



Increasing Student Engagement

Brandman University: EDDU 9616 – 3 Semester Hours

Thank you for registering for this course. Included are the following important documents:

1. Course Syllabus
2. Course Materials
3. Assignment Plan – Assignments to turn in & Grading Rubric
4. Course Hourly Breakdown
5. Participant Evaluation Form

Assignment Deadline: This course is a rolling course throughout the year, which means it does not have a specific deadline. However, you must submit all completed assignments by 6 months after the registration date with Credits for Teachers. Please allow 4 weeks from the date assignments are submitted for the grade to be added to your transcript.

Registering with Brandman University: Please register with the university prior to starting your coursework. *Students must register for the course through Brandman prior to the end of the semester in which they are enrolled with Credits for Teachers.* To register, visit their [website here](#). If you are registering with Brandman for the first time, create an account. If you are a returning student, enter your login information.

Upon Completion of the Course:

1. Please submit all completed assignments in PDF format in one email to grades@creditsforteachers.com.
2. Complete a Course Evaluation (2 minutes) by clicking the link below - Course Evaluation Form

Increasing Engagement - Syllabus

EDDU 9616

3 credits

Course Description: This course provides strategies to help increase student engagement in the classroom. With an emphasis on lesson planning, teacher language, and class discussions, the strategies offered in this course help educators develop engaging lessons for their students. The end goal is to get students more excited about their own learning, which in turn results in improved student learning.

Learning Objectives:

- Students will learn strategies for lesson planning to develop more engaging lessons.
- Students will use certain teacher language when speaking in the classroom to promote student engagement.
- Students will learn and use strategies to plan and implement engaging classroom discussions.
- Students will be able to apply strategies to their planning, teacher language and classroom discussions to increase and maintain student engagement.
- Students will develop skills to reflect on & improve their own teaching practices.

Course Materials:

- Readings:
 - (Required) List of chapters below all from the book *Engaged Learning* by Richard VanDeWeghe:
 - “4: Engagement and Instructional Practice”
 - “6: Using Words that Support Engaged Learning”
 - “7: Using Discussions to Engage Learners”
- Videos:
 - 7 Ways to Increase Student Engagement in the Classroom
 - How to Make Class Discussion Engaging
 - Strategies for Student Centered Discussion
- Content Implementation: (You will choose one of the following options.)
 - OPTION 1: Implementation Plan & Implementation Plan Template
 - OPTION 2: Hour Log Template & Hour Log Example

*NOTE: The example is meant to act as a reference for what different entries could look like in the hour log assignment. Although this example relates to the *Growth Mindset* course, the outline and example entries can still be used as a model for what to include in the hour log assignment.
- Course Evaluation Form

Assignments:

1. Read the packet that includes the following sections from the book *Engaged Learning* by Richard VanDeWeghe.
 - “4: Engagement and Instructional Practice”
 - “6: Using Words that Support Engaged Learning”
 - “7: Using Discussions to Engage Learners”
2. In at least 1 page, reflect on the following questions:
 - a. When a student is engaged in your classroom, what does that mean to you? What does that look like and sound like?
 - b. What strategies have you used in the past to help engage students?
3. After reading chapters 6 and 7, choose the topic (teacher language with students or classroom discussions) that you feel you need more practice on. Then, in at least 2 pages, respond to the respective prompt below by answering the questions about that topic. (You only have to respond to 1 of the prompts below.)
 - a. Teacher Language: Have you ever paid close attention to the language you use with your students? Do you think it makes a difference towards their engagement? Why or why not? Do the examples of phrases and praise in the reading already match with how you currently interact with students? Is it going to be challenging for you to start incorporating some of these phrases? Explain.
 - b. Classroom Discussions: How have whole class discussions gone for you in the past? Are they a challenge for you and/or your students? Does everyone participate? How do you ensure everyone is engaged in the discussion or is this a challenge? Explain.
4. Watch the following videos for more student engagement strategies:
 - 7 Ways to Increase Student Engagement in the Classroom
 - How to Make Class Discussion Engaging
 - Strategies for Student Centered Discussion

