Learning Reimagined:
The Potential of a Flexible Education
EDUO 9890 SIX SEMESTER UNITS

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Course Overview

Educators are tasked with helping students develop the intellectual and social strength necessary to navigate the complexities of this ever-changing world. As an institution, education has struggled to keep up with the needs of the contemporary student. We must reimagine the classroom environment and rethink traditional teacher and student roles, allowing students more say in what and how they learn. Through two-weeks of powerful readings, dynamic discussions, and hands-on projects, educators will walk away from this workshop invigorated and ready to create a more personal and flexible education for their students.

Course Objectives

In this course, participants will have the opportunity to:

- develop an understanding of the need for a more flexible education.

- investigate and learn possible ways to create educational flexibility for students and teachers.

- participate in lessons, activities, and projects that are designed to demonstrate how to create classrooms and curriculum in which students are engaged in a flexible learner-centered collaborative classroom community.

- demonstrate the ability to create a flexible curriculum and classroom environment that engages all students in a learner-centered classroom community that teaches the skills necessary to be successful in school and beyond.

Course Relation to CCS or other Professional Standards

While completing the class assignments, activities, lessons, and projects, educators enrolled in this course will work toward fulfilling the following professional teaching standards:

1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

1.1 Connecting students' prior knowledge, similar experiences and interests with learning goals

1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs

1.3 Facilitating learning experiences that promote autonomy, interaction and choice

1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful

1.5 Promoting self-directed, reflective learning for all students

2. *CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING*

2.1 Creating a physical environment that engages all students

2.2 Establishing a climate that promotes fairness and respect

2.3 Promoting social development and group responsibility

3. *UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING*

3.4 Developing student understanding through instructional strategies that are appropriate to the student

4. *PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS*

4.1 *Drawing* on and valuing students' backgrounds, interests, and developmental learning needs

4.5 Modifying instructional plans to adjust for student needs

5. *ASSESSING STUDENT LEARNING*

5.1 Establishing and communicating learning goals for all students

6. *DEVELOPING AS A PROFESSIONAL EDUCATOR*

6.1 Reflecting on teaching practice and planning professional development

6.5 Working with colleagues to improve professional practice

Course Outline

Day 1: Introduction/Community Building/Requirements

Day 2: Personalized Learning Part 1

Day 3: Personalized Learning Part 2

Day 4: Flexible Classroom Environments

Day 5: Flexible Homework

Day 6: Fieldtrip

Day 7: Blended Learning

Day 8: Flexible Project Based Learning

Day 9: Project Presentations / Review

Day 10: Process the experience and information learned

<u>**Course Requirements**</u>

1. Attend all ninety hours of class.

2. Read all assigned readings.

3. Participate in:

    - all class activities
    - all class discussions
    - all class projects

4. Write three papers in reaction to educational issues, methods, activities, or strategies that have been introduced in either daily class time or nightly reading assignments.

5. Give a 30-minute hands-on presentation of a lesson that you have taught in your classroom that gives students some choice in what and how they learn.

6. Gather books and resources to share in class.

7. Help make this a successful class by enthusiastically completing all of the above requirements and performing at least one special classroom job or responsibility.

8. Complete and present your self-reflection assignment.

9. Complete and turn in the class evaluation form.

Course Assessment Rubric

Class members will be assessed on participation in all discussions, activities, and projects as well as on attendance. Furthermore, participants will be evaluated on their presentations and written reaction papers.

Area Assessed	Exemplary: A to A-	Acceptable: B+ to B-	Unacceptable: INC
Attendance	Attend all class sessions	One excused absence	More than one absence
Participation	Enthusiastically participates in all class activities, discussions, and projects	Reluctantly participates in all class activities, discussions, and projects	Does not participate in all class activities, discussions, and projects
Presentations	All class presentations are professional, demonstrate a full understanding of the concepts with real-world applications, and are well organized	Class presentations are professional, but somewhat disorganized and only demonstrate a partial understanding of the concepts in the real world	Class presentations are unprofessional, disorganized and/or do not demonstrate an understanding of the topic or concepts
Written Assignments	All written assignments are on topic, well organized, provide adequate evidence, and are free of grammatical/spelling errors	Written assignments are on topic, but somewhat disorganized with little evidence and contain some grammatical/spelling errors	Written assignments are off topic, disorganized, lack evidence and contain many grammatical/spelling errors

Addendum:

Course Philosophy
This class operates by the notion that the best learning takes place when people feel part of a community that respects all learners. Since everybody perceives the world differently, information will be presented in a variety of ways. Numerous methods will be used to process presented information, as each person has a unique way of connecting new information to what they already know. Being that individuals demonstrate understanding in their own ways, there will be multiple procedures for assessing understanding. Another belief on which this class is based is that long-term learning only occurs when you actually do what you learn. Adhering to these tenets, the information provided throughout the ninety hours of class time is delivered through readings, videos, discussions, activities, reports, and lessons presented by the learner as well as the instructor.

Class Resources
Books:
> Kallick, Bena and Zmuda, Allison (2017) *Students at the Center: Personalized Learning with Habits of Mind.* Alexandria, VA: ASCD.

> Rickabaugh, James, (2016) *GRIT: Tapping the Power of Personalized Learning: A Roadmap for School Leaders.* Alexandria, VA: ASCD.

Articles:
> Ferlazzo, Larry. "Student Engagement: Key to Personalized Learning." Educational Leadership, March 2017

Fisher, Douglas and Frey, Nancy. "A Compass for Self-Directed Learning." Educational Leadership, March, 2017

Goodwin, Bryan. "Personalization and Failing Forward." Educational Leadership, March, 2017

Herold, Benjamin "Personalized Learning: A Cautionary Tale." Educational Week, July, 2017

Herold, Benjamin "Personalized Learning Gets a Fresh Push." Education Week, July, 2017

Horn, Michael and Fisher, Julia "New Faces of Blended Learning." Educational Leadership, March, 2017

Kallick, Bena and Zmuda, Allison. "Orchestrating the Move to Student-Driven Learning." Educational Leadership, March 2017

Lusardi, Meng "Making Projects Personal." Educational Leadership, March, 2017

Martin, Dina "The reimagined Classroom: Meeting the Needs of 21st Century Students." California Educator, September, 2017

Martin Dina "Take a Stand." California Educator, June, 2017

Molnar, Michele "Student-Centered Learning Top of Mind for Companies." Education Week, June, 2017

Pasatta, Jason, et.al. "A Personalized-Learning Toolbox for Teachers." Educational Leadership, March, 2017

Rickabaugh, Jim, et.al. "A School Where Learning is Personal." Educational Leadership, March, 2017

Riley, Benjamin "Personalization vs. How People Learn." Educational Leadership, March, 2017

Tomlinson, Carol. "Let's Celebrate Personalization: But Not Too Fast" Education Leadership, March 2017

Tucker, Catlin. "Putting Them in the Driver Seat" Education Leadership, October 2017

Vatterott, Cathy. "One-Size-Doesn't-Fit-All Homework." Educational Leadership, March, 2017

Walker, Tim. "What's Next?" NEA Today, Summer, 2017

NEA Today "Let them Sleep." Summer, 2017

NEA Today "Should More Students be Allowed to Skip a Grade." Summer, 2017

Education Week "Colorado Goes all in on Apprentices." September, 2017