



DOMINICAN UNIVERSITY of CALIFORNIA

School of Liberal Arts and Education

Empowering Education **EDUO 9997E - Six Graduate Level Units/Credits** **Developed By: Ryan Pickett** rpickett@dominicancaonline.com

Course Overview

For decades education has been hyper focused on students mastering the academic standards, leaving little time to guide them in becoming socially responsible and productive citizens. Given the state of today's society, it is more important than ever that we help build our student's confidence so that they can adapt to new information and feel empowered to advocate for what they believe in. Learn how to create empowering educational environments that set-up self-directed learning and promote positive interdependence. Through powerful readings and hands-on projects, educators will walk away from this workshop feeling empowered and ready to share this experience with their students.

Course Objectives

In this course, participants will have the opportunity to:

- Learn what it takes to build both teacher and student agency.
- Investigate how to help students become self-directed and self-reflective learners.
- Create an empowering grading system.
- Participate in lessons and projects that are designed to demonstrate how to help students learn the self-advocacy and collaboration skills needed for positive civil engagement.
- Demonstrate the ability to create curriculum and physical learning environments that promote an empowering education.

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 Students

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 (1-26) 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 "*Turn and Talk with John Spencer.*" This article can be found in the online resources section of this course at <https://dominicancaselfguided.com/course/view.php?id=555>. After reading the article above, write a prediction indicating what you believe will be the most important concept you learn in this workshop. While doing so, be sure to indicate how realistic you think it will be to implement what you learn as well as why you enrolled in this class.

2. Empowering Education Experience

- a. Write a one-to-two-page personal essay describing both a time in which you felt empowered as an educator and a time when you felt disenfranchised. In your essay, be sure to indicate how these events have shaped your career.
- b. Write a personal "blog" describing a time in which you taught a student that you felt was empowered. In your blog be sure to indicate why you felt as though this student was empowered and what contribution you may have had.

3. The Shift to Empowerment

Watch the video called "*The Shift from Engaging Students to Empowering Learning*", which can be found in the online resources section of this course at <https://dominicancaselfguided.com/course/view.php?id=555>. You can also click on the following link to view the video: <https://youtu.be/BYBJQ5rIFjA>

- a. Based on the article "*Talk and Turn with John Spencer*" and the video above, write a paragraph indicating what empowering education means to you.
- b. Given the resources you have thus far, make a list of the top three things needed to create an empowered education as well as a list of the top three things you feel schools need to change in order to create an empowered education.

4. 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.

5. Introduction to Student Agency

Watch the video called “*7 Things That Happen When Students Own Their Learning*”, which can be found in the online resources section of this course at <https://dominicancaselfguided.com/course/view.php?id=555>. You can also click on the following link to view the video: <https://youtu.be/N7S9kyk-oda>

- a. Summarize the above video.
- b. Discuss what you know about this topic as well as what experience you have with it thus far in your career.

6. The Importance of Student Agency

Read the following ten articles that can be found in the online resources section of this course at <https://dominicancaselfguided.com/course/view.php?id=555>

- “*Listen Up!*”
- “*Owning Success*”
- “*Empowering Youth Voice*”
- “*Developing a Sense of Self Together*”
- “*The Curse of “Helicopter” Teaching*”
- “*Who has the Power to be Empowered*”
- “*7 Ways to Make High School “Suck” Less*”
- “*How Student Voice Transformed East High*”
- “*Encouraging Student Dissent in the Classroom*”
- “*Project-Base Learning That Makes a Difference*”

- a. Rank the articles according to how applicable they are to you and your current educational position (1 being the most applicable and 10 being the least). Be sure to explain your reasoning.
- b. Based on the articles above as well as the video “*7 Things That Happen When Students Own Their Learning*”, create a definition of student agency. Your definition should be based on your opinion given what you have learned, not something you have looked up.
- c. Write an article or blog entitled “*The Importance of Student Agency.*” Your article or blog must cite three of your top five ranked articles from above and be at least one page in length.

7. Introduction to Teacher Empowerment

Watch the video titled “*Teachers Have Been Amazing this year.*” This video can be found in the online resources section of this course at <https://dominicancaselfguided.com/course/view.php?id=555>. You can also click on the following link to view the video: <https://youtu.be/W5tf5ZJuUBI>

- a. Create a “movie” poster depicting the ideas in the video. Although the goal of the poster is to entice people to watch the video, it should also depict how you feel about the video. We want this poster to be like one that was created to advertise a movie.

- b. Write a description of your poster explaining why you made the creative choices that you did.

8. Teacher Empowerment

Read the following two articles. These articles can be found in the online resources section of this course at <https://dominicancaselfguided.com/course/view.php?id=555>.

- *“A Balance of Power”*
- *“The Secret Sauce for Successful Classroom Tech Projects”*

- a. Write a paper of at least one page describing the similarities and differences between each article’s approach to empowering teachers.
- b. Create a personal newsletter discussing if you feel empowered as an educator. In your newsletter, you are to explain why you feel the way that you do.

