Center for Professional and Continuing Education

Effectively Teaching Students in Today’s Dynamic World, PDSI 9976
Syllabus

**Instructor**: Scott Ricardo, Teacher of Record; Matt Kincaid, PhD, Course Facilitator **Contact Information**:

* Scott Ricardo: scott@summerinstitutes.com, 209-648-4054
* Matt Kincaid: matt@summerinstitutes.com, 509-942-4516
* Instructors can be reached via email or phone using the contact information shown above. You

will receive a response to emails and/or phone calls within 24 hours unless otherwise noted in an announcement.

**Dates:**

Ongoing

**Course Description:**

This course is designed to deliver quality, thought provoking professional development, allowing participants to advance their own teaching practices. This course carries a three-decade legacy of live conferences forward by providing a unique online opportunity for participants to learn new and effective ways to teach with whole education strategies, as well as focus on proven methods to motivate students and improve outcomes. This course seeks to maximize the effort of the learner to understand new knowledge in best practice research with opportunities for application, in order to master the strategies needed to equip students for success in the real world—whether creating foundations for early learning, preparing youth for college, or enhancing skills for students joining the workforce. The plethora of rich content and accompanying assignments in this online professional learning format requires educators to engage with one another, delve into their personal experiences and perspectives surrounding the content, and positively affect their classroom practice to increase student outcomes.

**Course Outcomes:**

By the end of this course students will be able to

* Apply new content and pedagogical knowledge to the teaching and learning process.
* Integrate technology into the classroom to improve teaching and learning.
* Demonstrate an ability to work with diverse populations.
* Evaluate professional behavior and dispositions.
* Compare best practices for teaching and learning styles and techniques. **Prerequisites:** None

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**Course Materials:**

Students are required to have access to high-speed Internet with the ability to log into the course at 3-4 times per week. All reading materials and video content will be supplied by the instructor.

**Student Communication and Participation:**

Students will be required to use the forums in Canvas for a variety of purposes. Weekly discussion within the forum will require a minimum of one original post and responses to at least two other students. These posts should be made at least two days apart to allow other students to respond to your posts, and you to respond to theirs. The initial post should show that you have read the material required and your response should address the question(s) in the prompt directly. All initial posts must be a minimum of two well-constructed paragraphs. Responses should address the comments or questions of the person you are responding to, and should be a minimum of a paragraph in length. Simple “I agree” type statements will not count. For further information on how you will be graded on the discussions, see the Grading Rubric.

Other types of online communication and collaboration, for example group work using an outside online service may be required. If this is the case you should be able to find the specific instructions and criteria in the assignment itself.

**Technical Requirements:**

This course is taught entirely online. Because of this student must have access to a computer that is able to connect to the Internet, and have a strong Internet connection. Within the online software used in this course, Canvas, students will have the ability to send and receive email with other students and the instructor.

Canvas will be used as the primary means of facilitating this course—communicating the schedule, messages to individual students, course materials, posting of announcements and assignments, uploading and submitting written assignments, and for communication between students and instructors. You may be expected to actively participate and develop skills in using online tools including Google, Facebook, Twitter, Blogs, and others if required to do so within this course. You may also be required to sign up for these freely available online services as part of this course. These services are not in any way governed or controlled by University of the Pacific or Summer Institutes.

Your instructor may wish to hold online office hours, lectures or other events using audio or video. You should have a working microphone and speakers on your computer.

**Grading:**

The course consists of reading requirements, interactive discussion forums, viewing of video material, required writing essays, and one face-to-face interview assignment. All assignments are due the final day of each respective week. More specifically, assignments will be made available to students on each Monday morning by 6:00 AM, and be due the following Sunday night at 11:59 PM.

**Assignment Breakdown:**

The schedule below shows the assignment schedule and breakdown of points for this course:

**Week 1: Eliminate Stress**

Brian Cain: Peak Performance: Video + PLC Discussion Forum
Kelly McGonigal: How to Make Stress Your Friend: TED Talk + PLC Discussion
Health and Wellness Activity Week 1
**Week 2: Relationships and Rigor**Rick Miller: Kids-at-Hope: Video + PLS Discussion Forum
Kids-at-Hope Short Essay Writing Assignment
Bruce Brown: The Impact of Trust: Video + PLC Discussion Forum
Health and Wellness Activity Week 2

**Week 3: Creative Schools, Introverts, and Grit**Sir Ken Robinson: Do Schools Kill Creativity? Video + PLC Discussion Forum
Students Strengths PLC Discussion Forum
Paul Tough: How Students Succeed: + Video + PLC Discussion Forum
Health and Wellness Activity Week 3

**Week 4: Sharing Knowledge through Case Studies, Responses, and Interview insights**

Case Study 1: Know-It-All-Nancy: Reading Assignment + PLC Discussion
Case Study 2: Chatty Cathy and her BFF: Reading Assign + PLC Discussion
Case Study 3: The Disrespecters – “You Can’t Teach!”: Reading + PLC Disc. Community Leader Interview Assignment: Conduct Interview + Post + PLC Disc. Health and Wellness Activity Week 4

