Implementation Plan		
		Points
Critical Thinking	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	2
Mechanics	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
Implementation	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		25