

Graduate Programs in Education Syllabus Template

Viterbo University

Course Number, Title, Section Number

Number of Credit Hours: 1

Course Format (Blended)

Instructor: Archie Barribeau

Summer Office Hours: Monday-Thursday, 8:00 am to 4:00 pm

Class Location: CESA 9, Tomahawk

Class Meetings: Thursdays, October 22-November 19, 2015

Course Description: The *Learn Like a Pirate* book study will provide regional educators with an opportunity to delve deeper into a key principle undergirding personalized learning—that of student empowerment through voice and choice. Participants will purchase their own copy of the book, read, and participate in collaborative discussions regarding content and application to practice.

Texts & Readings: November, A. C. 2012. *Who Owns the Learning?: Preparing Students for Success in the Digital Age*. Bloomington, IN: Solution Tree Press.
ISBN: 978-1-935542-58-2

Course Objectives:

1. Understand and discover practical strategies for creating a student-led classroom in which students are inspired and empowered to take charge of their learning experience the link between educator innovation and student innovation.
2. Understand and discover strategies for creating opportunities for student leadership.
3. Understand and discover strategies for providing effective feedback
4. Understand and discover strategies to instill confidence so students can take risks
5. Understand how to foster curiosity and passion for learning.
6. Understand the importance of creating opportunities for student leadership.
7. Understand how to use 21st century skills to engage students now and prepare them for their futures

Conceptual Framework:

Viterbo University Programs in Education have adopted the Wisconsin Standards for Teacher Development and Licensure, also known as INTASC (Interstate New Teacher Assessment and Support Consortium) Standards. This course contributes to the development of the WI/INTASC standards, particularly standards 2, 3, 4, 5, 6, 7, 8, 9, and 10.

Franciscan values permeate the program. The focus of every professional education course is on the learning of the PK-12 pupil. Viterbo education courses infuse constructivist practices, use of technology, PK-12 collaboration, awareness of diversity, traditional and authentic assessment, research, and real-world experiences into the professional development of the teacher. The course will utilize a blend of traditional and authentic assessments.

Graduate courses are intended to provide each learner with an opportunity to **extend and broaden** professional knowledge. The learner will use personal skills of listening, communication, collaboration, and inspiration to further deepen his or her knowledge and to extend his or her preparation for leadership.

INTASC Standards and/or Professional Standards: The following standards are addressed in this course:

2. Teachers know how children grow.
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.
8. Teachers know how to test for student progress.
9. Teachers are able to evaluate themselves.
10. Teachers are connected with other teachers and the community.

Outline of Course Content:

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|------------------|---|
| Week of Oct. 22: | Registration Closes
Asynchronous Orientation Webinar
Read Section 1 parts 1& 2—The Student-Lead Classroom: <i>1. What is a Student-Led Classroom? 2. What are concerns about Student-Lead Classrooms?</i> |
| Week of Oct. 29: | Synchronous Discussion of Section 1 parts 1& 2 (web tool TBD)
Asynchronous Discussion via Google Blogger
Read Section 2 “Learn Like a Pirate” parts 3,4, & 5 —3. Peer Collaboration 4. Improvement Focus vs. Grade Focus 5. Responsibility |
| Week of Nov. 5: | Synchronous Discussion of “Learn Like a Pirate” parts 3,4, & 5 (web tool TBD)
Asynchronous Discussion via Google Blogger
Read Section 2 “Learn Like a Pirate” parts 6,7 & 8 —6. Active Learning 7. 21 st Century Skills 8. Empowerment |
| Week of Nov. 12: | Synchronous Discussion of “Learn Like a Pirate” parts 6,7 & 8 (web tool TBD)
Read Section 2 “Learn Like a Pirate” part 9 Our Purpose as Educators
Asynchronous Discussion via Google Blogger |
| Week of Nov.18: | Participant to Participant Collaboration via Google Hangout
Complete Final Projects |

Assignments and Requirements:

1. Read the book
2. Completion of reflection log on weekly readings
3. Active participation in weekly book discussions and blog
4. Completion of an action plan to apply learning

Attendance/Participation Policy

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Student presence and participation in the learning community is an important component of this challenge. Each student is encouraged to develop a professional work ethic that reflects responsibility, initiative, and teamwork. In light of the above, students are expected to participate in the class discussions. Students who do not participate miss opportunities to contribute to the learning environment of the classroom and to learn from their colleagues.

Please note class hour requirement: For every hour of class time, there is an expectation of two hours of work time outside of class.

What does this mean?

