

University of Wisconsin – Green Bay

COURSE SYLLABUS – *Summer 2016*

Using the SMART Board to Support Critical Thinking K-12!

Geared for educators grades K-12!

Participants should be familiar with the basics of Notebook Software and creating lessons for the SMART Board. This class is designed to meet all learning levels, but geared towards teachers who have used the SMART Board and who are interested in exploring how the lessons can support critical thinking!

- Instructors:** Kay Tharp, Email: ktharp@plymouth.k12.wi.us
Claire Emley, Email: cemley@plymouth.k12.wi.us
- Schedule:** Monday & Tuesday, June 13 & 14 (8:00 AM-2:00 PM) and Thursday, June 16, 2016 (8:00-11:00 AM)
- Location:** Plymouth High School

ENROLLMENT OPTIONS

One (1) Graduate Credit

Course # ED & HUD 795-6, section 7400 #0357D

Prerequisite: Graduate Standing (must have earned a bachelor's degree); Participants should be familiar with the basics of Notebook Software and creating lessons for the SMART Board.

Noncredit

Program # 0357ND

Prerequisite: Participants should be familiar with the basics of Notebook Software and creating lessons for the SMART Board.

Course Description: Educators will learn how to improve learning outcomes for students by utilizing SMART Board resources and integrating visible thinking strategies to maximize student understanding.

Course Rationale: Research suggests that teaching readers to analyze, evaluate, and problem solve text (videos, math questions, articles, graphs, books, songs, etc.) is a process that must be taught K-12. Constructing meaning is the goal of comprehension and readers need to use thinking strategies in order to ensure understanding. To engage students in critical thinking, teachers in all disciplines must be knowledgeable about what it means “to understand.” As a result, teachers will learn various tools and strategies to guide their students to analyze, evaluate and problem solve any text they encounter.

Today's classrooms require a wide range of tools to meet the needs of all students. SMART Boards and Notebook Software can support differentiated and critical thinking strategies for the whole class, small groups, or individual lessons. Notebook lessons offer opportunities for student-led collaboration, personalized learning, and effective ways to reach students through visual, auditory, and interactive participation.

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Course Emphasis: Many 21st century classrooms include an interactive whiteboard that offers the potential to develop pedagogy, improve 21st century skills, and allow for hands-on activities and collaboration. Using a SMART Board can help teachers create high-impact lessons that employ students in critical thinking. The software offers many delivery features and a large selection of digital resources to help create engaging, successful lessons geared toward student interaction. Educators will learn how to improve learning outcomes for students by integrating the full capabilities of Notebook Software into their core subject areas utilizing the Understanding by Design model and focusing on thinking strategies K-12.

Course Objectives:

- Gain knowledge of the reading process K-12 and how it correlates with the Depth of Knowledge levels
- Practice using visible thinking strategies and participate in an exchange of ideas with colleagues
- Learn how to search and successfully configure existing Notebook Software lessons to create engaging lessons
- Implement tools into Notebook lessons that strengthen visible thinking strategies to promote deeper understanding
- Apply visible thinking strategies to create a lesson utilizing the SMART Board

Required Reading:

Church, M., Morrison, K., and Ritchart, R. (2011). *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. Jossey-Bass.

Course Requirements, Evaluation, and Assessment for All Participants:

- Actively collaborate during class and reflect on new learning. (40%)
- Create a SMART Board lesson for your classroom that incorporates at least one visible thinking strategy learned during this course. (50%)
- Present your lesson to the class. (10%)

Outline of Major Topics- missing in new syllabus

The Comprehension Process

- Why we teach the comprehension process
- What it looks like
- How does it connect with visible learning

Using the SMART Board to enhance learning through the Comprehension Process

- How can I use the comprehension processes with the SMART Board?
- How is student learning improved through the use of the SMART Board and the comprehension process?

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Visible Learning

- What is visible learning?
- Why is it important?
- How does visible learning connect to understanding and engagement?

Wisconsin Standards for Teacher Development and Licensure:

3. Teachers understand that children learn differently.

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. Teachers know how to teach.

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

5. Teacher know how to manage a classroom.

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. Teachers communicate well.

The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Teachers are able to plan different kind of lessons.

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8. Teachers know how to test for student progress.

The teacher understands and uses informal assessment strategies to evaluate and ensure the continuous, intellectual, social, and physical development of the pupil.

10. Teachers are connected with other teachers and the community.

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness, and in an ethical manner.

Last Updated:

March 7, 2016 – CE

March 11, 2016 – MS

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