



Engaging 21st Century Learners to Promote Student Interaction

Course Description

This course will examine interactive strategies designed to engage 21st century learners through research-based practices. Through the use of questioning, grouping, and technology, students will learn techniques to build a student-centered classroom.

Course Outcomes

Upon completion of this class, the learner will be able to:

1. Explore how relevant and rigorous instructional content challenges and optimizes learning.
2. Examine research- and evidence-based resources and technologies that create age-appropriate opportunities for engagement with content while providing student choice that enhances learning and ensures that all students play an active role in small-group and whole-class discussions.
3. Evaluate how discretionary time for hands-on/minds-on activities enhances student engagement.
4. Analyze instructional strategies and groupings that actively engage all students and impact student learning.
5. Examine how a safe environment that fosters risk-taking, respect and rapport, and positive relationships, creates a culture for learning.
6. Discover how risk-taking within a safe environment promotes student reflection, participation, appropriate level of challenge, peer review, and goal setting.
7. Evaluate how student-led discussions create opportunities for participation that prompt reflection and pride in accomplishments.
8. Assess scaffolding techniques using lesson structures that employ appropriate pacing, grouping, and questioning.
9. Analyze how reflection of one's own questioning techniques, the implementation of student inquiry, student grouping to achieve desired results, and teacher-student relationships support teacher growth.
10. Examine various questioning techniques that facilitate student understanding and reflection of content, questioning and gathering information, taking action, higher-order thinking skills, and deep learning.



11. Investigate grouping options that promote engagement and align with outcomes.

Topical Outline

List of Concepts

Sparking Student Engagement

Implement and evaluate instructional strategies; promote engagement in the classroom

Demonstrating Student Pride

Support and encourage; take pride in accomplishments; explore student risk taking; peer review; goal setting

Generating Purposeful Discussions

Promote student engagement; create opportunities for reflection; encourage new possibilities; evaluate support of a classroom; participate in classroom discussions; take responsibility for learning

Content Exploration and Student Engagement

Engage students in active exploration; important and challenging content; use of discretionary time

Promoting Student Engagement

Promote deep learning; engage all students; encourage adaptation of activities; examine instructional materials; provide student choice; examine lesson structure;

Student Participation in Purposeful Discussions

Facilitate classroom discussions; students assume responsibility; maintain momentum; equality in discussions

Questions That Gather Information

Advance student learning; ask insight, appraisal, summary, and evaluation questions; analyze information; reflect on peer comments

Questions That Work With Information

Advance student learning; ask insight, appraisal, summary, and evaluation questions; analyze information; reflect on peer comments

Questions That Facilitate Taking Action

Advance student learning; ask insight, appraisal, summary, and evaluation questions; analyze information; reflect on peer comments

Student Grouping and Supportive Resources

Examine appropriate uses of technology; enhance student learning; emphasize the need for student choice

Engaging Instructional Groups

Forming and adjust engaging; productive instructional groups; assume responsibility for productivity; introduce grouping methods; assign roles and responsibilities; create expectations for group work

Productive Student Grouping

Student choice in grouping; student reflection; productive grouping methods; foster respect and rapport

Advanced Grouping Strategies

Alternative resources for grouping; focus on differentiation; explore advanced use of materials; support outcomes; engage students in meaningful learning

Creating a Caring Classroom Culture

Create mutual respect, care, and trust; explore qualities of caring teachers; identify beliefs and expectations; inform and sustain leadership abilities

Teacher-to-Student Interactions

Interact with students; practice respect and rapport; explore effective verbal and nonverbal skills; enhance family relationships

Student-to-Student Interactions

Benefits of2 healthy school environment; teach respectful verbal and nonverbal behavior; promote team building strategies

Course Assessments and Links to Institutional Outcomes and Course Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Participants will complete a course project designed to strengthen professional practice and extend knowledge related to the specific content of the course. This project is divided into multiple graded activities to be completed throughout the term.

Modules	Topics of Modules	Points
Module 1:	Sparking Student Engagement	43
Module 2:	Demonstrating Student Pride	24
Module 3:	Generating Purposeful Discussions	36
Module 4:	Content Exploration and Student Engagement	32
Module 5:	Promoting Student Engagement	36
Module 6:	Student Participation in Purposeful Discussions	30
Module 7:	Questions That Gather Information	35
Module 8:	Questions That Work With Information	33
Module 9:	Questions That Facilitate Taking Action	33
Module 10:	Student Grouping and Supportive Resources	25
Module 11:	Engaging Instructional Groups	26
Module 12:	Productive Student Grouping	55
Module 13:	Advanced Grouping Strategies	43
Module 14:	Creating a Caring Classroom Culture	26
Module 15:	Teacher-to-Student Interactions	34
Module 16:	Student-to-Student Interactions	25
	Course Project	177
	Total	713

Instructional Methodology

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include presentation of new content through online readings, active construction of knowledge through practice and problem solving, collaborative group work, personal reflection, structured small-group or whole-class discussion, analysis of assigned reading, and the application of course content and skills to participant's individual grade level, subject area(s), and classroom.

Grading Scale

The course facilitator will post the college-specific grading scale.

PLS 3rd Learning's Late Policy

There will be a 10% deduction of points per day for all posts and submitted assignments that are late. Replies posted after the due date will earn no points. In

rare cases, partially or poorly completed assignments may be resubmitted for partial credit at the discretion of the instructor. The following exceptions apply:

- If a participant is sick/hospitalized or has a death in the family, the timing of makeup work may be arranged with the course facilitator. No points will be deducted if the work is completed according to the agreement.
- If a participant is on vacation/traveling/etc., the participant must contact the course facilitator ahead of time to avoid a penalty. This type of absence may occur only once during a course. All posts should be submitted for the missed module before leaving.
- If a participant has difficulty completing everything in a week, an extension can be granted if the participant contacts the facilitator during the week (not at the last minute).

PLS 3rd Learning's Participant Drop Policy

- Participants are eligible to receive a refund if they attend class for one week or less. This means participants must withdraw by the end of Module 1 to receive a refund.
- Refunds of the balance of tuition paid will be given, minus the \$50 deposit.

PLS 3rd Learning's Academic Integrity Policy

PLS 3rd Learning expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code Policies of our partner colleges and universities are embraced and enforced by PLS 3rd Learning instructors. The following are considered to be serious violations:

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgement.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

Identity Authentication

The college/university, PLS 3rd Learning, and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the student's computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live

participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.

2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS 3rd Learning Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by PLS 3rd Learning, and reporting breaches of the security policy to the IT Helpdesk.

Course Evaluation

The evaluation of learner work will be based on the defined criteria for learner assessments. The criteria for learner assessments will be outlined for students prior to instructional activities and engagement with student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; and active participation in online interactions. It is expected that each participant will contribute to the academic quality of the course.

Summative assessment includes the completion of weekly learning activities and assignments for which the participant will need to synthesize class content, apply it to his or her own practice, and complete a plan for implementing the major components of content and skill acquired during the course.

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