<i>Credits</i>	<i>Class Time</i>	<i>Out of Class Time</i>
1	12.5 clock hours (750 Minutes)	1800 minutes = 30 clock hours

Methodology:

Students are expected to read the assigned chapters of the book prior to the date on which the book discussion occurs. In addition to completing the assigned reading, students should prepare for the discussion by synthesizing big ideas/key concepts and reflecting on what resonates related to the author’s writing and what is creating cognitive dissonance. Participants should consider what their new knowledge and understanding of the ideas presented could be woven into their own professional practice to design learning experiences that are increasingly engaging for learners. In addition to synchronous and asynchronous discussions related to book content, students will keep a written reflection log capturing key learning and thinking. They will complete a plan for action that integrates key learning and carry out that plan.

Evaluation Method: Active participation in all five book study sessions (self-evaluation rubric)-50% of grade
Reflection Log/Journal (class reflections rubric)-20% of grade
Action Plan (action plan rubric)-30% of grade

Grading Scale:

- A 95-100%
- A/B 90-94%
- B 85-89%
- B/C 80-84%
- C 79-83%

C/D 74-78%

D 70-73%

Americans with Disabilities Act (ADA): If you have a disability and require auxiliary aids services, or accommodations for this class, please inform this professor and Jane Eddy, the disability coordinator (located in the Academic Resources Center in MRC 322 or at 608-796-3194 to discuss your needs.)

Academic Integrity: Viterbo students are expected to follow a policy of academic honesty. The willful violation of these standards will result in actions being taken against students who are caught engaging in such unethical conduct. Violations of that integrity may include cheating, plagiarism, falsification of information, and other similar or related conduct. Please visit the Master of Education website at <http://www.viterbo.edu/mae.aspx?id=11264&terms=academic%20honesty> for a detailed explanation of this policy.

The ten standards are:

- 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 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 kinds 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 formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- 9. 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.
- 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.

Viterbo standard:

1. The teacher demonstrates personal qualities and values which reflect the Franciscan values identified in the Viterbo University teacher education conceptual framework.

Assignment Rubrics

BOOK DISCUSSION RUBRIC

Name: _____

Date: _____

Descriptors	Proficiency Levels	Your Score
Advanced Proficient (10 points)	Highly engaged in learning process Consistent high participation in discussion Demonstrates excellent knowledge/application of text	
Proficient (8 points)	Engaged in learning process Strong participation in discussion Demonstrates very good knowledge/application of text	
Basic (6 points)	Minimally engaged in learning process Some participation in discussion Demonstrates adequate knowledge/application of text	
Minimal (4 points)	Reluctant engagement in learning process Little participation in discussion Demonstrates poor quality in knowledge/application	

	of text	
Uninvolved but Present (2 points)	Almost no engagement in learning process Reluctant participation in discussion Demonstrates very poor quality in knowledge/application of text	
TOTAL SCORE.....	Possible score: 10 points	

Comments: Complete one self-reflection form for each of the five sessions-total possible score -50 points

REFLECTION LOG RUBRIC

Name: _____

Date: _____

Descriptors	Proficiency Levels	Your Score
Includes summary of big ideas and key concepts presented by author	5-high degree 3-medium degree 1-low degree	
Reflection identifies areas of agreement with author (resonance)	5-high degree 3-medium degree 1-low degree	
Reflection identifies areas of concern/disagreement/uncertainty with author (cognitive dissonance)	5-high degree 3-medium degree 1-low degree	
Reflection includes thoughts about possible application to educator practice	5-high degree 3-medium degree 1-low degree	
TOTAL SCORE.....	Possible score: 20 points	

Comments:

ACTION PLAN RUBRIC

Name: _____

Date: _____

Descriptors	Proficiency Levels	Your Score
Action plan is complete and worthy of pursuit (includes stretch goals)	5 -high degree of completion and stretch 3 -medium degree of completion and stretch 1 -low degree of completion and stretch	
Goals/Objectives of action plan are SMART: 1. Specific 2. Measureable 3. Attainable 4. Realistic 5. Time-Bound	5 -high degree of SMART 3 -medium degree of SMART 1 -low degree of SMART	
Action steps and strategies in the plan integrate learning from book study	5 -high degree of integration 3 -medium degree of integration 1 -low degree of integration	
Action steps and strategies are designed to foster student engagement	5 -high degree of engagement 3 -medium degree of engagement 1 -low degree of engagement	
Goals/Objectives of action plan include collaboration and/or reflection.	5 -high degree of collaboration/reflection indicated 3 -medium degree of collaboration/reflection indicated 1 -minimal degree of collaboration/reflection indicated	
Graduate quality of written work: Spelling, Grammar, Punctuation, Action plan is clear and direct, and Submitted on-time.	5 -well written, timely 3 -few errors, timely 1 -many errors, not timely	
TOTAL SCORE	<i>Possible score:</i> 30 points	

Comments:

