

# Inver Hills Community College

## EDU 2018: Instructional Strategies for Diverse Learners

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Examines research-based instructional strategies for successfully meeting the varying needs of students from economically, ethnically, culturally, and linguistically diverse groups. Course content will focus on how students will learn and develop including learning opportunities that support student intellectual, social, and personal development. This course will also explore individual and group motivation to create learning environments that create positive social interactive active engagement in learning. Learning opportunities will be explored that support student intellectual, social and personal development. This course is designed for prospective educators, teachers, and school paraprofessionals interested in developing the knowledge and skills necessary to work effectively with students from diverse backgrounds. This course meets the Minnesota Professional Educator Licensing and Standards Board (PELSB) 8710.2000, Subp. 3, Standard 2A, B, C Subp.6, Standard 5A.

**B. COURSE EFFECTIVE DATES:** 08/27/2012 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. 25% Instructional strategies that promote student learning, internalize knowledge, acquire skills, and develop thinking behavior.
2. 25% Developmental progression of students.
3. 25% Physical, social, emotional, language, literacy, physical and cognitive development as it refers to student learning.
4. 25% Individual variations in learning readiness in developmental domains.

### D. LEARNING OUTCOMES (General)

1. Identify the characteristics and needs of diverse learners.
2. Examine effective, research-based principles and instructional strategies including those that contribute to a positive self-esteem and positive interpersonal relations.
3. Develop a repertoire of instructional strategies, tools, and resources designed to foster increased academic achievement and equity in education.
4. Identify how students learn and develop, providing learning opportunities that support students' intellectual, social, and personal development.
5. Identify motivational strategies to promote life long learning.
6. Examine effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction.

### E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

**F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

**G. SPECIAL INFORMATION**

None noted