

## Course Syllabus

<b>Course</b>	<b>EDZU 9041 <u>Encouraging Active Participation</u></b>
<b>Credit Hours</b>	3.0 credits / 45 hours
<b>Instructor:</b>	Laura Cafarella

### Course Description

There are days when you look out at your students' faces and are unable to gauge how much they understand from your well-prepared lesson. There are also classes in which the same few students raise their hands and provide answers day after day. While it is nice to know that these students are learning, we also want to be sure we are reaching each student in our classroom. This course offers ideas on how to infuse your daily instruction with opportunities for all students to actively participate. Some strategies are so versatile they can be used at a moment's notice, others involve movement, and all encourage student response. Not only will this active engagement improve student learning, it will also offer you many opportunities to assess what students know, and adjust your lesson plans accordingly.

### Course Goals

#### To Know:

1. a variety of ways to increase the engagement of the students in their class, and be able to apply the steps involved in teaching these practices
2. how to prepare your classroom for cooperative learning by arranging the learning environment and teaching students necessary procedures
3. ways to integrate technology, including clickers, to actively involve students

#### To Understand:

1. that the more time their students spend actively involved in their learning, the greater their achievement will be
2. the materials and resources necessary to begin using these techniques, and what they need to do to make their classroom conducive to active engagement
3. how to incorporate these teaching practices into their daily lessons
4. that writing good essential questions will guide student learning and promote better student conversations

#### and To Be Able To:

1. use the strategies learned in this course as formative assessments, and use the data to plan future

instruction

2. use cooperative learning and higher level questioning to increase their students' participation
3. choose cooperative learning experiences that are appropriate for the content being taught and keep their class actively engaged and learning throughout their instruction

### **Course Outline**

- I. Getting ready to incorporate more active participation techniques
  - a. How room arrangement and organization support the use of new strategies
  - b. Putting necessary classroom procedures in place
  - c. Creation and use of essential questions
  - d. Bloom's taxonomy for creating questions and assignments
- II. Student response techniques
  - a. Ways to pair and group students based on the needs of a lesson
  - b. The use of response cards to engage all students
  - c. Processing student learning using quick writes and quick draws
  - d. We learn best through discussing, experiencing and teaching
- III. Cooperative learning
  - a. Numbered heads together as a way to ensure all students participate in group discussions
  - b. Four corners and the likert scale to stimulate discussion about controversial topics
  - c. Ways to encourage interaction based on lesson goals
  - d. Reflection on the use of these strategies in the classroom
- IV. Interactive instruction and movement
  - a. Variety of movement strategies to engage kinesthetic learners
  - b. Using give one, get one to allow students to teach many classmates information they know
  - c. Groups studying topics more in depth and showing their learning with gallery walks
  - d. How technology factors into actively engaging students
  - e. Revisit room arrangement and procedures based on what has been learned, reflect
- V. Formative assessment
  - a. How does formative assessment work?
  - b. Anticipation guides as a preassessment
  - c. Student led and teacher led methods of formative assessment
  - d. Tickets out the door as an informal assessment of student learning
  - e. Applying course content learned in unit/lesson planning

### **Methods of Instruction**

Teachers in this course will review a wide variety of resources that share different ways to more actively engage students. The course is then centered on the way the participants then interact with the content they have learned. They will write essays and reflections on various topics to demonstrate their understanding of the content and how it increases student engagement and learning. In addition, they will

write lesson plans specific to their classroom and content area that incorporate the new techniques they have learned. For a few lessons, teachers will create instructional materials that they can use in their classrooms. They will also engage in forums to allow them to share what they have learned with their classmates and find some new ideas from reading other responses.

*Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.*

### Methods of Assessment

*In order to earn an A in the course, a participant must complete all of the assigned readings and assignments, participate in all discussion forums, and write an 8-day unit plan that incorporates a minimum of one student engagement technique in each lesson. The choices must represent interactive instruction techniques, cooperative learning techniques, student response techniques, and demonstrate how they will use student responses as formative assessment.*

*To earn a 'B' in the course, participants will write a 3-day lesson plan that incorporates a minimum of one student engagement technique each day.*

*Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.*

### Time Validation Attached

Assignment	Time (in hours)
Forum- Introduction and Goal Setting- Participants introduce themselves, preview course topics, and set goals for themselves as they complete the course.	0.75
Teachers consider the current arrangement in their classroom and study other options for room arrangement that may be more conducive to collaborative learning and student participation.	1.50
Participants learn the importance of procedures in their classroom, and identify procedures they would like to have in place to allow for more cooperative learning.	2.00
Teachers study the features of essential questions, and then create questions that span a full school year and also questions for specific units of study.	1.50
Teachers consider the various levels of questioning in Bloom's Taxonomy that lead to student learning and understanding. They will create a series of questions and products that follows the levels of Bloom's for use in a unit they teach.	2.50
Participants learn a wide variety of techniques for quickly pairing and grouping students based on the purpose of a lesson. They then match these techniques to specific lessons they teach.	2.50
Teachers read about the use of response cards in a classroom, and the many ways they can be used. They then plan ways they will use them.	1.50
Participants plan for the use of quick writes and quick draws in their classroom.	1.00

Forum- Desktop Cooperative Learning Strategies Companion- As quoted in this resource, "studies show we remember 10% of what we read, but 70% of what we discuss with others." Teachers engage in an open dialogue about the importance of cooperative learning and new ideas they want to try.	1.00
Teachers learn about Numbered Heads Together, then watch a video of the strategy in action. They plan it into a lesson they teach, and also describe an original adaptation they may make.	1.50
Participants learn about, and then compare and contrast the strategies Four Corners and the Likert Scale. They discuss the merits and potential issues with each, accommodate for any issues, and plan for use in their classroom.	2.00
Teachers create a resource for themselves of a wide variety of additional strategies they may use to increase student interaction. This resource includes strategies, materials needed, and procedures.	3.00
Section Reflection- Teachers need to use one of the active participation strategies discussed so far in the course in a lesson with their students. Once they have taught the lesson, they reflect on its use and how students responded to the experience.	2.50
Rather than always expecting students to stay still, teachers explore benefits to incorporating movement in lessons and ways to do so while effectively covering the content they need to teach.	1.50
Participants explore the Give One, Get One strategy, and consider ways to implement it while maintaining the integrity of the information students share and teach one another.	1.50
While Gallery Walks and Graffiti Boards both get students moving around the room, we look at the differences between their purposes and how to use them in different situations to encourage student responses.	2.00
Forum- Participants discuss ways they already use technology, and then they consider how clickers and polling software can not only engage students but also inform instruction.	1.00
Section Reflection- Teachers will reflect on their classroom climate and past attempts at incorporating movement in their classrooms. They will also reflect back on the assignments from the first week of the course, and consider how their classroom layout and procedures impact the cooperative learning they do with their classes.	2.00
Teachers read about ways to structure the process of formative assessment in their classrooms. They also consider the importance of communication between teachers and students throughout the process.	2.00
Teachers explore the idea of Anticipation Guides as a preassessment tool, and then create one that is specific to their grade level and content area.	1.50
Participants reflect on topics they teach that students have been exposed to in prior years, and how this increases the need for ongoing assessment. They look at more ways to assess students, and also ways to have students work together and take charge of their own assessment.	2.00
Section Reflection- Teachers need to use one of the active participation strategies discussed in the second half of the course in a lesson with their students. Once they have taught the lesson, they reflect on its use and how students responded to the experience.	2.50
Forum- Teachers looks at ways to implement tickets out the door with their students, and complete their own as they set a goal they want to reach in their classroom based on the content in this course.	0.75
In this culminating assignment, participants use the variety of active participation strategies they learned to plan a unit that matches strategies to the needs of their students and the lesson objectives.	5.00
<b>Total Time</b>	<b>45.00</b>