*NOTE: For younger students, it might be helpful to have a set of sentence starters available and visible for them to use throughout the discussion. Here are a few examples:

 - I agree/disagree with ___ because ___.
 - I heard you say ___, and/but ___.
 - I think ___ because ___.
 - This confused me because ___.
5. Content Implementation: **You only have to complete one of the following options.**

OPTION 1: This section typically applies to in class (or within the school day) implementation of strategies. For teachers that are in their summer break or do not have contact with students due to COVID-19, please refer to the Implementation plan for how to adjust this section accordingly. The Implementation Plan takes the place of the Hour Log, so you only have to do one or the other. Links to the Implementation Plan assignment and template can be found above in “Course Materials.”

Make sure to include the following in your 4 week plan. Use the following strategies and reminders to guide your planning and teaching. Use examples from the text to help you as well.

- Planning (Chapter 4): Use the guiding questions throughout to plan engaging lessons. You don’t have to use all of the questions. Pay particular attention to the five conditions of flow states.
- Teacher Language (Chapter 6): While interacting with students during a lesson, use language that promotes student thinking and that gives effective praise of their work. Use the phrases offered in the text or modify them to make them your own.
- Classroom Discussions (Chapter 7): Incorporate a minimum of 2 class discussions in your unit or series of lessons and use the following strategies while planning and executing them.
 - Choose an engaging idea.
 - Ask an authentic question.
 - Use silence and wait time.
 - Use the 5 parts of a dialogic discussion.
- Minimum of 1 of the strategies from the videos in #4

OPTION 2: Complete an hour log that logs the hours when you implement strategies from the course. Choose some upcoming lessons to begin implementing the engagement strategies for planning, teacher language, and classroom discussions in your classroom with your students. Use the following strategies and reminders to guide your planning and teaching. Use examples from the text to help you as well.

- Planning (Chapter 4): Use the guiding questions throughout to plan engaging lessons. You don’t have to use all of the questions. Pay particular attention to the five conditions of flow states.
- Teacher Language (Chapter 6): While interacting with students during a lesson, use language that promotes student thinking and that gives effective praise of their work. Use the phrases offered in the text or modify them to make them your own.
- Classroom Discussions (Chapter 7): Incorporate a minimum of 2 class discussions in your unit or series of lessons and use the following strategies while planning and executing them.
 - Choose an engaging idea.
 - Ask an authentic question.

- Use silence and wait time.
- Use the 5 parts of a dialogic discussion.
- Minimum of 1 of the strategies from the videos in #4

Spend a minimum of 60 hours (about 2 weeks) implementing the strategies from the course and log the 60 hours. Possible options to use for logging hours include but are not limited to:

- Planning lessons
- Teaching lessons
- Reflections on practice
- Research of course topics
- Planning with colleagues

For each day, briefly explain what you accomplished, the lesson you taught, the strategies from the course utilized, and their effectiveness on students' learning. Make sure to include dates, the total hours spent each day or for each entry, and the total hours spent overall. Links to an Hour Log template and example can be found above in "Course Materials."

*NOTE: You will expand and elaborate on the strategies used and how it all went in your Final Reflection assignment. The hour log is meant to serve as a brief description of recorded evidence that 60 hours of course content implementation were completed.

Additionally, use this log as an opportunity to reflect on the successes of implementing various strategies and what modifications can be made to improve the success of these strategies in subsequent lessons.

6. Final Reflection: ***You only have to complete one of the following options.***

OPTION 1: If you completed the course during the summer or during COVID-19 closures and completed the Implementation Plan, follow the guidelines below.

- a. Write a minimum two-page paper explaining how you plan to implement the strategies from the course. Make sure to answer the following questions in your reflection.
 - i. What strategies do you plan to implement, and what will they look like and/or sound like in your classroom? What will you be doing as the teacher? What will students be doing?
 - ii. What impact do you hope to see from using these strategies on your teaching and on student learning?
 - iii. How is this way of teaching the unit different from how you taught the unit in the past?
 - iv. What do you plan to do to support the effectiveness of the methods and strategies?

