

Diversity Live Google Doc

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Workgroup Instructions:

1. Introduce yourself (your name, Institution name, and something that interests you about ECE/ OER)
2. After you introduce yourself, add your name to the participant list (below)
3. Review CAP outline subjects, edit/ add/ confirm course outline
4. Pick a topic in the course outline to discover resources for. As resources are located, add source link and description to the course outline.
5. Identify workgroup lead to report out on group findings.

Google sheet for writing

<https://docs.google.com/spreadsheets/d/1f8vWEpbGsXoqi348PlxJQ5Ja8vmOH8SNxul1dqKX6ZY/edit?usp=sharing>

Workgroup Participants:

(participants please add your name to the below bulleted list)

- Kathryn Dean
- Claudia Flores
- Emily Elam
- Gary Huff
- Toni Isaacs
- Vivian Baker
- Anett Patron
- Antoinette Ricardo
- Brenda Plascencia-Carrizosa

- Nance Nunes-Gill
- Marcy Davidson
- Jody Johnson

California Community Colleges ECE Curriculum Alignment Project (CAP)

Teaching in a Diverse Society (Revised Sept 2015) Course Description:

- Examines the impact of various societal influences on the development of children's social identity. Covers developmentally appropriate, inclusive, and anti-bias approaches. Self-examination and reflection on issues related to social identity, stereotypes, and bias will be emphasized.

Student Learning Outcomes (SLOs):

1. Examine the impact of various societal influences on the development of children's social identity.
2. Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.
3. Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families

CAP Objectives:

1. Compare historical and current perspectives on diversity and inclusion.
2. Identify various forms of diversity.
3. Explore the influences of stereotypes and bigotry.
4. Summarize the history and influence of systemic, internalized privilege, and oppression.
5. Evaluate the relationship between one's own experiences and the development of personal bias.
6. Identify the influences on the development of social identity.
7. Identify ways to effectively negotiate and resolve conflict related to issues of diversity.
8. Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.
9. Identify issues of social injustice and bias that occur in classrooms.
10. Evaluate strategies used to build collaborative relationships with families related to issues of diversity.

CAP Course Content and Topics:

1. Historical and current perspectives on diversity and inclusion
2. Defining forms of diversity
 - a. Terminology
 - b. Trends
 - c. Misconceptions

3. Stereotypes
 - a. How stereotypes and prejudice develop
 - b. Challenging stereotypes
 4. Privilege and oppression
 - a. History
 - b. Impact
 - c. Institutional policies that perpetuate unequal access
 - d. Overt and covert social messages
 - e. Recognition of dominant culture
 5. Issues of inequity and access
 - a. Impacts of silence
 - b. Influence of media
 6. Diverse and inclusive learning environments
 - a. Books and media
 - b. Materials
 - c. Curriculum
 - d. Interactions
 - e. Assessment methods
 - f. Holidays
 - g. Family involvement
 7. The influence of teachers in children's lives
 - a. Impact of personal history
 - b. Recognition of personal bias
 - c. Communication patterns
 - d. Conflict resolution strategies
 - e. Modeling respectful and inclusive behaviors
 - f. Partnerships with families
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Starter Resources:

Add a link to any resources you find that are openly licensed. Some resources have been provided already. Use the CAP content below if you need ideas of what to search for.

- [Lumen - Culture](#)
- [Lumen - Cultural and Societal Influences on Child Development](#)
- [OER Commons - Personality Theory](#)
- <https://dcmp.org/>
- www.Teachingtolerance.org lists that materials can be used and reproduced freely
- <https://msw.usc.edu/mswusc-blog/diversity-workshop-guide-to-discussing-identity-power-and-privilege/>
- https://en.wikibooks.org/wiki/Foundations_and_Current_Issues_of_Early_Childhood_Education/Chapter_3/3.2

- <https://globalearlyed.wordpress.com/why-globalize-ece/>
- *The International Journal of Information, Diversity, & Inclusion (IJIDI)*
<http://publish.lib.umd.edu/IJIDI/>
- <https://www.leadersproject.org/2013/03/01/effects-of-cultural-bias-on-childhood-development/>
- <https://www.edutopia.org/>
- <https://www.teachingchannel.org/>
- <http://www.colorincolorado.org/>
- <https://contentbuilder.merlot.org/toolkit/html/stitch.php?s=57883190510686>
- <https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/culturally-competent-organizations/main>
- <https://rethinkingschools.org/>
- <http://edchange.org/>
- <http://www.glsen.org>
- <http://disabilityhistory.org/>
- <http://historymatters.gmu.edu/>
- <https://www.gse.harvard.edu/news-tags/civil-rights-project>
- <https://www.thetrevorproject.org/#sm.001t4klfq1ctkf4owob1kgm347fh2>
- <https://www.racialequitytools.org/home>
- <http://zinnedproject.org>
- <http://www.teachingforchange.org>
- <http://www.welcomingschools.org>
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Here is a Social Psychology text that speaks on Person, Gender and Cultural Differences as well as many other definitions.

<https://opentextbc.ca/socialpsychology/>

Inclusion:

<http://www.journalijar.com/article/18021/early-childhood-care-and-education-for-children-with-special-needs--a-way-to-successful-inclusion./>