COURSE SYLLABUS – Winter/Spring 2013

Educational Improvisation: Enhancing Creativity in Common Core Classrooms

Formerly titled, “Walk It, Talk It, Chalk It”

Appropriate for educators K-12!

Instructor: Peggy Eserkaln
Email: peserkaln@gmail.com
Location: West De Pere School District

ENROLLMENT OPTIONS:

<table>
<thead>
<tr>
<th>One (1) Graduate Credit</th>
<th>Two (2) Graduate Credits</th>
<th>Noncredit Option</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course #</strong></td>
<td>ED &amp; HUD 795-2, 7401 (0014D)</td>
<td><strong>Course #</strong></td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Graduate Standing (Must have earned a bachelor’s degree)</td>
<td><strong>Prerequisite:</strong></td>
</tr>
<tr>
<td><strong>Schedule:</strong></td>
<td>Saturdays, February 16 &amp; 23, 2013 (9:00 a.m.-4:30 p.m.)</td>
<td><strong>Schedule:</strong></td>
</tr>
</tbody>
</table>

**Course Description:** Join us and learn the basics of educational improvisation and its application to classroom management, student engagement, and enhancement of student creativity! Develop and modify lessons that incorporate educational improvisation to address a wide range of student learning styles, and increase your level of comfort with several new instructional techniques!

**Course Emphasis:** This is a course for K-12 educators interested in learning the mindset, foundations and activities that create a classroom culture conducive to variable instructional delivery styles. Individuals will learn and practice directly applicable activities and information through techniques of educational improvisation. Specific factors surrounding grade level adaptations, classroom management strategies and personal teaching styles will be addressed. Participants will exit the class with a personal binder of activities, resources and literary materials that support increased diversity of delivery models within their daily teaching routine.

**Course Rationale:** Utilizing variable instructional service models and providing differentiated learning modalities facilitates motivation, learning, and retention of curriculum. Educators need to be equipped with a foundation of activities that use alternate delivery styles. Educational improvisation connects the research and learning theories of brain-based learning and multiple intelligences, and provides tangible, practical lesson plans and activities for educators. Educational improvisation teaches a variety of instructional strategies incorporating elements such as movement, interpersonal and intrapersonal components. Educators who gain knowledge and
comfort with educational improvisation techniques expand their delivery options and engage a larger number of learners in the current culture of highly interactive technology.

**Course Objectives:**

Participants will:

- Learn the basic frameworks/foundations of educational improvisation in relation to classroom management, student engagement and enhancement of student creativity.

- Explore and identify personal theory of creativity, ‘comfort with chaos’ and classroom culture practices.

- Gain comprehension of vocabulary and terminology related to improvisational technique.

- Demonstrate knowledge and understanding of student learning styles.

- Increase personal comfort with 2-3 new instructional styles.

- Develop and create lesson plans that implement the techniques of educational improvisation. *(credit participants)*

**Required Readings:** *(Required of all participants)*


- Other readings as determined by the instructor. These will be provided by the instructor.

**Recommended Readings:**


**Requirements:**

- **In-Class Participation:** Participants will actively engage in the activities and participate in small and whole group discussions. *(all participants)*

- **Daily Journaling:** Participants will write 1-2 reflection paragraphs per section of instruction. *(all participants)*

- **Self-Evaluation:** Participants will be expected to do a pre and post-instruction personal analysis of his/her knowledge of, comfort with, and assumptions surrounding classroom culture, classroom management and comfort with differentiated instructional styles. *(all participants)*

- **Lesson Plan Adaptation:** Credit participants will be expected to reconfigure one of his/her regularly used lesson plans to infuse newly acquired skill sets. *(1-credit and 2-credit participants only)*
Project Presentation: Two-credit participants will be expected to do a 15-20 minute presentation/facilitation that will include sharing of class experience and use/demonstration of a learned activity (Binder content). (2-credit participants only)

Evaluation and Assessment:

Noncredit Participants:
1. In-Class Participation and Completion of Required Readings
2. Daily Journaling
3. Self-Evaluation

Upon completion of these requirements, noncredit students will be eligible to receive a certificate of participation.

One-Credit Participants:
1. In-Class Participation and Completion of Required Readings 25 pts
2. Daily Journaling 25 pts
3. Self-Evaluation 20 pts
4. Lesson Plan Adaptation 30 pts
    Total: 100 pts

Two-Credit Participants:
1. In-Class Participation and Completion of Required Readings 25 pts
2. Daily Journaling 10 pts
3. Self-Evaluation 15 pts
4. Lesson Plan Adaptation 20 pts
5. Project Presentation 30 pts
    Total: 100 pts

Schedule:

Day 1 – Saturday, February 16, 2013 (9:00 a.m.-4:30 p.m.) (All participants)
- Introductions
- Demonstration/presentation of samples of Educational Improvisation activities
- Pre-instructional survey
- Establishment of small groups
- Small group activities
- Facilitation/instruction of whole group activities
- Journaling / discussion / reflection
Day 2 – Saturday, February 23, 2013 (9:00 a.m.-4:30 p.m.)  (All participants)
- Q/A, discussion of Day 1
- Whole group instruction; theory, resources, vocabulary
- Small group integration activities
- Facilitation/instruction of whole group activities
- Journaling/discussion/reflection

Day 3 – Saturday, March 16, 2013 (9:00 a.m.-4:30 p.m.) (Two-credit participants only)
- Whole group activities
- Small group integration activities presentations
- Establishment of project presentation schedule
- Wrap –up / whole group closing activity

Monday evenings, April 15 and 22, 2013 (4:30-8:15 p.m.) (Two-credit participants only)
- Evening session schedules will be determined based on project presentation schedule.

Wisconsin Teacher Standards Addressed:

3. Teachers understand that children learn differently
4. Teachers know how to teach.
5. Teachers know how to manage a classroom.
6. Teachers communicate well.
7. Teachers are able to plan different kinds of lessons.
9. Teachers are able to evaluate themselves.