COURSE SYLLABUS

Strategies to Engage Students in Meaningful Instruction

Please note this is considered a Fall 2012 course for reporting purposes, due to the start date occurring before the official start of the UW-Green Bay Winter/Spring 2013 semester.

Course Number: ED & HUD 795-9, section 7408, (#0006D)

Credits: Two (2) Graduate Credits

Prerequisite: Graduate Standing (Must have earned a bachelor’s degree)

Instructors: Joanna Tripp and Abbie Ward

Schedule:
- Tuesday, January 8, 2013 (4:00 – 7:00 p.m.)
- Thursday, January 17, 2013 (4:00 – 7:00 p.m.)
- Tuesday, January 29, 2013 (4:00 – 7:00 p.m.)
- Tuesday, February 5, 2013 (4:00 – 7:00 p.m.)
- Tuesday, February 19, 2013 (4:00 – 7:00 p.m.)
- Wednesday, March 6, 2013 (4:00 – 7:00 p.m.)

In addition, participants will engage in a minimum of twelve hours of work time scheduled outside of class to complete individual projects and activities.

Location: Plymouth School District, Riverview Middle School, Room 119

Course Description: This course will expose teachers to a variety of 21st Century skills and strategies that can be used to plan and implement meaningful, student-centered instruction in the classroom.

Course Rationale: Teachers will read current research and opinions on student engagement within the classroom. Discussion groups will help to solidify the disposition of the teachers in regards to classrooms which engage students in meaningful learning. This course will help teachers to place less emphasis on the amount of material covered and put more weight on making connections, thinking through issues, problem solving, and helping students become independent learners. Teachers will develop portfolios of strategies and resources that will help them develop more engaging classroom activities and lessons. Personal learning communities within the school building and outside of the direct school community will be developed to support future learning and growth in the area of student engagement.
Course Emphasis: Teachers will actively challenge their ideas regarding pedagogy in the classroom while building a repertoire of alternative options to help change and reshape their instructional practices. Using research and outside readings teachers will actively engage in a learning community within and outside of the district to foster continuous learning in their subject area and their pedagogical practices.

Course Objectives:

- Understand the research on student engagement and why classrooms need to be reconstructed.
- Participate in meaningful discussions with other professionals to help solidify personal dispositions about classroom pedagogy and its impact on student learning.
- Work collaboratively with other professionals and build a learning community that will help the teacher grow continuously as they refine their pedagogical practices.
- Develop ways to help students communicate new ideas and information to others effectively.
- Learn how to provide classroom experiences that are relevant to student’s lives and based on authentic projects.
- Develop strategies to design group work, prepare students for group work, and assess group work.
- Learn how to design innovative curriculum-based projects that foster creativity, critical thinking, and collaboration.

Required Reading:


Course Requirements, Evaluation, and Assessment:

- Active participate in class sessions, discussions, and activities (40%)
- Complete log responses (10%)
- Create an engaging unit for your classroom that incorporates a variety of strategies learned during this course (50%)

Outline:

- Philosophy
- Student centered activities that engage learners and unit development.
- Present unit
Wisconsin Standards for Teacher Development and Licensure

1. **Teachers know the subjects they are teaching.**
   The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

2. **Teachers know how children grow.**
   The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

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. **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.

6. **Teachers are able to plan different kinds of lessons.**
   The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

7. **Teachers know how to test for student progress.**
   The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupils.

8. **Teachers are able to evaluate themselves.**
   The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

*August 30, 2012-CL*