



## Course Syllabus

### Teaching Life's Essentials - Curiosity

**EDUO 9758 1 Semester Credit/Unit**

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## 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**

A1. Do your students complete your assignments because they want to learn or because they want to finish and receive a grade? Explain

A2. Is there a difference between education and learning?

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**

**[5 Learning Strategies That Make Students Curious](#)**

A5. The rewrite of A2 with comments

A6. “Any question worth its salt is never fully answered” – does this statement cause you to rethink your teaching techniques? Explain

A7. “Ambition is what makes us human, and its fraternal twin is curiosity”. Does this statement have any effect upon your teaching techniques? Explain

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?”

A10. How would you go about planning diverse & unpredictable content to help promote classroom curiosity?

**A11. View the following two resources and then revisit and rewrite A3 – with comments**

**[Learner vs. Student: Who Do you Want in Your Classroom? – Make Learning Personal \(kathleenmcclaskey.com\)](#)**

**[3 Tips for Encouraging Curiosity in Your Students \(demmelearning.com\)](#)**

A12. Have assignments A1-11 peaked your curiosity about anything other than how you should respond to them? Explain.

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**

**[Curiosity Quotes](#)**

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.

B2. How could you use that quote in the classroom to help stimulate more curious students?

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

- [12 Activities and Tools to Build Curiosity](#)
- [Nasa Science - Space Place](#)

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

[10 Strategies to Promote Curiosity in Learning](#)

B4. How would you use **one** of the techniques/strategies described in the above resource in your classroom?

[Classroom Curiosity Activities](#)

**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

B6. Second 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**

[Cultivating Curiosity in K-12 Classrooms](#)

**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.

C2. Outline the body

C3. Write out your conclusion

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.**

## End of Course

## Course Assessment Rubric

<b>EXCELLENT</b> Meets or Exceeds Course Objectives: A to A-	<b>ACCEPTABLE</b> Majority of Work Meets Course Objectives; B+ to B-	<b>NOT ACCEPTABLE</b> 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.