9. Teacher Empowerment 2.0

- a. Watch the video titled *“How to Own Your Professional Development.”* This video can be found in the online resources section of this class at <https://dominicancaselfguided.com/course/view.php?id=555>. You can also click on the following link to view the video: <https://youtu.be/pw53uRedr5U>.
- b. After watching the video, read the following four articles. These articles can be found in the online resources section of this course at: <https://dominicancaselfguided.com/course/view.php?id=555>.

- *“Helping Teachers Feel Less Vulnerable in Peer-to Peer PD”*
- *“Students: The Missing Link in Teacher PD”*
- *“When Teachers Become Researchers”*
- *“Five Professional Learning Transformations for a Post-COVID World”*

- c. Alter your newsletter from assignment 8 to reflect what your school district needs to change in order to make you feel empowered as an educator. Given the topic of the above resources, your newsletter should have an emphasis on professional development.

10. Introduction to Self-Directed Students

Create a poem, a song, a picture, or a story depicting what a self-directed student looks like to you.

11. Self-Directed Students

Read the following three articles. These articles can be found in the online resources section of this course At <https://dominicancaselfguided.com/course/view.php?id=555>.

- *“Believing in the Brain”*
- *“Dispositions by Design”*
- *“A High Schoolers Guide to Happiness”*

- a. Write a summary of each of the articles above. A paragraph for each article is sufficient.

- b. Create a picture collage depicting your opinion of the information that you learned in the 3 articles. This collage can be made with digital imagery or with pictures cut and glued from magazines. If 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 on a word document and turn it in.
- c. Based on the information in the articles, create a school wide plan that would support students in becoming self-directed learners. You can present your plan in any way you wish as long as you are able to turn it in to your instructor.

12. Standards

Identify a group of standards that you are responsible for teaching and begin planning lessons that will teach those standards while promoting an empowering education. 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.

13. Introduction to the Importance of Collaboration

- a. Watch the following two videos: “*Cooperation vs Collaboration*” and “*7 Keys to Creative Collaboration*.” These videos can be found in the online resources section of this class at <https://dominicanselfguided.com/course/view.php?id=555>. You can also watch them by clicking on the following two links: <https://youtu.be/Gr5mAboH1Kk> and <https://youtu.be/2DmFFS0dqQc>.
- b. After watching the videos, create a comic or story board depicting the difference between cooperation and collaboration. If you completed your comic in a non-digital format, take pictures of it to turn in to your instructor.

14. The Importance of Collaboration

Watch the video “*Making Teamwork More Intentional*” and read the following five articles. The video and the articles can be found in the online resources section of this course at <https://dominicanselfguided.com/course/view.php?id=555>. The video can also be seen by clicking the following link: <https://youtu.be/9QGvzWcVh2M>

- “*Let’s Stop Confusing Cooperation and Collaboration*”
- “*The Building Blocks for Dramatic Play*”
- “*The Creative Brain*”
- “*6 Ways to Jam on Jamboard*”
- “*7 Tips for Breakout Room Success in Middle and High School*”

- a. Using separate word documents, create a mini book report for each of the five articles and the video from above. Each mini report should include the following: 1) the title and author(s) of the article/video, 2) at least three images or drawings that represent the concepts in the article/video, 3) a summary of the article/video (a paragraph is fine), and 4) ideas for how the concepts in the article/video could help you create curriculum that supports a combination of cooperation and collaboration over merely cooperation and/or teamwork.

- b. Alter a lesson plan or project that you are currently using with your students or colleagues to include true collaboration. 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. Introduction to Civic Engagement

Write a paper of about one page indicating how your school or school district currently teaches or encourages civic engagement.

16. 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.

17. Civic Engagement

Read the following eight articles. These articles can be found in the online resources section of this course at <https://dominicanselfguided.com/course/view.php?id=555>.

- *“Raise Their Voices”*
- *“Joining the Movement”*
- *“I’m a Superintendent. My Student’ Activism is Key to Their Academic Success”*
- *“Student Empowerment in Action”*
- *“I’m a Youth Organizer, Stop Getting in the Way”*
- *“How States and Schools are Working to Grow Young Voters”*
- *“How I Found My Confidence as a Teen Activist”*
- *“The Missing Ingredient in Our Democracy – Math”*

- a. Write a summary for each of the 8 articles.
- b. Create a proposal for a new course entitled, Civic Engagement. For educators in elementary school, this proposal should be to introduce time allotted during the school year to teach civil engagement. For the purposes of this course, all of the curriculum does not need to be laid out. However, you need to present ideas on what would be taught, include standards it will meet, and why it is so important for schools to teach civil engagement.
- c. Your State School Board is considering if new standards should be written in civil engagement for all grade levels as well as if the subject should be required for high school graduation. Utilize all of the information that you have learned in class as well as your own previous knowledge to speculate what the stance of each of the following people would be. This part of the assignment doesn’t need to be written up or turned in.