- v. What modifications do you plan to make on any of the strategies and why? (If you are not planning on making any modifications, feel free to skip this question.)
- vi. What challenges do you foresee arising from using any of these strategies?

OPTION 2: If you completed the course during the school year and completed the Hour Log assignment, follow the guidelines below.

- a. After consistently implementing the engagement strategies listed above in #5 in your lessons for 2 weeks (60 hours), reflect on the effectiveness of using these strategies on your teaching and student learning.
- b. Write a minimum two-page paper explaining the impact of using the engagement strategies on your teaching and on student learning. Make sure to answer the following questions in your reflection.
 - i. What strategies did you implement, and what did they look like and/or sound like in your classroom? What were you doing as the teacher? What were students doing?
 - ii. Were the methods and strategies successful and did you notice a difference compared to when you taught that topic in the past?
 - iii. What did you do to support the effectiveness of the methods and strategies used? Did you modify any of the strategies to help meet your needs or the needs of your students? If so, describe the modifications and explain the reasoning behind them.
 - iv. What was challenging or didn't work as well as you would have hoped?
 - v. How would you modify any part of what you implemented to make it more effective in the future?

Increasing Engagement - Assignment Plan, Evaluation & Grading

Current Practices Reflection (Written response rubric)	X/15 pts
Language/Discussion Reflection (Written response rubric)	X/15 pts
*Hour Log Assignment OR Implementation Plan	-----
Final Reflection on Increasing Engagement (Final Reflection Rubric)	X/40 pts
Final Grade	X/70 pts

(*The assignment is required but is not graded)

Final Grade Scale

- 63-70 - A
- 56-62 - B
- 49-55 - C
- 42-48 - D
- 41 & Below - F

Written Response Rubric (Used for Current Practices Reflection & Language/Discussion Reflection):

Grade	Description
A (14-15)	Student answers all questions thoroughly with detail. The responses are well thought out and in depth and show understanding of what it means to promote student engagement through better lesson planning, teacher language, and/or class discussions. The examples given are detailed to the point that it is very clear what the outcome will look like in the classroom.
B (12-13)	Student answers all questions. Examples of new strategies are explained. More detail could have been given in one or more of the responses.
C (11)	Some questions are complete while others are not. Student may have left out examples or just failed to answer all parts of the question. Student engagement strategies are mentioned but full understanding is missing.
D (9-10)	Student has attempted to answer all questions but answers are incomplete. Not all parts of the questions are addressed and/or the strategies mentioned do not reflect student engagement through better lesson planning, teacher language, and/or class discussions.
F (0-8)	Answers are incomplete with a one or two sentence answer. There is no elaboration. Strategies are missing or do not reflect student engagement.

Final Reflection Rubric:

Grade	Description
A (36-40)	<p>Student has developed multiple lessons that include all of the strategies and guidelines listed in the assignment (#5) geared towards promoting student engagement. Student has provided a detailed explanation of how strategies for lesson planning, teacher language, 2 or more class discussions, and 1 or more strategy from the videos were implemented into the lessons including all aspects mentioned in the assignment (#5). If anything was modified, the student has explained how and why those aspects were changed. The explanation also includes how each strategy helped increase student engagement within the lessons. Lastly, student has answered all of the reflection questions.</p>
B (32-35)	<p>Student has developed multiple lessons that include the majority of the strategies and guidelines listed in the assignment (#5) geared towards promoting student engagement. Student has provided an explanation of how strategies for lesson planning, teacher language, and 1 class discussion were implemented into the lessons including the majority of the aspects mentioned in the assignment (#5). Lesson planning, teacher language, and a class discussion are all mentioned, but there are 1 or 2 strategies missing. The missing strategy might be a strategy from the videos. If anything was modified, the student has explained how and why those aspects were changed. The explanation also includes how each strategy helped increase student engagement within the lessons. Lastly, student has answered all of the reflection questions.</p>
C (28-31)	<p>Student has developed multiple lessons that include some of the strategies and guidelines listed in the assignment (#5) geared towards promoting student engagement, but some are missing. Student has provided an explanation of how strategies for lesson planning, teacher language, and 1 class discussion were implemented into the lessons including some of the aspects mentioned in the assignment (#5). Lesson planning, teacher language, and a class discussion are all mentioned, but the explanation is incomplete and there are strategies missing for all three aspects. If a strategy from the videos is implemented, the explanation of what was done is incomplete. If anything was modified, the student has partially explained how and why those aspects were changed. The explanation also includes how each strategy helped increase student engagement within the lessons. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.</p> <p style="text-align: center;">OR</p> <p>Of the three aspects of student engagement (planning, teacher language, and class discussions), only 2 are included in the lessons developed and in the explanation, and one of them is missing entirely. The explanation is complete for the 2 aspects mentioned. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.</p>