**Week 5: Introverts, Authentic Leadership, and Networking**

Susan Cain: The Power of Introverts: Video + PLC Discussion Forum Authentic Leadership: Reading Assignment + PLC Discussion Forum Building Community: Teacher Networking Forum
Health and Wellness Activity Week 5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total possible points in the course:

50 points 50 points 25 points

50 points 75 points 25 points 25 points

50 points 25 points 50 points 25 points

25 points 25 points 25 points 50 points 25 points

50 points 50 points 25 points 25 points

700 points (100%)

In order to receive an “A” in this class, you must have at least 90% or 630 points. 560 points are required for a “B” grade, 490 for a “C” grade. Anything below 490 points is not a passing grade in this course.

This information will also be available in the course online under the “Syllabus” tab.

The following page shows the grading rubric that is used to assess the quality of student work submitted in this course. Please review it carefully to ensure you understand how to earn the grade you are seeking in this course.

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All assignments will be graded according to the following rubric:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent (95- 100/100)**  | **Good (80-94/100)**  | **Needs Improvement (70-79/100)**  | **Unacceptable (below 70/100)**  |
| **Overall Quality**  | Work is submitted on time, written in a professional manner, sources are legitimate and cited, and the responses are appropriate and sensible.  | Work is submitted on time, written in a mostly professional manner, sources are cited for the most part, and responses are appropriate and somewhat sensible.  | Work is turned in late and/or written in an unprofessional manner, sources are not cited, and responses are incomplete and/or illogical and/or without value.  | Work is turned in late and/or poorly written and responses add no value to the discussion or topic at hand.  |
| **Clarity and Depth of Thought**  | Ideas and perspectives are presented in a clear manner, drawing in readers, and providing content to reflect on.  | Ideas and perspectives are understandable, but not presented in clear manner.  | Ideas and perspectives are present, but must be uncovered or reconstructed to extract any value.  | Ideas and perspectives are too confusing to be valuable to any reader.  |
| **Relevancy, Practicality, Usefulness**  | Work content has ideas and solutions that are immediately applicable, and the ideas and relevant and contain tremendous value for teaching in today's dynamic world.  | Work content has ideas and solutions that have practical implications that may or may not be immediately applicable, but that do hold value and are relevant for many teachers in today's world.  | Work content does hold some value for teachers, but is not especially practical, relevant, or immediately useful.  | There is little to no relevance or usefulness in the ideas presented.  |

**Study Tips**

Log in at least every other day to stay current on any changes to the schedule and to respond to others.

Set aside a time and a quiet place to work on this course. Fewer distractions and a set time to participate are easier than trying to find time or studying while distracted.

Set your own deadline prior to the actual deadline. Making sure that you have completed the work for the week a couple of days prior to the due date is much less stressful.

Back up you files regularly. It should go without saying, but save your work frequently and back your work up to another location. No one wants to have only a draft backup when something goes wrong.

Print this syllabus and refer to it frequently. This document ids the best way to be certain that you have completed all of the requirements for the week.

**Honor Code**

The Honor Code at the University of the Pacific calls upon each student to exhibit a high degree of maturity, responsibility, and personal integrity. Summer Institutes has adopted this Honor Code as part of its partnership with University of the Pacific. Students are expected to:

• Act honestly in all matters
• Actively encourage academic integrity
• Discourage any form of cheating or dishonesty by others

• Inform the instructor and appropriate university administrator if she or he has a reasonable and good faith belief and substantial evidence that a violation of the Academic Honesty Policy has occurred.

Violations will be referred to and investigated by the Office of Student Conduct and Community Standards. If a student is found responsible, it will be documented as part of her or his permanent academic record. A student may receive a range of penalties, including failure of an assignment, failure of the course, suspension, or dismissal from the University. The Academic Honesty Policy is located in Tiger Lore and online at http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Student- Conduct/Tiger-Lore-Student-Handbook-.html

**Accommodations for Students with Disabilities**

If you are a student with a disability who requires accommodations, please contact the Director of the Office of Services for Students with Disabilities (SSD) for information on how to obtain an Accommodations Request Letter.

3-Step Accommodation Process
1. Student meets with the SSD Director and provides documentation and completes registration forms. 2. Student requests accommodation(s) each semester by completing the Request for Accommodations Form.
3. Student arranges to meet with his/her professors to discuss the accommodation(s) and to sign the Accommodation Request Letter

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To ensure timeliness of services, it is preferable that you obtain the accommodation letter(s) from the Office of SSD within one week of enrolling in this course. After the instructor receives the accommodation letter, please contract the instructor via email or phone to arrange the accommodation(s).

The Office of Services for Students with Disabilities is located in the McCaffrey Center, Rm. 137. Phone: 209-946-3221. Email: ssd@pacific.edu. Online: www.pacific.edu/disabilities

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