



DOMINICAN UNIVERSITY of CALIFORNIA

School of Liberal Arts and Education

Educating For The Real World **EDUO 9094E - Six Graduate Level Units/Credits** **Developed By: Ryan Pickett** rpickett@dominicanaonline.com

Course Overview

For this generation of students to find success in an unpredictable world full of complex problems, we need to shift our priority away from grades and test scores. Instead, an emphasis should be put on helping students become flexible thinkers who can effectively communicate while collaborating to solve problems in creative ways. Through powerful readings and hands-on projects, educators will walk away from this workshop ready to help students build the critical thinking and interpersonal skills necessary to thrive in the real world.

Course Objectives

In this course, participants will have the opportunity to:

- Discuss and reflect on educating students for the real world.
- Develop an understanding of what skills students must learn to be successful adults.
- Participate in lessons, activities, and projects that are designed to demonstrate how to create classrooms that improve interpersonal skills while teaching critical thinking, collaboration, communication, creativity, and flexible thinking.
- Demonstrate the ability to create curriculum and learning environments that prepare students for the real world.

Course Relation to CCS or other Professional Standards

This course aligns to the following professional teaching standards: <http://www.cde.ca.gov/pd/ps/index.asp>

- Engaging and Supporting all Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing learning Experiences for all Student

How to Submit Coursework

You have nine months to complete this course from the day that you registered. However, you are free to turn in all of your work for a grade at any time along the way

Place each assignment (1-25) in a separate word processing document with clear labels and submit it into the corresponding assignment's Dropbox. Be sure to e-mail your instructor after each submission. If your assignment is too large for the Dropbox or it is in a format that the Dropbox will not accept (i.e. Google docs), feel free to e-mail or share the document directly with your instructor.

Course Assignments

1. Predictions

Read the article titled “*U.S. Companies: How Schools Can Help Make Students Better Thinkers and Workers.*” This article can be found in the online resources section of this course at <https://dominicanselfguided.com/course/view.php?id=592>. After reading the article above, pick three of the companies from the article (Southwest Airlines, Amazon, Discovery Education, etc.) and write a prediction on how well each company would view your school or district in preparing students for the real world.

2. Opinion

- a. Write a one-to-two-page personal essay describing what you believe schools currently do to prepare students from the real world.
- b. Write a one-to-two page essay indicting what you believe schools need to improve upon in order to better prepare students for the real world.

3. Real Life Skills

Watch the video called “*Prepare Our Kids for Life, Not Standardized Tests*”, which can be found in the online resources section of this course at <https://dominicanselfguided.com/course/view.php?id=592>. You can also click on the following link to view the video: <https://youtu.be/Rvhb9aoyeZs>

- a. Based on the article “*U.S. Companies: How Schools Can Help Make Students Better Thinkers and Workers.*” and the video above, write a paragraph indicating what educating for the real world means to you means to you.
- b. Given the resources you have thus far, make a list of the top five skills that should be taught in school to prepare students for a successful life in the real world.

4. Real Life Skills 2.0

Read the following three articles and listen to the audio supplement to one of the articles. The articles and the audio supplement can be found in the online resources section of this course at <https://dominicanselfguided.com/course/view.php?id=592> .

- “Future-Proofing Students”
- “5 IDEAS for Developing Real-World Thinking Skills”
- “Audio Supplement to – 5 IDEAS for Developing Real-World Thinking Skills”
- “Mapping Skills for the Future”

- a. After reading “*Future-Proofing Students,*” write a paragraph explaining why you think human skills like the ones listed in the article are so crucial to student success in the real world. After writing the above paragraph, write another paragraph or two indicating which of the seven traits in the article are lacking the most at your school and what you could do to support kids in that area.

