



**The Learning Tree Professional Development Network, LLC**  
Course Syllabus

**Course Title:** Applied Deeper Learning

**Credits:** 3 credits

**Class Type:** Accelerated Fully Online

*Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts Department of Elementary and Secondary Education approved certificate.*

*Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.*

**COURSE DESCRIPTION:**

This course will promote educators ability to teach an applied deeper learning in the classroom. Participants will learn to engage students in interdisciplinary activities aligned to state learning standards and/or the Common Core State Standards. The design of student tasks will focus on the use of critical thinking skills and cooperative learning strategies to solve problems. Participants will learn to create relevant and meaningful lesson plans and learning activities for applied deeper student learning and academic achievement. Course Prerequisites: None

**LEARNING GOALS:**

**GLOBAL GOALS OF THE COURSE:**

1. Define, synthesize, critique, and implement the concepts of applied deeper learning for student achievement.
2. Critique and synthesize current research and theories on the brain and student learning.
3. Critique and interpret current research and theories on best instructional classroom practices.
4. Synthesize and apply principles of best practice instructional design.

**INSTRUCTIONAL OBJECTIVES:**

1. Design a cognitive context for learning.
2. Evaluate, determine, and apply the techniques of best instructional planning to increase student achievement and motivation.
3. Evaluate, select, and implement best instructional practices to increase student achievement and motivation.
4. Design and implement critical thinking skills embedded within best instructional practices to increase student achievement and motivation.
5. Design and implement cooperative learning skills embedded within best instructional practices to increase student achievement and motivation.

6. Implement classroom probes to inform instruction.

### **TEACHING/LEARNING ACTIVITIES:**

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

### **REQUIRED READINGS:**

Great Lakes and Midwest Regional Deeper Learning Initiative (October 2015). Why do Students Need Deeper Learning? American Institutes for Research, Great Lakes Comprehensive Center and Midwest Comprehensive Center. 1-6

Hess, K.K. (2019). Deepening Student Understanding with Collaborative Discourse. ASCD Express, 14.

Treffinger, D.J. (2008). Thinking Skills Now. "Preparing Creative and Critical Thinkers." Alexandria, VA: ASCD.

### **EVALUATION METHODS:**

1. **One Page Response Journals:** Some week participants will be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it?

#### **One Page Response Journals Rubric (Online Response Journal Rubric)**

**Article Content** has been incorporated: journal response is mindful of article's content (25 pts)

**Reflection:** journal response demonstrates participant's reaction to the article's content (25 pts)

**Course Concepts** have been integrated: journal response is reflective of course content (25 pts)

**Journal Requirements** have been met: journal response is a minimum of one page (25 pts)

2. **Online Discussions:** Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.

#### **Online Discussions Rubric (Discussion Board Rubric)**

**Discussion Content:** discussion post is reflective of assignment week's topic AND discussion post contributes meaningfully to the discussion and participant learning (50 pts)

**Discussion Requirements:** discussion post is a response, question, story, or reflection to assigned week's topic AND participant posted at least one post to assigned week's discussion board (50 pts)

3. **Final Assignment:** For the final assignment, participants will create a one-hour professional development workshop presentation to be used to train educators on best instructional practices for applied deeper learning. Participants' workshops should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.

Final Assignment Required Elements:

-Workshop agenda stating workshop goals, topics to be presented, and time segments (10 points)

-PowerPoint presentation on best instructional practices to improve achievement and motivation to be presented as part of your workshop. The PowerPoint shall be a minimum of 15 slides, not counting the title, closing, and/or reference slides of the presentation. Sources can be cited directly on corresponding slides or on a reference slide at the end of the presentation. (30 points)

-Handout to be used for the presentation (e.g., fact sheet, brochure, FAQ, etc.) The handout should be no more than one page of print (i.e. one side or two sides of one piece of paper = one page of print) (20 points)

- Creation of one workshop audience activity designed to teach a topic of the workshop (30 points)
- Inclusion of course content. Sources can be cited directly on corresponding slides or on a reference slide at the end of the presentation (10 points)

### **TESTING AND GRADING:**

- 40% Written assignments (response journals)
- 20% Online discussions
- 40% Final Assignment

### **Grading Scale-Graduate:**

A 94-100 (4.0); A- 90-93 (3.7); B+ 87-89 (3.3); B 84-86 (3.0); B- 80-83 (2.7); C+ 77-79 (2.3); C 74-76 (2.0); C- 70-73 (1.7); F 69 or below (0.0)

### **ADA Policy**

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. As a student, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

### **Academic Integrity Statement**

Students are required to abide by the *Academic Integrity Policy*.