D (24-27)	<p>Student has developed multiple lessons that include some of the strategies and guidelines listed in the assignment (#5) geared towards promoting student engagement, but some are missing. Of the three aspects of student engagement (planning, teacher language, and class discussions), only 2 were implemented into the lessons. Student has provided an incomplete explanation of how everything was implemented, and there are strategies missing. If a strategy from the videos is implemented, the explanation of what was done is incomplete. If anything was modified, the student has partially explained how and why those aspects were changed. Student has partially explained how each strategy helped increase student engagement within the lessons, but it is incomplete. Lastly, student has answered some of the reflection questions, but some questions are not addressed.</p> <p style="text-align: center;">OR</p> <p>Of the three aspects of student engagement (planning, teacher language, and class discussions), only 1 is included in the lessons developed and in the explanation, and two of them are missing entirely. The explanation is complete for the 1 aspect mentioned. Lastly, student has answered some of the reflection questions, but some questions are not addressed.</p>
F (0-23)	<p>Student has developed 1 or 2 lessons that include less than half of the strategies and guidelines listed in the assignment (#5) geared towards promoting student engagement. Only 1 of the three aspects of student engagement (planning, teacher language, and class discussions) was implemented and the explanation is very incomplete with multiple strategies missing. A strategy from the videos is missing. If anything was modified, the student did not explain how and why those aspects were changed. Very little is mentioned about how the strategies helped to promote student engagement, or it isn't mentioned at all. Student has answered some of the reflection questions but responses are very incomplete, or none of the questions have been answered.</p>

Increasing Engagement - Suggested Hourly Breakdown

Course Readings, Videos & Additional Materials	5
Planning strategies into lessons	10
Practicing (or planning) strategies/techniques in the classroom	*20
Reflecting on lessons and effectiveness of strategies	5
Brainstorming, researching and writing all assignments	5
Total Hours	45

*Note: When utilizing the Hour Log option, the 20 course hours listed equates to 60 hours of course content implementation.

Upon Completion of the Course:

1. Please submit all assignments in PDF format to grades@creditsforteachers.com.
2. Complete a Course Evaluation (2 minutes) by using the link below - Course Evaluation Form

Bibliography

Reading Horizons, director. *7 Ways to Increase Student Engagement in the Classroom*. YouTube, YouTube, 3 Jan. 2014, www.youtube.com/watch?v=TjADkTe5upA.

Howcast, director. *How to Make Class Discussion Engaging: Classroom Management*. YouTube, YouTube, 1 Apr. 2020, www.youtube.com/watch?v=xwgiUXM70JE.

Thompson, Teresa, director. *Strategies for Student Centered Discussion*. YouTube, YouTube, 25 Mar. 2014, www.youtube.com/watch?v=N99Mg5LffM.

VanDeWeghe, Richard. *Engaged Learning*. Corwin Press, 2009.

Credits for Teachers Policies

Graduate-level professional development credits are not part of a degree program. These courses can be used for professional development, salary advancement, and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a

degree program at the discretion of the accepting institution. Courses are rolling throughout the year, which means it does not have a specific deadline to submit completed assignments. You must submit coursework by 6 months after the registration date with Credits for Teachers. Students have up to 30 days after the purchase of a course to request a refund.

Thank You!