b. After reading “5 IDEAS for Developing Real-World Thinking Skills” as well as listening to the supplemental author interview, write a paragraph indicating if you agree (or not) that the entire curriculum should ultimately be designed around the complex thinking skills outlined in the article. Be sure to back up your opinion. After writing the above paragraph, write another paragraph or two describing which of the thinking skills outlined in the article are currently imbedded in your curriculum. While doing so, explain how you do it and what you can do to improve in that area.

c. After reading “Mapping Skills for the Future,” create a rough map of the 7 competencies outlined in the article to the current grade level curriculum at your school. This does not need to be perfect. You are just to map out where you believe the competencies can be added to the curriculum to cover all seven. When done, write a paragraph explaining your choices.

d. In assignment 3 you decided on the top five skills needed for students to be successful in the real world. Now that you have been presented with more information on the subject, alter your list to reflect this new information. Whether you made changes or not, explain the choices that you made.

5. Goal Setting

Now that you have had a taste of what this class is about, create three goals for acquiring skills and knowledge through this class. The goals can be used to improve as a teacher and/or reflect the need to improve on a personal level. As the class proceeds, you will have a chance to revise your goals as needed.

6. Introduction to Systems Thinking

Watch the video called “Systems Thinking for Educators”, which can be found in the online resources section of this course at <https://dominicanselfguided.com/course/view.php?id=592>. You can also click on the following link to view the video: <https://youtu.be/p7RH7JGEx48>

- a. Summarize the above video.
- b. Discuss how systems thinking could help prepare students for the real world as well as how you might imbed it into your classrooms.

7. Flexible Thinking

- a. Read the following two articles that can be found in the online resources section of this course at <https://dominicanselfguided.com/course/view.php?id=592>.
 - “Building Student’s Cognitive Flexibility”
 - Guiding Students to Develop a Flexible Mindset”
- b. Watch the following 2 videos. These videos can be found in the online resource section of this course at <https://dominicanselfguided.com/course/view.php?id=592>. They can also be viewed on by clicking on the links following their titles below.
 - “What is Flexible Thinking”-
 - “The Benefits of Flexible Thinking” <https://youtu.be/t5oIKhxLDik>

- c. Write a Summary of each article and video above.
- d. Create a comic, story board, or short story that depicts flexible thinking in both schools and the community. Although you are free to use outside sources in creating your story, you must be sure to utilize the information presented in the articles and videos as well. If you completed your comic in a non-digital format, take pictures of it to turn in to your instructor.
- e. Create a lesson for your classroom that will help teach flexible thinking. You can alter an existing lesson to infuse flexible thinking if that is easier for you. If your role in education is such that you do not have a lesson or project to alter, you can use something that you are required to do or create one. It does not need to be in a particular format.

8. Introduction to Collaboration

a. Watch the following 2 videos. These videos can be found in the online resource section of this course at <https://dominicanselfguided.com/course/view.php?id=592>. They can also be viewed on by clicking on the links following their titles below.

- *“Start Critical Thinking and Collaboration Early”*- <https://youtu.be/-FIYT-yxOs>
- *“Kickstarting Collaboration with a Lockbox Challenge”* <https://youtu.be/BSAGAUw59kg>

b. Write a paragraph outlining how the concepts in the videos relate to this class and how you could apply the strategies at your school.

9. Communication and Collaboration

Read the following four articles. These articles can be found in the online resources section of this course at <https://dominicanselfguided.com/course/view.php?id=592>.

- *“Speaking out”*
- *“Using Debate Skills as an Educational Tool”*
- *“Reviving Collaboration in Classrooms”*
- *“Group Feedback”*

- a. Write a paper write a paper, create a newsletter, a blog, or even a vlog regarding the importance of communication and collaboration in preparing student for the real world. Be sure to reference the articles within your work. In addition, include what you currently do and/or how you can improve in teaching these skills in your classroom.
- b. Create a picture collage depicting your opinion of the information that you learned in the four articles. This collage can be made with digital imagery or with pictures cut and glued from magazines. If you choose a non-digital method of creating your collage, take a picture of the collage to turn in. After making your collage, write a summary of your opinion.
- c. Brainstorm some strategies that could be implemented at your school and/or in your classroom that teaches, supports, and promotes age-appropriate collaboration and communication skills. This brainstorm can be in any format you choose as long as it can be turned in. Make sure that your ideas stem from the concepts from all four articles.

