

Teaching and Learning Initiative

Flex Symposium on Multicultural Active Learning & Skill Development in Core Courses

Flex Thursday, January 17, 2008

The SCC Staff Resource Center Teaching and Learning Initiative presents a Symposium on Multicultural Active Learning & Skill Development in Core Courses, the first in a series of teaching skills symposia. The symposia will provide the opportunity for faculty to enhance their skills in addressing the variety of learning styles presented by our diverse student body. Workshops focus on providing practical classroom tools directed toward maximizing the likelihood of achieving desired student learning outcomes.

We are asking that you pre-register for these workshops so that appropriate materials can be provided. Priority will go to faculty and staff from Sacramento City College. For special needs, contact the Disability Resource Center. Attendees will receive workshop locations and appropriate pre-symposium materials (chapter from speaker and syllabus).

If you have any questions, please call the SRC at x2176 or x2165.

Information below includes:

- [Schedule of Workshops](#)
- [Detailed Description of Workshops](#)
- [Speakers' Biographies](#)

Schedule of Workshops

- 9:00am -10:30am **Workshop I: Multicultural Mathematics: Contextualizing Mathematics Applications with Discussions of Social Issues**
Dr. Susan Staats, Assistant Professor, University of Minnesota
or
Workshop II: Utilizing Multicultural Active Learning Techniques in US History
Dr. David Ghere, Associate Professor, University of Minnesota
- 10:30am-12:00pm **Workshop III: Multicultural Mathematics: A Social Issues Perspective in Lesson Planning (interdisciplinary)**
Dr. Susan Staats, Assistant Professor, University of Minnesota
or
Workshop IV: Utilizing Multicultural Active Learning Techniques In World History
Dr. David Ghere, Associate Professor, University of Minnesota
- 1:00pm-2:00pm **Integrating Intellectual Growth, Multicultural Perspectives, and Student Development – the General College Vision**
Panel with Dr. Susan Staats and Dr. David Ghere,
University of Minnesota

Detail ed Description of workshops

Workshop I

Multicultural Mathematics: Contextualizing Mathematic Applications with Discussions of Social Issues

Learn about contextualizing mathematics applications with discussions of social issues is an equity pedagogy that can transform students' experience of mathematics. This presentation outlines methods of engaging students in multicultural issues with online data sets published by the United Nations Development Program. You will learn how Susan designed her math class to help student slink their full sense of social awareness to mathematics through discussions of social issues associated with algebra applications. Specific applications from introductory and intermediate algebra—rates of change, quadratic equations, exponential growth, and logarithms—will be discussed.

Workshop II

Utilizing Multicultural Active Learning Techniques in US History

This workshop will be conducted on employing active learning teaching techniques in the college history classroom. The workshop begins with a brief discussion of a practical model for social science teachers to integrate the best practices of basic skills instruction within a course and the need for multiple teaching strategies to reach a more diverse student body. Then, participants will engage in a classroom simulation exercise concerning sectional political issues in the US during the 1830s. This will be followed by a discussion of the simulation experience and how-to integrate this in the classroom. Participants will leave with some practical group work assignments and copies of four simulations that they can incorporate in their introductory courses in US history. Although the content area is history, these techniques can be used in a variety of social science courses. Faculty from any discipline are encouraged to attend.

Workshop III

A Social Issues Perspective in Lesson Planning (interdisciplinary)

This presentation outlines methods of engaging students in multicultural issues with online data sets published by the United Nations Development Program. You do not need to be a mathematician to use this data in your classroom. Faculty in literature, reading, or the social sciences will be able to use this data to incorporate international perspectives into their classes. Specific applications from introductory and intermediate algebra—rates of change, quadratic equations, exponential growth, and logarithms—will be discussed as well.

Workshop IV

Utilizing Multicultural Active Learning Techniques in World History

This workshop will be conducted on employing active learning teaching techniques in the college history classroom. The workshop begins with a brief discussion of a practical model for social science teachers to integrate the best practices of basic skills instruction within a course and the need for multiple teaching strategies to reach a more diverse student body. Then, participants will engage in a classroom simulation exercise concerning the Treaty of Versailles. This will be followed by a discussion of the simulation experience and how to integrate this in the classroom. Participants will leave with some practical group work assignments and copies of four simulations that they can incorporate in their introductory courses in World History. Please note that these simulations are different from the simulations that participants will receive in the prior United States History workshop. Although the content area is history, these techniques can be used in a variety of social science courses. Faculty from any discipline are encouraged to attend.

Integrating Intellectual Growth, Multicultural Perspectives, and Student Development – the General College Vision Panel with

Drs. Staats and Ghre are part of the faculty of the nationally recognized General College (now the Department of Post-Secondary Teaching and Learning in the College of Education and Human Development) where they work with English Language Learners, students in developmental educational courses and TRIO students. The student body is 46% students of color. They focus on interdisciplinary freshmen learning communities with a multicultural emphasis. They will discuss the college and its vision and answer any questions from the morning workshops.

Speaker Biographies

Dr. David L. Ghere: is an associate professor of history in the department of Post-secondary Teaching and Learning at the University of Minnesota, where he has taught American History and World History for 16 years. His first college teaching position was at Jefferson Community College in upstate New York where he taught for six years. He has a variety of publications on Native American history particularly focusing on northern New England during the colonial period. He also has created 15 classroom simulations and published articles on developmental education and teaching methods. He received his B.S. in secondary education and M.Ed. in social studies from the University of Illinois, and M.A. and Ph.D. in history from the University of Maine at Orono.

Dr. Susan K. Staats: is a mathematics educator and cultural anthropologist with field experience in Guyana, South America. She earned her B.S. and M.S. degrees in mathematics from Ohio State University and a Ph.D. in cultural anthropology from Indiana University. She is an assistant professor in the department of Post-secondary Teaching and Learning with research interests in socially-based mathematics curricula and sociolinguistic methods for assessing math classroom interactions. She teaches introductory and intermediate algebra where she applies international applications within these classes. She currently teaches developmental classes that are prerequisites for other math classes, such as Charting Pathways to Global Development, to prepare students for College Algebra.