



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Classroom as Community: Responsibility of All

Course Description: What defines a community? How do we envision a classroom community to look and even sound like? This course will focus on the skills necessary to foster an environment in which both students and teachers share the roles and responsibilities of creating a brave learning community. Instructional and social interactions like reality pedagogy, co-generative dialogues, and cosmopolitanism will be discussed, implemented and reflected upon to better our classroom communities. Both teachers and students will learn to display both self-awareness and social awareness - are able to vocalize this and share perspectives in regards to meeting their personal and cultural needs. The course will also discuss the needs of having empathy for others, identifying emotions and causes, positive goal setting, responsible decision making, and focusing on personal assets to maintain respectful relationships in a space that is both co-inhabited by educators and students for a diverse learning community.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

Objectives	<ul style="list-style-type: none"> • Personal introduction to the course • Learn and recognize neo- indigenous learning populations • Discuss what makes a strong, brave and shared brave learning community • Develop classroom practices and routines based upon students needs assessment and cultural experiences • Support powerful connections between all in the classroom • Create classroom space that is open and flexible for all learning populations • Discuss collider classrooms and shared spaces to support student voice and affirm identity of all
Topics	<ul style="list-style-type: none"> • Personal Introductions • Creating brave learning spaces • Equity • Acknowledging nonindigenous populations • The role and power of both teachers and students • Shifting perspectives challenging the status quo
Application to Instruction & Student Learning	<p>Participants will consider the needs of nonindigenous students and how we can collaborate with students to create a classroom community in which needs are met and students are also aware of what they need to be successful. Participants will also learn about the collider classroom and how we can provide more flexible open spaces to students to increase the community engagement and learning.</p>

Session II

Objectives	<p>Educators will:</p> <ul style="list-style-type: none"> • Understand the major assignments for course; midterm and final • Examine reality pedagogy • Analyze and formulate actions to make students the experts • Examine the learning community and how we can all display self-awareness and social awareness • Recognize and identify various emotion and impact on learning community
Topics	<ul style="list-style-type: none"> • Review major assignments • Discussion of social and self-awareness • Creating brave learning environments • Importance of connections and climate • Personal growth and shifting perspective • Creation of reality pedagogy

Application to Instruction & Student Learning	Continuing the shift in perspective, educators will be focused on creating equity and opportunities for those marginalized populations while doing so with an asset-based approach instead of the historically deficit view and encouraging everyone in the learning space to be more socially aware of others emotions and cultural experiences. We will discuss how to improve the shared learning space by co-constructing the classroom between teacher and students and the use micro-affirmations in order to increase social awareness and positivity within the learning community. Participants will also construct a lesson that focuses on reality pedagogy that allows students to become more the expert of their own learning and success.
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Session III

Objectives	Educators will: <ul style="list-style-type: none"> • Examine the responsibilities of teacher in creating the learning space • Examine and assess own biases and fear- based narratives • Critique the of neo-indigenous populations and different intelligences • Reflect upon our own rooted bas • Examine various models of Pentecostal Pedagogy • Create an atmosphere of open speech, shared emotions and collective agreement in the classroom
Topics	<ul style="list-style-type: none"> • Eliminating fear-based narratives • Teacher role of establishing classroom community • Developing an Asset-based approach to multiple intelligences • Changing instructional practices and shift in perspective • Pentecostal Pedagogy
Application to Instruction & Student Learning	Participants will consider their own fear-based narratives and unconscious bias and how we can eliminate this from our classroom community and rather focus on the assets that individual cultural experiences bring to our classrooms. While considering our nonindigenous populations , we want to incorporate ideas of Pentecostal pedagogy - where we create spaces of open, flexible speech and where students needs, assets , and voice are the pinnacle of the learning community. Specific ideas and strategies of implementation of this theory will be discussed, shared and reflected upon throughout the week.

Session IV

Objectives	<ul style="list-style-type: none"> • Guide students into understanding their own role and responsibilities within the classroom community • Understand the students place within the world and affirm voice and identity • Implementation of co-generative dialogues and co-creating ideas with our students to improve classroom social fields • Understand student culture circles that affirm student voice and identity • Learn about theory of cosmopolitanism - students will disclose strengths and weaknesses in content and be able to create their own plans of actions to maximize strengths in each other and themselves.
Topics	<ul style="list-style-type: none"> • Cosmopolitanism • Co-generative dialogues and culture circles • Final Reflection: How Have You Grown? • Extension of Course
Application to Instruction & Student Learning	Participants will understand the value of sharing the classroom space with learners and creating a familial culture through cosmopolitanism and creating specific lessons and activities that include cogenerative dialogues, culture circles and more. These lessons will support students in cohabitating the learning space and being confident in sharing their voice and affirming identity through content and shared emotions.