- Micheal Matsuda: He was featured in the article *“I’m a Superintendent. My Students’ Activism is Key to Their Academic Success”*.
- U.S. Secretary of Education Miguel Cardona:
- Representative from the Government Accountability Office

- Ismar Volic: He was featured in the article titled “*The Missing Ingredient in Our Democracy – Math*”
 - Representative from NEA
 - Representative from ESSA
- d. Write to the Board stating your recommendation on whether or not new standards should be written in civil engagement as well as if the subject should be required for high school graduation. Be sure to defend your position.

18. Introduction to Empowering Assessment

- a. Watch the video titled “*Empowering Students to Own the Assessment Process.*” This video can be found in the online resources section of the course at <https://dominicanselfguided.com/course/view.php?id=555>. You can also watch this video by clicking on the following link: https://youtu.be/8WxvVgXC_NY.
- b. When you finish the video, brainstorm how you can alter your current grading system to be more empowering. This is an informal assignment that can be completed in any format that can be turned in to the instructor.

19. Research

Research books, videos, articles, programs, etc. that match topics presented in this class. You can further explore an area that you have already learned about in this class or research one that has yet to be covered. Choose at least three resources that you would like to share with your colleagues and write a summary about each. Explain why you chose to share these particular resources.

20. The Empowered Grading System

Read the following three articles. These articles can be found in the online resources section of this course at <https://dominicanselfguided.com/course/view.php?id=555>.

- “*Empowering Students by Demystifying Grading*”
- “*The Power of Practice Assessments*”
- “*Fishing for the Right Assessment Language*”

- a. Write a compare and contrast paper of at least one page on the three articles above.
- b. Utilize what you have learned in this class thus far to create one empowered grading system for the grade level that you teach at your school.

21. Introduction to Empowering Educational Environments

- a. List three things you do in your classroom that you feel helps your students feel empowered.
- b. List three things you do in your classroom that you feel may hinder student empowerment.

22. Empowering the Educational Environment

Read the following six articles. These articles can be found in the online resources section of this course at <https://dominicancaselfguided.com/course/view.php?id=555>.

- *“Smart Scheduling Put’s Students Needs First”*
 - *“6 Big Barriers to Restructuring School Schedules”*
 - *“Doubling Recess Time to Put Pay Back in the School Day”*
 - *“There are Smart Ways to Use Time to Aide Learning, Why do so Many Schools Ignore Them?”*
 - *“Starting High School Later Shows Big Impact”*
 - *Students Struggle With Time Management, Schools Can Help”*
- a. Create a 15 to 30-second radio teaser marketing a movie that depicts the information in the above articles. It would be great if you were able to create an audio file to share with your instructor, but it is ok to turn in a written script of the radio teaser instead.
 - b. Pretend that you are a movie critic and that you just watched the movie from the radio teaser you created above. Write a movie review of that movie. Essentially, you are to review all of the concepts from the articles above.
 - c. Pick one of the major concepts from the readings above to implement at your school. Write a script of a PTA meeting in which you present the concept and how the concept will be implemented. While creating your script, be sure to have roles for admin, teachers, and parents.

23. Empowering Professional Development

For this assignment, you are to create an empowering education plan for your entire school district to be presented to your “school board” (your instructor) for approval. You are free to present your plan any way you want as long as it can be turned in to your instructor. The purpose of the empowering education plan is to make the teachers in your district feel empowered while learning how to create curriculum and classroom environments that empower their students to become self-directed learners who can collaborate with others to advocate for what they believe in.

By utilizing what you learned in this course and conducting your own research, you are to create a diverse professional development plan for the teachers in your district that gives them both choice and voice in how they acquire the needed knowledge to empower their students. There needs to be options available for things like book clubs, master mind groups, communities of practice, unconferences, and mentoring. The plan will need to account for self-care and consider if there are statewide policy changes teachers can study and advocate for. This plan should also have options for online courses to take, even in other fields.

In creating this plan, you need to consider how and when teachers can access these opportunities and, for the options that cost money, how they will pay for it. Teachers should not have to pay for their own district sponsored professional development. Most importantly, do not stress about making your presentation perfect. The goal is to be creative while putting together the gestalt of what you learned in this class.

24. 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 Empowering Education, create a Empowering Education EDUO 9997E 9.3.22

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 three things that make up an empowered education (that you created in assignment 3 of this course) and if there should be any changes made to that list. You should also reference the three things that schools must change in order to create an empowered education.

25. Standards 2.0

Reflect on the standards you created for future curriculum planning in assignment 12 of this course.

- a. Would you make any changes now that you completed most of this course? If so, what? Explain.
- b. 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.

26. 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 will need to complete the course within the two weeks corresponding to the dates you selected during enrollment.
- 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