10. Standards

Identify a group of standards that you are responsible for teaching and begin planning lessons that will teach those standards while promoting the skills needed for success in the real world. For this assignment, you only need to turn in the standards you have chosen and explain why you choose them. After completing this course, however, you are encouraged to complete lessons for the standards that you choose.

11. Introduction to Design Thinking

- a. Watch the video titled “*Educational Buzzwords Defined: What is Design Thinking.*” This video can be found in the online resources section of this class at <https://dominicanselfguided.com/course/view.php?id=592>. You can also click on the following link to view the video: https://youtu.be/2hNcwz_pE-Q
- b. Discuss how design thinking can help you meet the goals that you created for this course as well as support educating for the real world.

12. Critical Thinking

- a. Watch the video “*What is Critical Thinking.*” This video can be found in the online resources section of this course at <https://dominicanselfguided.com/course/view.php?id=592>. You can also view the video by clicking on the following link: <https://youtu.be/-eEBuqwY-nE>
- b. Read the following 3 articles. These articles can be found in the online resource section of this course at <https://dominicanselfguided.com/course/view.php?id=592>. Make sure to watch the video prior to reading the articles.
 - “*Eight Instructional Strategies for Promoting Critical Thinking*”
 - “*Integrating Critical Thinking into the Classroom*”
 - “*The Essence of Critical Thinking is Testing Claims With Evidence*”
- c. Using separate word documents, create a mini book report for each of the three articles and the video. Each mini report should include the following: 1) the title and author(s) of the article or video, 2) at least three images or drawings that represent the concepts in the article or video, 3) a summary of the article or video (a paragraph is fine), and 4) ideas for how the concepts in the articles could help prepare students for the real world.
- d. Alter a lesson plan or project that you currently use with your students to include or improve critical thinking. If your role in education is such that you do not have a lesson or project to alter, you can use something that you are required to do or create one. It does not need to be in a particular format.

13. Design Thinking 2.0

- a. Watch the video titled “*Design Thinking: A Problem-Solving Framework.*” This video can be found in the online resources section of this class at <https://dominicanselfguided.com/course/view.php?id=592>. You can also click on the following link to view the video: <https://youtu.be/kfBa2AdjRB4>

- b. Discuss how design thinking can help you foster creative thinking in your classroom.

14. Creativity

Watch the video “*Creative Thinking, How to Increase the Dots to Connection*” and read the following four articles. The video and the articles can be found in the online resources section of this course at <https://dominicancaselfguided.com/course/view.php?id=592>. The video can also be seen by clicking the following link: <https://youtu.be/cYhgllTy4yY>

- “*5 Reasons Why it is More Important Than Ever to Teach Creativity*”
- “*Creative Thinking in the Classroom*”
- “*4 Ways to Develop Creativity in Students*”
- “*Express Yourself! Arts Integration in the Classroom*”

- a. Write a compare and contrast paper of at least one page on the 4 articles above and the video.
- b. Decide on and list the 3 most important reasons to teach creative thinking skills to your students as well as 3 strategies that you are most likely to utilize in doing so.
- c. Alter a lesson plan or project that you currently use with your students to include more creative thinking. If your role in education is such that you do not have a lesson or project to alter, you can use something that you are required to do or create one. It does not need to be in a particular format.

15. Design Thinking 3.0

- a. Watch the video titled “*Improving School Experiences with Design Thinking.*” This video can be found in the online resources section of this class at <https://dominicancaselfguided.com/course/view.php?id=592>. You can also click on the following link to view the video: <https://youtu.be/Y5tumfLc-Wo>
- b. Discuss how design thinking can help you improve your students’ interpersonal skills.

16. Interpersonal Skills

- a. Read the following 6 articles. The articles can be found in the online resources section of this course at <https://dominicancaselfguided.com/course/view.php?id=592>.
- “*How to Give Students the Confidence to Take on Rigorous Work*”
 - “*Make SEL Work by Applying These 6 Best Practices*”
 - “*Gratitude Practices for Learners*”
 - “*Daily SEL Practices for the Classroom*”
 - “*Building Resilience*”
 - *How to Counter Learned Helplessness*
- b. Watch the video, “*3 ways to Make Gratitude a Habit in Your Classroom.*” This video can be found in the resources section of this course at <https://dominicancaselfguided.com/course/view.php?id=592>. OR by clicking on the following link: <https://youtu.be/tPMPPrYiQZ2M>
- c. Reread the article “*Future-Proofing Students*” from assignment 4.

- d. Write one paragraph for each of the 6 new articles comparing it to the article “*Future-Proofing Students.*”
- e. Conduct your own research on preparing students for the new world via building interpersonal and/or social emotional skills in your students. Write a paragraph on your research citing the most promising information/strategies that you found.
- f. Based on the information that you have read for this course as well as your research, write a script for a PTA meeting in which a new emphasis on teaching interpersonal and social-emotional skills will be discussed. In this meeting you are to explain how important these skills are to success in the real world. The meeting can focus on a particular strategy that will be used or the general concept. It is up to you. Be sure to have roles for admin, teachers, and parents in the meeting.

17. Goals Revisited

Describe your progress on the goals you created in assignment four of this course. Now that you are more than halfway through the class, you may decide to revise your goals. If you choose to make revisions, please write out your updated goals and explain your reasoning for the change.

18. Preparing for the Real World

- a. Watch the video titled “*Preparing Students for the Real World.*” This video can be found in the online resources section of this class at <https://dominicancaselfguided.com/course/view.php?id=592>. You can also click on the following link to view the video: https://youtu.be/CY1iH_TOBMs
- b. Discuss your thoughts and opinions on the above video.

19. Career and Technical Education

- a. Read the following five articles. These articles can be found in the online resources section of this course at <https://dominicancaselfguided.com/course/view.php?id=592>.
 - “*It’s Never Too Early to Start: Exploring CTE at the Elementary Level*”
 - “*Student: I’m Not Prepared to Vote*”
 - “*21 Century CTE*”
 - “*How to Transform High School? Let Academics and Career Skills Join Forces*”
 - “*Digital Citizenship*”
- b. Watch the video, “*Teaching Students How to Be Smart with Money.*” This video can be found in the online resources section of this course at <https://dominicancaselfguided.com/course/view.php?id=592>. You can also click on the following link to view the video: <https://youtu.be/3G0nRsNRsJE>
- c. Write a one-page paper indicating what your district, school, and grade/subject team currently does to support CTE.
- d. Create a plan for improving CTE across grade levels in your school district. Depending on how far along your district is, this might just be ideas for the beginning stages. If your district is further along, this may include expanding the program. For the purposes of this course, everything does not need to be

laid out. However, you need to present your ideas with an emphasis on preparing students for real life outside of school.

20. **Educating for the Real World**

- a. Pretend that you just wrote and published a new book entitled, “Educating for the Real Word.” Create the outer cover of the book. This includes the front and back of the cover. The goal of the book cover is to entice people to read the book, not for them to learn all the information presented in this course. We want this cover to look more like one that was created to make the book stand out in a bookstore.
- b. Pretend that you are attending your first book signing for the book above. This signing includes time to discuss the book with an audience that can ask questions. Write an opening statement for the crowd, as well as a script of some questions from the audience and your responses. Essentially, you are to review the concepts from this course.

