

## Glossary

**Cultural Competence** refers to an ability to interact effectively with people of different cultures. Cultural competence comprises four components: (a) Awareness of one's own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) cross-cultural Skills. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures. Reference: Mercedes Martin & Billy Vaughn (2007). Strategic Diversity & Inclusion Management magazine, pp. 31-36. DTUI Publications Division: San Francisco, CA.

**Culturally Responsive Teaching Strategies** - Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning Ladson-Billings, G. (1994). The Dreamkeepers. San Francisco: Jossey-Bass Publishing Co.

**Assessment** - Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.” (University of Oregon, Teaching Effectiveness Program)

**Evaluation** - Evaluation is the systematic assessment of the worth or merit of some object

**Observable and Measurable Objectives** - "A goal is where we want to be. The objectives are the steps needed to get there."

Measurable objectives are the specific measures we use to determine whether or not we are successful in achieving the goal. The objectives are instructions about what we want the student to be able to do. Use verbs and include specific conditions (how well or how many) that describe to what degree the students will be able to demonstrate mastery of the task. Some educators call these learning outcomes; others call them measurable objectives; and yet others call them behavioral objectives because they describe observable behavior rather than knowledge.

Examples of measurable course objectives:

Students will:

- listen to at least ten different speakers from other cultures;
- attend three cultural events in other communities;
- identify five different key civil rights events in American history; and
- create a list of twenty songs representing different American cultures.