



LILIE, LLC Course Information

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Title of Course (45 hours): Constructivism Applied in the Classroom

Course Description:

This course reviews the Constructivist theory as it applies to teaching strategies and the curriculum. The course will examine the philosophy as it connects to lesson planning, unit/lesson creation, questioning techniques, testing, differentiation, common core, and professional review as well as other facets of the teaching profession.

Overall Course Objective and Expectation(s) – SWBAT:

- Gain an understanding of various Constructivist views
- Examine research grounded in the Constructivist perspective and synthesize findings
- Articulate a personal understanding of Constructivism
- Explore the key elements of Constructivism - collaboration, learner autonomy, generativity, reflectivity and active engagement
- Apply design principles aligned with Constructivism in the analysis and design of planning, lessons, and assessments

Opportunities for Common Core Standards Alignment:

Course work will, when applicable, demonstrate the practice of common core standard shifts. This practice by instructors of LILIE courses may act as a model for implementation of learned information and skills into common core aligned classroom practice. Depending on the nature and thrust of the course objective, the course will make attempts to balance informational and literary texts, provide for deeper and more critical knowledge in the discipline(s), provide for a staircase of complexity, offer ways in which to demonstrate text-based answers, offer opportunities of writing from various sources applicable to course content and offer tiered academic vocabulary through resources, assignments and instructor-peer and peer-peer dialogue.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings (subject to change):

Engaging Teen in Their Own Learning – 8 Keys to Student Success by Paul Vermette

Students Taking Charge – Inside the Learner –Active Technology Infused Classroom by Nancy Sulla
Constructivist Instructional Design: Foundations, Models, and Examples (2009) edited by Jerry W. Willis.

Constructivist Methods For the Secondary Classroom: Engaged Minds by I. Gabler and M. Schroeder
Constructivist Strategies: Meeting Standards & Engaging Adolescent Minds by Chandra Foote, Paul Vermette, & Cathreine Battaglia

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week I

Topic(s):

Introductions, Definition, History, Theories, Principles

Objectives:

- Define a minimum of 3 professional goals and expectations for this course
- Define Constructivism
- Review and explain the history of Constructivism and key “players”
- Identify the benefits, “downfalls”, theories and principles of Constructivism

Impact on Classroom Instruction:

Participants will familiarize themselves with the history, theories and principles behind Constructivism. They will use the conversations and resources shared throughout the course to increase student engagement and student ownership of learning.

Learner Outcomes:

Students will be able to:

- Summarize information from multiple resources regarding Constructivism
- Identify informative, helpful resources to make a smooth transition from a Traditional learning environment to a Constructivist learning environment
- Respectfully engage in dialogue with others

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Introduce self to classmates explaining position, experience and professional mission statement
- Summarize the background and history of Constructivism
- Read resources and articles, reflect, reference and post about readings
- Plan and post professional goals for class to be implemented throughout course
- Check for understanding and clarify misconceptions via daily postings and discussions



Week II

Topic(s):

Specific Techniques, Lesson Planning, Creation and Questioning

Objectives:

- Examine the elements of effective lesson planning
- Compare and contrast Traditional vs. Constructivist instructional techniques and classroom applications
- Identify instructional strategies, techniques and resources that relate to highly effective questioning
- Create a Constructivist based lesson plan

Impact on Classroom Instruction:

Participants will delve into the concept of “planning of lessons” instead of lesson planning. They will explore how questioning can be used to assess prior knowledge and how that knowledge can then be used to plan and create engaging lessons.

Learner Outcomes:

Students will be able to:

- Identify elements of effective lesson planning
- Demonstrate understanding of a Constructivist classroom environment
- Modify current practices to include more student centered activities
- Professionally respond to peer postings

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Share different lesson plan formats
- Review in depth the differences between a Traditional and Constructivist lesson
- Read and summarize multiple articles relating to effective questioning techniques and lesson planning
- Explore online resources and write a brief synopsis of points that resonate
- Post follow up questions on forum to further professional sharing and learning
- Moderate professional conversations



Week III

Topic(s):

Assessments and Differentiation

Objectives:

- Examine resources and collect information about purpose, effective use and varieties of assessments
- Incorporate differentiated activities and assignments into lessons
- Identify and reflect upon current personal teaching experiences and adapt unit lessons to include evidence of knowledge of students, effective assessments, and differentiation strategies

Impact on Classroom Instruction:

Participants will identify the purpose of assessments and need for differentiation. They will evaluate and critique different assessments and differentiation strategies that can lead to a successful learning experience for all students.

Learner Outcomes:

Students will be able to:

- Assess and evaluate assessments and formulate a plan to adapt to current lesson planning
- Read, discuss and implement new research-based differentiation strategies
- Explore ways to teach curriculum without teaching to the test
- Identify informative, helpful resources relating to Constructivism and “testing”

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Review a variety of differentiation strategies
- Constructively critique assessment process
- Examine unit lesson plans and incorporation of Constructivist elements
- Study the impact of assessments on students, teachers, and districts
- Moderate conversations between participants and encourage dialogue



Week IV

Topic(s):

Course Reflection and Professional Growth and Development

Objectives:

- Compare and reflect on teaching practices before taking this course and after
- Identify new instructional strategies, techniques and resources that relate to Constructivist classrooms that can be adapted to your teaching
- Share Constructivist based lessons
- Analyze the learning experience in this course by reflecting on professional goals and expectations set at the beginning of this course

Impact on Classroom Instruction:

Participants will apply new information gleaned throughout course to implement instructional strategies, ideas and concepts to help: create a Constructivist learning environment, increase student engagement, increase test scores and attain a professional HIGHLY Effective rating.

Learner Outcomes:

Students will be able to:

- Design curricula and plan instruction based on knowledge of Constructivist theories
- Explore the multitude of professional development opportunities available and the importance of reflection and professional goal setting
- Modify current lesson planning and teaching practices based on collegial discussions of Constructivism

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Provide feedback and evaluation of implemented ideas via course postings
- Compare prior knowledge to acquired knowledge
- Share newly created Constructivist lessons and peer reflect
- Discuss proactive ways for teachers to continue to build upon course information, reflect on learning and improve instruction
- Post course reflection overview