



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: Building Big Ideas and Knowledge Through Critical Thinking

Course Description: In this course, participants will learn to elevate the thinking process to curate knowledge and connect ideas through critical thinking - which includes actively engaging with all types of information, questioning assumptions, evaluating evidence and analyzing arguments to develop a deeper understanding of concepts, ideas, and themselves as learners and individuals. Participants will guide students into approaching information with skepticism, curiosity, and an open mind in seeking to make connections, identify patterns, and draw reasoned conclusions that are inclusive of various perspectives, ideas, and consider various social groups. All of these processes and thinking protocols will help participants and the learners in their classroom community to develop a more nuanced and well-informed perspective on various topics, enabling them to make better decisions, develop bigger ideas and use their own knowledge, experiences and resources in order to contribute meaningfully along with their peers and teachers in open dialogue to contribute to creating the brave learning community together. Educators play a vital role in creating the brave learning space by actively engaging in discussions, sharing their own experiences, modeling resilience in the face of challenges, and creating a safe space for exploration. This participation sets the tone for openness, curiosity, and growth within the 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 understand critical thinking and how it helps students to build ideas and better understand others perspectives • Consider diverse learning populations and needs and allow for new ideas and deeper personal connections • Discuss how elevated thinking helps students to create bigger ideas and ultimately knowledge • Compare critical consciousness and critical thinking pedagogy and effect on student success • Develop classroom practices and routines based upon integrating critical thinking activities • Create classroom space that is open and flexible for all learning populations to feel valued and heard • Equal contribution to the brave learning space by educators and students alike. • Understand goals and criteria of peer-to-peer responses/interactions and postings and practicing tenets of Brave Learning • Understand goals and expectations for responses to discussion board assignments •
Topics	<ul style="list-style-type: none"> • We Learn From One Another: Discussion Board Posts and Peer-to-Peer Response/Feedback • Creating brave learning spaces • Elevated critical thinking • Acknowledging the need to support and guide students into understanding others ideas • The role and power of both teachers and students • Shifting perspectives in recognizing student voice, cultural needs and identity
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Learn the value in guiding students to elevated critical thinking that allows them to further understand themselves and others perspectives. • Encourage students to integrate compass protocols that further defines their own thinking and needs and educators should do the same. • Reflect upon cultural expectations and experiences that drive educational needs and interests. • Reflect upon their own use of critical thinking and how them personally and professionally and will help their students • elp students to develop a strong identity in the classroom allows them to become more involving in the learning process and overall success • Consider how our interactions and views of students needs affects student participation and success – ex. Compass protocols and Me/We /They) protocols

Session II

Objectives	<ul style="list-style-type: none"> • Understand the major assignments for course; midterm and final • Examine thinking protocols and how it relates to elevated thinking and creating big ideas for both educators and learners • Analyze and formulate actions to develop stronger use of thinking protocols among diverse student populations and staff • Examine the learning community and the influence of outside sources on critical thinking and interacting with others • Recognize and identify various thinking protocols and how they can be implemented in for learners to connect to themselves and others • Reflect on personal experiences and individual student needs for our underserved or marginalized student populations • Model and facilitate student dialogue and interactions that lead to critical thinking and understanding different perspectives. • Including gender responsive pedagogy in our classrooms • Consider how critical thinking protocols many differ among underserved populations and our own reactions as educators.
Topics	<ul style="list-style-type: none"> • Review major assignments • Discussion of critical thinking protocols • Creating structured opportunities to students connect critical thinking and big ideas • Compass Thinking Protocols and He/She/They protocols, etc • Implementations of thinking protocols among diverse classroom communities • Facilitating and modeling respectful dialogue • Awareness of how thinking protocols and classroom implementation may differ among underserved, marginalized or LGBTQYA students.
Application to Instruction & Student Learning	<p>Participants will learn in depth about various thinking protocols (Compass points, He/She/They, etc.) and how they help our students to develop thinking routines that lead to elevated thinking routines which will allow deeper critical thinking and connections to content, themselves, and peers. We want to prioritize deeper connections to what students are learning and then be able to connect this to themselves as individuals and add personal resources and experiences. Students will have stronger understanding of the self as well as the content to develop respectful and open-minded dialogue with peers to gain further understanding of various perspectives.</p>

Session III

Objectives	<ul style="list-style-type: none"> • Examine the responsibilities of students and educators in creating the brave learning space for all • Examine the need for students to make stronger connections to self through critical thinking • Critique of critical thinking strategies and how it helps students to develop bigger ideas. • Help educators to consider various perspectives through critical and visual thinking • Educators gaining stronger sense of self identity and awareness • How students can use critical thinking strategies to further knowledge • Preserving identity and sense of self especially with marginalized students • Create an atmosphere of open speech, shared emotions, and collective agreement in the classroom • Students providing conversational pieces and thinking protocols • Evaluating diverse resources and making sound judgements • Reflection of benefits for students utilizing critical thinking strategies in the brave learning space and beyond through peer comments and course discussion • Reflection of change in teacher role
Topics	<ul style="list-style-type: none"> • Amplifying student identity and voice in the brave learning space • Student role and change of teacher role of establishing classroom community • Students using critical thinking skills to build knowledge and understanding • Changing instructional practices and shift in perspective • Implementation of critical thinking lessons and activities • Reflection of benefits for students in the brave learning space and beyond • Reflection of teacher role as facilitator and observing students

Application to Instruction & Student Learning	Participants will learn how to model, guide, and instructs their diverse learners into utilizing critical thinking skills to broaden knowledge of content and develop bigger ideas as related to the content. Developing these ideas will also lead students into having a stronger sense of self- identity within the learning community and be able to share these thoughts with others effectively through communication and evaluating diverse resource/information strategies. There will be a focus on the teacher as facilitator and leading a more student -centered brave learning space.
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Session IV

Objectives	<ul style="list-style-type: none"> • Understand the students place within the world and affirm voice and identity • Implementation of critical thinking strategies within the classroom community • Understand student culture and the importance of evaluating resources and information • Using visual thinking in order to further understanding and build knowledge • Incorporating cooperative learning as a tool to build critical thinking skills • Agreements in courageous conversations • Create a lesson that utilizes critical thinking strategies to further understanding and to build knowledge and big ideas • Provide reflection and feedback on lesson and suggestions for improvement on peers lessons. • Increased self- awareness and teacher identity in the classroom • Reflection - growth and understanding and how you will make changes to your practice, interactions with students, and continuous improvements to the brave learning space • Reflection of positive effects of critical thinking strategies that support developing knowledge and big ideas and create shared responsibilities in the classroom among students, teachers and support staff, and being able to understand various perspectives using visual thinking methods like compass protocols, etc.
Topics	<ul style="list-style-type: none"> • Use of visual thinking strategies as a critical thinking skill • Using cooperative learning to build critical thinking skills • Lessons to improve critical thinking strategies • How to increase self-identity in the BIPOC population • Final Reflection: How Have You Grown? • Extension of Course
Application to Instruction & Student Learning	<p>Participants will implement critical thinking skills like visual thinking and aspects of cooperative learning to expand ideas and further build personal knowledge and understanding of the content as well as themselves and the world around them. Participants will share specific lessons for diverse populations and reflect upon student outcomes and how it also helps to build the brave learning community. Feedback will be provided by instructor and peers for reflection and suggestions for improvement.</p> <p>Participants will thoroughly reflect upon how their role has changed throughout these implementations and the benefits to both students and teachers and finally reflecting upon and sharing personal growth throughout the course and positive changes to the classroom community. .</p>