

Teaching Life's Essentials - Curiosity

EDUO 9758 1 Semester Credit/Unit

Instructor – Kathy Vining

<mailto:kvining@dominicancaonline.com>

Public Syllabus

This is a partial syllabus. Email the instructor for a full syllabus.

Course Overview

Welcome to **EDUO 9758 – Teaching Life's Essentials - Curiosity**. This class was created as part of a seven course series entitled **Teaching Life's Essentials**. The other courses in the series are:

- **EDUO 9756 Happiness**
- **EDUO 9757 Compassion**
- **EDUO 9759 Resilience**
- **EDUO 9760 Growth Mindset**
- **EDUO 9761 Inspiration**
- **EDUO 9762 Tolerance**

Isn't it true that great teachers are born not made? We say "not at all". With the guidance of the courses in this series, you can take your teaching to a new level; one that brings the highest degree of satisfaction to yourself and your students. Great teachers are remembered not for the knowledge they impart but for the way they encourage and lift their students' achievement, not just in a subject, but in the important skills of living a fulfilling life. These skills of happiness, of inspiration, compassion, curiosity and resilience are essential for both the learner and the teacher. This course will bring research to inform along with techniques and activities to imbue your delivery of required curriculum with the essence of greatness-both yours and your students'

In this course, teachers will cultivate classroom learning through engaging student curiosity while respecting the order of their school.

Course Objectives

In this course participants will have an opportunity to:

1. Read and study given website resources
2. Be introduced to teaching activities that will help increase student curiosity
3. Understand that a good learner is not the same as a good student
4. Use questions to provoke thought and not to find answers
5. Not disrupt the school as curiosity is promoted
6. Communicate with other teachers taking the class about classroom curiosity issues

Course Relation to Professional Standards

This course aligns to the National Board for Professional Teaching Standards

1. TEACHERS ARE COMMITTED TO STUDENTS AND THEIR LEARNING.
 - a) Teachers Recognize Individual Differences in Their Students and Adjust Their Practice Accordingly
2. TEACHERS KNOW THE SUBJECTS THEY TEACH AND HOW TO TEACH THOSE SUBJECTS TO STUDENTS.
 - a) Teachers Appreciate How Knowledge in Their Subjects is Created, Organized, and Linked to Other Disciplines
 - b) Teachers Command Specialized Knowledge of How to Convey a Subject to Students
 - c) Teachers Generate Multiple Paths to Knowledge

This course aligns with National Student Standards

NL-ENG-K12.2 UNDERSTANDING THE HUMAN EXPERIENCE

- a) Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of the human experience.

NL-ENG-K-12.5 COMMUNICATION STRATEGIES

- a) Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

How to Submit Coursework

Preparation: Prepare assignments in either Word or PDF formatting. Mac users of Page can save their work as a Word file. Make sure you place your full name, course number and assignment category at the top of each page. Place all R assignments in one document. Do the same for all A and B assignments.

Document names: Name each document with your last name and assignment letter (BrownAssignmentsR; BrownAssignmentsA; BrownAssignmentsB).

Dropboxes: Place each completed document in the corresponding Dropbox found on the course Moodle page. You will receive feedback from your instructor, but don't wait for it to continue with your coursework.

Forum Postings: Submit all Forum postings using the Forum found on the course Moodle page. Label each discussion post with the number of the assignment it fulfills.

Each completed assignment in this course is submitted to the instructor for review. You will receive feedback from your instructor within 2-5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Grading rubrics for written projects and for presentation projects are found in this document.

Course Assignments

A. Learning/Education

Respond to the following before you encounter any of the resources in this course

A3. What is the difference between your best student and your best learner?

A4. **Post in the Forum** a short narrative of your attempts to create more curiosity in your classroom

Now study the following website resource and revisit and rewrite A2 - with comments

<http://www.teachthought.com/learning/5-learning-strategies-that-make-students-curious/>

A5. The rewrite of A2 with comments

A8. What has your experience been with “game-based learning and learning simulations” as a means to foster curiosity? Describe.

A9. How would you explain to a beginning teacher that “grouping is not necessarily collaboration”

View the following website resource and then revisit and rewrite A3 – with comments

This site is free but you will need to create a username and password.

<http://www.edweek.org/ew/articles/2014/06/04/33shonstrom.h33.html>

A11. Rewrite A3 with comments

A13. Choose one of the A1-11 assignments and amend it so that, in your opinion, it would cause a more curious response.

B. Teaching Curiosity

View the following website resource

<https://www.google.com/search?q=quotes+about+curiosity+and+learning&biw=902&bih=866&tbm=isch&tbo=u&source=univ&sa=X&ei=OfOBVcjLNX6oQSw2L-wBw&ved=0CDcQsAQ&dpr=1.25>

B1. Pick one of the many curiosity quote statements in the above resource that you think would best evoke curiosity in students and explain why you chose that quote.

Look over the following four website resources and then complete B3-7

- <http://www.pbs.org/wgbh/nova/blogs/education/2012/11/curious-about-bringing-curiosity-to-your-classroom/>
- <http://mars.nasa.gov/participate/marsforeducators/>

At first glance these two resources appear to be for high school science or social science teachers, but be creative with ways that these could be useful in your classroom to promote curiosity among your students.

B3. How could the topic and information in the two above website resources be used in your classroom?

<http://engagingmaths.co/2015/03/08/i-wonder-promoting-curiosity-in-the-mathematics-classroom/>

B4. How would you use the technique described in the above resource in your classroom?

<https://www.google.com/search?q=classroom+curiosity+activities&biw=902&bih=866&tbm=isch&tbo=u&source=univ&sa=X&ei=4yqDVbGzG9XaoAT47bvADQ&ved=0CDAQsAQ&dpr=1.25#imgsrc=QIzYiuJ0xHy1jM%253A%3BPHrC0mlyEgKE2M%3Bhttp%253A%252F%252Fwww.carey.com.au%252Fsites%252Fdefault%252Ffiles%252Fbasic-page%252Fclassroom.jpg%3Bhttp%253A%252F%252Fwww.carey.com.au%252Fteaching%252Ftalent-development%3B1200%3B800>

The above resource has many classroom curiosity building activities. To get more information about the activity in the picture, click on the picture and then click Visit Page. Choose three that you think would be the best examples of an activity that would spark curiosity in the classroom. Note – this response is not asking about your classroom as in B3&4 but about classrooms in general.

B5. First choice – explain

B7. Third choice – explain

B8. **Post a comment in the Forum** about your choice of curiosity building activities and how you intend to implement activities that promote curiosity.

C. Summary

The teacher’s dilemma

A teacher A

A teacher who is successful in igniting curious minds may come in conflict with a school system that rewards those who stand straight in line.

Read the following website resource

- <https://educhatter.wordpress.com/2012/08/18/the-trouble-with-schooling-why-do-schools-kill-curiosity/>

Your PTA is interested in developing students who are curious. They also want an orderly school. Because of your reputation of cultivating curiosity in the classroom without disrupting the school, your principal has asked you to address the PTA on the subject.

C1. Write out an introduction for your PTA address.

C4. **Post on the Forum** a short Reflection on the culture of curiosity (or lack of it) in your school

D. Response to Classmates

D1. **Respond to at least one of your Classmate’s Forum posts.**

Course Assessment Rubric

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work is very well organized.	Most work is generally well organized.	Work shows little or no organization.
Answers are well thought out and demonstrates reflection on the material.	Answers are complete and demonstrate some reflection on the material.	Answers are brief and do not demonstrate any reflection on the material.
Assignment use specific examples or references from multiple sources.	Assignment use specific examples or references from just a few sources.	Assignment do not use specific examples or references from the readings.
All assignment are completed using complete sentences.	The majority of the assignments are completed using complete sentences.	Assignments are not completed in complete sentences.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

- You are allowed 9 months to complete the course
- 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 Student Account at https://www.dominicanaonlinestore.com/store/index.php?main_page=login
- For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>