21. **Real World Standards**

Create new standards for your grade level and/or subject area for which you work. These standards are to reflect educating students for the real world. Create at least one standard in each of the following areas: flexible thinking, collaborative/communicative thinking, critical thinking, creative thinking, interpersonal skills, and career/technical education.

22. **Professional Development**

For this assignment, you are going to create a professional development opportunity for your colleagues. Professional development in school districts generally takes place during staff meetings or on the planned professional development days during the school year. Given the time constraints of this class, you will not have time to present and/or plan such a lengthy professional development opportunity. However, you will be expected to create an introduction to your training for your colleagues.

In this class, you have been presented with a lot of information about educating for the real world. Choose several concepts/strategies/ideas that you believe in, and feel are appropriate given your class goals. Since we want the professional development to flow, your strategies should fit into specific categories (i.e. thinking skills, collaboration/communication, interpersonal skills, etc.). Although you were presented with several ideas, you are free to go beyond this class and pick something not presented.

Once you have chosen your strategies, it is time to begin preparing for your professional development introduction. For this assignment you must indicate why you chose these particular strategies. In doing so, you need to present research-based evidence that these strategies are effective. You should also indicate what grade level these strategies are meant for. In addition, you should provide information on how these strategies can be adapted to other grade levels. Finally, you will need to present your professional development plan (where, when, and how the professional development opportunity will take place). In doing so, you should plan a brief teaser as to what your training would look like. When planning your introduction, keep in mind that the goal is to entice your colleagues to sign-up for your training. You therefore need to be thorough and persuasive. Since you are not able to physically present your introduction and teaser, you will need to create a power point, YouTube video etc. It is up to you how you want to convey what you would represent. You are to prepare as if you would be making an 8 to 10 minute presentation. In addition, you should create an informational pamphlet that you can leave with your colleagues so that they can remember what you are offering.

23. Review

Express what you have learned in this course any way you choose as long as it can be turned into your Instructor. For example, you can write an article or newsletter entitled Educating for the Real World, create a blog or podcast on the same topic, or design any other multimedia presentation expressing the concepts learned in this course. While doing so, you should reference the top five skills that you determined were needed for students to be successful in the real world from assignment 4. Given that you have been presented with a lot more information on the subject, you are free to alter your list for this assignment.

24. Standards 2.0

Reflect on the standards you created for future curriculum planning in assignment 10 of this course.

- Would you make any changes now that you completed most of this course? If so, what? Explain.
- Summarize your progress on this curriculum, if any, and create a brief outline and/or brainstorm session on what the curriculum you create (based on the standards you choose) might look like.

25. Self-Reflection

As part of this course, you created goals for what you wanted to accomplish. Write a one-page self-reflection paper covering not only your progress on the goals you set for yourself, but also your journey towards meeting them. As part of this reflection, write about something that represents what you have accomplished and explain how it represents your journey. It can be a book, a song, a poem, an article, etc. The only exception is that you cannot choose material presented or created during this class.

Course Assessment Rubric

Exemplary: A to A-	Acceptable: B+ to B-	Unacceptable Must be resubmitted
Reflective, thoughtful ideas relevant to the assignment are clearly stated	Presents some relevant ideas and connections to the assignment	Ideas are not clear or relevant
Very well organized	Generally well organized	Shows little or no organization
Responses relate numerous facts and specific details of the program materials	Some facts and specific details of the program materials are included	Few or no facts or specific details of the program materials are included
Free of spelling and/or grammatical errors	Writing contains a few spelling and/or grammatical errors	Numerous spelling and/or grammatical errors make the writing difficult to read

- You are allowed 9 months to complete the course, but can turn in your work at any time.
- Course questions? Contact the developer by email. rpickett@dominicancaonline.com
- For questions involving your registration, please contact us at support@dominicanCAonline.com or call (800) 626-5080.
- To change your address, link to your Dominican account at https://www.dominicancaonlinestore.com/store/index.php?main_page=login

