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

Title of Course*:* Creating a Framework to Promote Student Attention

Course Description:

What does it mean to "pay attention"? Creating a framework to promote student attention requires a multifaceted approach that considers the cognitive, emotional, and environmental factors that affect learning. This can involve incorporating strategies that engage their interest, support focus, and sustain motivation. Environmental factors may include minimizing distractions, seating and lighting options that are conducive to focus, and using technology wisely as to not overwhelm students with too much stimuli. Additional strategies include having interactive activities and hands on activities, and chunking information to make content manageable to maintain focus. Another important factor to gain attention is making content connect to real life situations, solicit student input and feedback, and use judgement to build curiosity. Cognitive and emotional support of attention and focus include mindfulness practices, encouraging breaks, and building meaningful relationships that create a brave learning environment where students feel valued and heard. Participants will explore and learn a multitude of ways to implement these strategies both instructionally and through cognitive and emotional development practices. Additionally, we will learn to reflect and assess our own attention and how we can assess personal and student attention in order to increase overall student success and motivation to build curiosity and learn.

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 n 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	Educators will: • Personal introduction to the course • Define and share experiences of what it means to "pay attention" • Learn about the three types of attention - selective, alternating, sustained • Discuss how students display these types of attention within the classroom academically and trough daily interactions • Develop classroom practices and routines based upon students' attention ability • Support powerful connections between cognitive psychology and student attention • Create classroom space that is open and flexible for all learning populations to feel valued and heard
Topics	• Personal Introductions • Creating brave learning spaces • Define different types of attention • Acknowledging the need to support student through various factors that affect student attention • The role and power of both teachers and students of activating attention • Shifting perspectives in recognizing student voice, cultural needs and identity
Application to Instruction & Student Learning	Educators will: • Learn about the various types of attention • Discuss how attention affects student success and also defines identity • Consider personal experiences with attention and how they can help to guide students as individuals • Reflect on distractions in the classroom and personally and how our own experiences can shape this • How does paying attention increase student success and participation in the brave learning space • Assessing student attention and needs • Consider cultural differences and perspectives.

Session II

Objectives	Educators will: • Understand the major assignments for course; midterm and final • Examine principles of promoting attention

	• Analyze and formulate plans to implement the 5 principles of promoting attention
	• Examine the learning community and student individual needs to increase overall attention
	• Recognize both individual and group needs to promote attention and to not use other strategies as a punishment
	• Reflect on personal experiences and peer comments, suggestions, and encouragement
Topics	• Review major assignments • Discussion of 5 principles to promote student attention • Creating instructional strategies that support these principles • Reduce cognitive load and utilize student interest and background knowledge into the classroom community • Personal reflection and experiences
Application to Instruction & Student Learning	Participants will focus on how to recognize and implement the 5 principles to promote attention that support students to gain interest in their own learning and success while finding the root cause of off task behaviors. These principles include reducing the cognitive load, incorporate students' background knowledge, integrating multiple modalities, nurture positive relationships, and teaching self-regulation Several instructional strategies will be shared, discussed and implemented - participants will share peer comments and reflect upon personal experiences and overall success. Participants will share with one another the changes and improvements they have seen in their student's individual attention along with how these strategies help to build the brave learning community.

Session III

Objectives	Educators will: • Examine the responsibilities and roles in creating optimum conditions for learning • Examine the need for students to control their own learning • Reflect on our implicit biases and inequity int has caused within classrooms • Consider various perspectives through cognitive load management, student interest, multiple modalities, relationships, and self-regulation • How students can increase their own attention in the classroom • Preserving cultural artifacts and experiences to share diverse experiences • Create an atmosphere of open speech, shared emotions, and collective agreement in the classroom • Students providing conversation, content and resources to the learning experience • Reflection of our own experiences in paying attention in the classroom • Comment and share reflections on teacher experiences
Topics	• Amplifying student voice and interests in the brave learning space to promote attention • Student role of establishing classroom community and ownership of learning • Students as curator of content and resources • Reflection on implicit biases within the classroom and how it affects student attention • Implementation of students controlling their own learning through multiple modalities, cognitive load management, and self-regulation • How to create conditions for attention in the brave learning community • Reflection of teacher role as it pertains to creating conditions to promote attention
Application to Instruction & Student Learning	Participants will learn to explore and share implementation strategies in how to create conditions to promote optimal student attention in the brave learning community as it pertains to the diverse learning needs and interests of all students. Participants will encourage students to take more control of their learning and attention through cognitive load management, student interests, multiple modalities, relationships, and self-regulation. Additionally, participants will reflect upon implicit bias and personal experiences that may affect student sustained attention in the classroom environment. Participants will learn to consider diverse needs of students based on personal needs, experiences, and relationships. Further discussion and peer comments will include personal reflections, ideas and strategies implemented to share.

Session IV

Objectives	Educators will: • Reflect on their own abilities to pay attention • Understand WHY students may not be able to pay attention and the reason • Implementation of attention assessment strategies • Using curiosity about students behaviors to avoid judgement • Using assessment strategies to help students pay attention • Modeling and teaching attention techniques for learning and listening to others • Implement positive self-identity for BIPOC population • Create curated archives for future use of attention strategies for diverse learning groups • Reflection - growth and understanding and how you will make changes to your practice of attention, positive interactions with students, and continuous improvements to the brave learning space. • Reflection of positive effects of attention skills and positive emotions that support and affirm student identity and build confidence and meaningful relationships among students, teachers and support staff to achieve optimal learning conditions and overall success.
Topics	• Use of attention strategies in the classroom • Using curiosity to avoid student judgement • Reflection of our own ability to pay attention • Share and learn about various attention strategies ands what is effective • How to increase self-identity and attention in the BIPOC population • Final Reflection: How Have You Grown? • Extension of Course
Application to Instruction & Student Learning	Participants will understand the value of understanding the root causes of student's ability to give attention or inattention in the learning community. We will learn to turn our judgement into curiosity of learning about students as individuals and nurturing these relationships to increase attention and engagement. We will share various attention strategies to use in a variety of diverse classrooms that are effective among all learning populations and how to implement them on a consistent basis. We will also reflect on our personal abilities to pay attention and how can further connect this to our own students as a way to model and guide them. . 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.