By taking this course, students agree that all required assignments may be subject to submission for "similarity review" to Turnitin.com, a tool intended to not just detect instances of plagiarism, but to prevent it as well. The tool is intended to help students identify passages that are unoriginal, incorrectly cited, or lacking appropriate source information. Submitted assignments may also be archived in the Turnitin.com database for the purpose of checking for possible future instances of plagiarism, additional similarity searches, and other educational purposes at the discretion of the instructor. For more information, please review the Privacy and Security guide at Turnitin.com.

### **Course Credit Guidelines**

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

### **TOPICAL TIMELINE**

#### **Week One**

- Topics Covered:
  - Overview of Applied Deeper Learning

### **Required Readings**

Great Lakes and Midwest Regional Deeper Learning Initiative (October 2015). Why do Students Need Deeper Learning? American Institutes for Research, Great Lakes Comprehensive Center and Midwest Comprehensive Center. 1-6

## **Other Assignments**

One Page Written Response.

### **Week Two**

- Topics Covered:
  - o Cooperative Learning Strategies

## **Required Readings**

Hess, K.K. (2019). Deepening Student Understanding with Collaborative Discourse. ASCD Express, 14.

## **Other Assignments**

One Page Written Response.

### **Week Three**

- Topics Covered:
  - o Implementing Critical Thinking Strategies in Instructional Planning
  - o Developing Higher Order Thinking Skills

## **Required Readings**

Treffinger, D.J. (2008). Thinking Skills Now. "Preparing Creative and Critical Thinkers." Alexandria, VA: ASCD.

## **Other Assignments**

One Page Written Response.

### **Week Four**

- Topics Covered:
  - o Creating Meaningful Lessons

## **Other Assignments**

Discussion Post.

### **Week Five**

- Topics Covered:
  - o Interdisciplinary Lesson and Unit Design
    - Learning Standards (Common Core State Standards)

## **Other Assignments**

Discussion Post.

### **Week Six**

- Topics Covered:
  - o Designing Assessment
    - Implementing Classroom Probes to Inform Instruction
    - Project-Based Learning

## **Other Assignments**

Discussion Post.

Final Assignment.

\* Syllabus is subject to change.

**TOPICAL OUTLINE**

Instructional Activity	Description of Activity	Time Spent
<p><b>Week One</b></p> <ul style="list-style-type: none"> <li>● Topics Covered:               <ul style="list-style-type: none"> <li>○ Overview of Applied Deeper Learning</li> </ul> </li> </ul> <p><b>Required Readings</b> Great Lakes and Midwest Regional Deeper Learning Initiative (October 2015). Why do Students Need Deeper Learning? American Institutes for Research, Great Lakes Comprehensive Center and Midwest Comprehensive Center. 1-6</p> <p><b>Other Assignments</b> One Page Written Response.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>
<p><b>Week Two</b></p> <ul style="list-style-type: none"> <li>● Topics Covered:               <ul style="list-style-type: none"> <li>○ Cooperative Learning Strategies</li> </ul> </li> </ul> <p><b>Required Readings</b> Hess, K.K. (2019). Deepening Student Understanding with Collaborative Discourse. ASCD Express, 14.</p> <p><b>Other Assignments</b> One Page Written Response.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>
<p><b>Week Three</b></p> <ul style="list-style-type: none"> <li>● Topics Covered:               <ul style="list-style-type: none"> <li>○ Implementing Critical Thinking Strategies in Instructional Planning</li> <li>○ Developing Higher Order Thinking Skills</li> </ul> </li> </ul> <p><b>Required Readings</b> Treffinger, D.J. (2008). Thinking Skills Now. "Preparing Creative and Critical Thinkers." Alexandria, VA: ASCD.</p> <p><b>Other Assignments</b> One Page Written Response.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>
<p><b>Week Four</b></p> <ul style="list-style-type: none"> <li>● Topics Covered:               <ul style="list-style-type: none"> <li>○ Creating Meaningful Lessons</li> </ul> </li> </ul>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs),</p>	<p>22.5</p>

<p><b>Other Assignments</b> Discussion Post.</p>	<p>Discussion Board (4 hrs), Written Response (3 hrs)*</p>	
<p><b><u>Week Five</u></b></p> <ul style="list-style-type: none"> <li>• Topics Covered: <ul style="list-style-type: none"> <li>o Interdisciplinary Lesson and Unit Design <ul style="list-style-type: none"> <li>▪ Learning Standards (Common Core State Standards)</li> </ul> </li> </ul> </li> </ul> <p><b>Other Assignments</b> Discussion Post.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>
<p><b><u>Week Six</u></b></p> <ul style="list-style-type: none"> <li>• Topics Covered: <ul style="list-style-type: none"> <li>o Designing Assessment <ul style="list-style-type: none"> <li>▪ Implementing Classroom Probes to Inform Instruction</li> <li>▪ Project-Based Learning</li> </ul> </li> </ul> </li> </ul> <p><b>Other Assignments</b> Discussion Post. Final Assignment.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>
	<p>*hrs are estimates</p>	<p>Total 135 hours</p>