

# Framingham State University

*Online Professional Development Course for Educators*

Course Title: **Strategies for Effective Teaching**, 1 credit

Instructor: **Patricia Glynn, MA** [pglynn@framingham.edu](mailto:pglynn@framingham.edu)

**Term:** summer 2017, July 10-August 4

**Blackboard:** [www.framingham.blackboard.com](http://www.framingham.blackboard.com), 24-hour Blackboard support: 1-866-361-8970

**Course Texts:** There are no required books for this class. All articles and videos will be viewable online and/or easily accessible at our library.

**Course Description:** Presents strategies to help educators become more effective in the classroom. Participants share their strengths and investigate better ways of interacting with students, principals, peers, and parents in order to enhance the teaching and learning environment. Suggestions will include organizational and time management tips, establishing an effective classroom tone, providing clear guidelines, creating more effective lesson plans, providing exemplary work, improving communication, suggesting helpful resources for ideas and lessons, and helping students take better ownership of their learning. Case studies of school problems and possible solutions are examined.

0.250 Credit hours

**Levels:** Non-Matriculated

## **Course Objectives:**

1. Students will learn new teaching strategies and techniques.
2. Participants will share ideas and lesson plans regarding effective teaching strategies.
3. Students will learn how to produce lesson plans with strategies for effective teaching in mind.
4. Students will create original work including lesson plans and a master unit that incorporate ideas from our class and from reliable sources.
5. Participants will engage in collaboration with peers to design materials that reflect the Common Core State Standards.

## **Course Expectations:**

Participation in all assignments and course discussion is required. Learners are expected to interact with our class at least every 48 hours. Course material is arranged in modules and should be viewed in the order listed. Students are expected to complete weekly assignments, participate

in weekly discussion boards, and are expected to write an initial reflection paper that is due during the first day of class. Discussion questions will be posted in the threaded discussion area. The first two discussion responses will be due within the first 48 hours of the beginning of each module and other students will be expected to post comments, questions, etc. within 24 hours regarding these initial responses. All other discussion questions should be answered by the middle of each module to allow time for active discussion engagement. Posts must be of substance, include your name, and include the person you are responding to. I shall monitor all discussions and the quality of posts; however, students must take responsibility for keeping discussions lively by posting thought-provoking replies. Learners will choose a reference book of their own choosing, read articles, watch brief videos, explore books/websites, and create/share valuable lesson plans to implement in future classes. All material is posted on the University eLearning platform Blackboard. **Late work is not accepted.**

Please send any questions that are specific to you to me at [pglynn@framingham.edu](mailto:pglynn@framingham.edu). Post questions of a general class nature that may not be answered by reading the information in the Module or this syllabus in the “Ask the Teacher” section of the discussion board, and I shall respond within 24-48 hours of posting.

Special Notes: Expect that information will be shared. Participation in all assignments and course discussion is required. Please ask the instructor for any assistance you may need. If you are new to Blackboard or online courses, please review the Blackboard student tutorial or download the PDF file before you begin the course. By logging into Blackboard, you agree to the university Acceptable Use Policy which also covers academic honesty. Please note: As you correspond online, make sure that your writing is accurately worded, clear, and concise. (Remember, the person reading your comments does not see your expression or hear your tone of voice. Take advantage of the environment and prepare your comments in Word before posting them online or sending an email to your classmates or instructor.)

### **Each week:**

Each student will read an assignment, watch an online video, and/or read an article related to strategies for effective teaching. Discussion questions will be posted in the threaded discussion area. Each participant must respond to the questions by the due date and additionally to one peer member’s response for each question within the next 24 hours. Posts must be of substance, include your name, and include the person you are responding to. I shall monitor all discussions and the quality of posts; however, students must take responsibility for keeping discussions lively by posting thought-provoking replies. I will respond to any and all questions posted to me in the “Ask the Teacher” section of the discussion board within 24-48 hours of posting.

### **Grading Criteria:**

Reflection Paper: 10 pts. Due July 10, 2017

Assignment (Journal, Discussion Responses, etc.) Week 1: 10 pts.

Assignment Week 2: 10 pts.

Mid-Semester Lesson: 20 pts. (This must be completely original.)

