



## LILIE, LLC Course Information

© Copyright Notice

The information below is proprietary information of LILIE, LLC and subject to copyright laws and restrictions. Access to this content is licensed solely to teachers seeking to evaluate it as a professional development option. LILIE, LLC reserves the right to revise the content and will pursue all available legal remedies for misuse of the content herein.

---

*\*More detailed course curriculum can be provided upon request*

**Title of Course:** 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):**

- 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

### **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**

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 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 arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging

interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

**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 reflection 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

### 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



## 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



## 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”



## 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