Assignment Week 3: 10 pts.

Assignment Week 4: 10 pts.

Mastery Learning Unit: 30 pts. (This must be completely original.)

**Course Content/Overview:****Day 1: Monday, July 10, 2017:**

Reflection is due. Participants must turn in a one page reflection of strengths and weaknesses of their own teaching strategies. What seems to work best? What areas do you need to work on? What advice would be helpful? (This is what I requested the other day. Please be succinct.)

**Week 1: (The week ends on Saturday.)**

What Strategies Work With Our Students? What Areas Need Improvement?

What Tips Are Effective As We Work With Colleagues and Administrators?

Connecting With the Parents (Excerpts from Glynn's 1998 MTA Conference on Forming a Partnership Between Parents and Schools)

Organizational Tips for Inside and Outside of the Classroom/Time Management

**Week 2:**

Please note: The Mid-Semester Lesson is due at noon on Saturday.

Improving the Tools We Use

Having Technology Assist Us

Establishing an Effective Classroom Tone

Providing Clear Guidelines

Creating More Effective Lesson Plans

**Week 3:**

Providing Exemplary Work

Improving Communication

Examining Case Studies And Possible Solutions

Exploring Helpful Resources for Ideas and Lessons, e.g. works by Jim Burke, *Never Work Harder Than Your Students* and *Other Principles of Great Teaching* by Robyn Jackson (You will not need to purchase any books.)

Helping Students Take Better Ownership of Their Learning

**Week 4:**

Creating the Master Learning Unit

Master Learning Unit is due at midnight on Friday, August 4, 2017. This culminating teaching unit should incorporate the ideas from the posted readings, shared ideas, outside readings, and the CCSS.

*Patricia Glynn teaches at Framingham State University. She has also been an instructor at University of Massachusetts/Lowell, Emmanuel College, Bentley University, and several local community colleges. She has also taught English, reading, and mathematics in several public schools throughout Massachusetts. She received her MA in writing from UMass Boston and her BA in education from Boston College. She has had many articles published in magazines, such as Instructor, Mailbox Teacher, and Parents.*

**Copyright:**

The course website may contain copyrighted materials that are used in compliance with U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material. You may only download or print materials at the direction of your instructor, who knows which materials are copyrighted and which are not.

**BLACKBOARD RESOURCES:**

We have moved to an **in-house single-point of contact for first-tier Blackboard support questions**. The new approach includes both 24-7 self-service and in-person options for the most commonly asked questions. Service interruptions, issues with a Blackboard tool or general requests may be reported using the options listed here:

- **Self-service:** Visit [myIT.framingham.edu](http://myIT.framingham.edu) to report a problem or search Knowledge Base for frequently asked questions.
- **Call 508-215-5906** and speak to a member of the **Technology Resource Center** (a.k.a. the TRC)
- **Email:** [IT@framingham.edu](mailto:IT@framingham.edu)
- **Stop by the TRC** in Whittemore Library lower mezzanine for personal assistance

If you are new to Blackboard or online courses, review the Blackboard On Demand Learning Center for Students (<http://ondemand.blackboard.com/students.html>), which provides short (2-4 minute) videos on how to submit an assignment, participate in discussion forums, and much more. Blackboard support is also available 24-7 by calling 1-508-215-5906.

**ACADEMIC HONESTY:**

All students enrolled in courses at Framingham State University must abide by the University Policy Regarding Academic Honesty, as published in the Framingham State University catalog and the RAM student handbook. All forms of academic dishonesty, including cheating on exams and plagiarism, are serious offenses and are subject to scrutiny under due process. By logging into Blackboard, you agree to the university Acceptable Use Policy that also covers academic honesty. To become more familiar with the FSU Acceptable Use Policy: <http://www.framingham.edu/information-technology-services/documents/acceptable-use-policy.pdf>.

**ACCOMMODATIONS:**

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments.

For further information about this, please visit the website at:  
<http://www.framingham.edu/center-foracademic-support-and-advising/disability-services/index.html> or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or [lbridges@framingham.edu](mailto:lbridges@framingham.edu).

***Syllabus is subject to change with notice. Check Blackboard regularly for updates.***