



COURSE SYLLABUS

COURSE TITLE: PEDAGOGICAL APPROACHES FOR STUDENT-CENTERED LEARNING

INSTRUCTOR: Long Educational Consulting, LLC **GRADE LEVEL:** E MS HS

ACSI APPROVED: YES NO

ACSI COURSE ID: *Extracted from
ACSI202251808*

DEPARTMENT: EDUCATIONAL STUDIES

TOTAL HOURS INSTRUCTOR: 2

CEU(s) OFFERED: .5

EMAIL: www.long2learn.com

COURSE DATE:

SCHOOL YEAR: FALL 2023
SPRING 2024

COURSE OUTCOMES

Participants will complete the course by analyzing and synthesizing educational research, pedagogical approaches, and best practices for creating a positive learning environment.

COURSE DESCRIPTION/OVERVIEW:

(Student Engagement, Pedagogical Practices, Class Climate)

Participants will be provided research-based practices, strategies, and samples that assist in establishing an engaging, intellectual, and respectful learning environment.

COURSE OBJECTIVES

Participants will synthesize information from orientation video tutorials, readings, and other sources to complete relevant assignments.

Participants will apply pedagogical approaches to complete assignments required for course success.

LEARNING OUTCOMES & STANDARDS

*Interstate Teacher Assessment and Support Consortium (InTASC) &
Association of Christian Schools International (ACSI)*

ACSI: Standard 5: Resources

5.10 *Age-appropriate instructional and information resources which support teaching and learning are appropriate in number, culturally representative of the students, and include the Christian distinctives of the school.*

ACSI: Standard 5: Instructional Strategies



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5.5 Instructional strategies and equitable learning activities focus on active student engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and higher-order thinking skills. (E/S)

InTASC Standard #3: Learning Environments

3(a) *The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry*

InTASC Standard# 3(c) *The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.*

InTASC Standard# 3(d) *The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners; attention.*

LEARNING RESOURCES (articles, handouts, videos, etc.)

Collaboration Forums, Nearpod (2.0 Webtool)

Instructor's Powerpoints, Prompts For Initial Posts, And Replies

Video Clips: Traditional vs. Constructivism, Constructivist Strategies,

Readings: Past And Current Research-Based Articles From The Field Pedagogy, pedagogical approaches, essays

COURSE POLICIES AND ASSIGNMENTS

(Excerpts from L2I Professional Teaching & Learning Information Course Guide)

Assessment Procedures for Participants

All Continuing Education Units (CEU), Continuing Professional Development (CPD), and Professional Enrichment Courses are graded on a pass/fail basis. Participants are required to complete all assignments, projects, and collaborative group work to obtain credit(s) and Certificate of Completion for the course. All course completions are recorded on the Long2Learn Course Completion Form (CCF) within ONE WEEK after the course term has ended. A Long2Learn **Certificate of Completion** will be issued for CEU and CPD course completions within (30) days.



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Attendance

CPD and/or CEU credits are awarded based on hours of the course. Most of the online courses are taught asynchronously (fewer than 80% or more of the total hours at the students' pace within a specified range of days and times). All assignments, discussion groups, and assessments must be completed within the timeframe allotted weekly for courses. Each participant is expected to arrive on time for all synchronous (live and real time) course sessions. Completion of all assignments within the time specified on the course syllabus, is mandatory. Students are also required to attend all classes to receive the CPD or CEU credits and certificate.

Course participants are not permitted to miss any classes for a one-credit/unit or two-credit/unit course, or **more than one class** for a three-credit/unit course and still be eligible for credit. In the event of an extenuating circumstance, the participant should contact the course instructor and provide documentation of the extenuating circumstance. During synchronous learning, children are not permitted to attend classes. Please plan for childcare prior to the start of class. This will ensure that all participants attend and participate in class without interruption.

Course Cancellation, Limitations, and Postponement Policy

Long2Learn (L2L) reserves the right to cancel any course offering when there is insufficient enrollment or at the discretion of the CEO. When course participants have paid for a course that is canceled, the participant may receive a full refund or be given an opportunity to enroll in a different course. Long2Learn also reserves the right to postpone synchronous classes, limit the number of participants who may register for a course. Participants will be notified before the class begins through the L2L communication platform.

Incomplete Policy

Participants in CEU and/or CPD courses are expected to complete all course work by timeline established by the instructor and/or the last scheduled class meeting. An "incomplete" is assigned by the instructor **for rare or extraordinary situations** that have been reviewed and approved by the CEO. In such cases, **permission must be obtained in writing prior to the conclusion of the course and all assignments/projects must be received no later than four days after the course has ended if credit or units are to be awarded.**



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Dropping /Withdrawing from a Course

If unforeseen circumstances prevent a participant from taking the course, he/she should notify the instructor immediately to drop the course. **No refund is given after the first class. *See the Professional Learning Information and Course Guide**

ACADEMIC INTEGRITY

Long2Learn is a learning community that consist of educators and administrators. Our goal is to add to the body of knowledge that improves and enriches the quality of teaching and learning for all educators. This can effectively be achieved only when the members adhere to the principles of truth and academic honesty as described in guidelines established by the International Center for Academic Integrity. The professional responsibility for upholding these principles rest with staff, online facilitators, and each participant enrolled in our courses. The International Center for Academic Integrity (ICAI, 2021), *describes academic integrity as:*

*“a commitment to six fundamental values: **honesty, trust, fairness, respect, responsibility, and courage.** By embracing these fundamental values, instructors, students, staff, and administrators create scholarly communities where integrity is a touchstone. Without them, the work of teachers, learners, and researchers loses value and credibility. More than merely abstract principles, the fundamental values serve to inform and improve ethical decision-making capacities and behavior. They enable academic communities to translate ideals into action.”*

Examples that violate principles of academic integrity under Long Educational Consulting, Long2Learn Division are as follows:

Cheating: fraud, deceit, or dishonesty in any academic course or exercise in an attempt to gain an unfair advantage and/or using or attempting to use unauthorized materials, information, or study aids in any academic course or exercise.

Fabrication: unauthorized falsification or invention of any information or citation in any academic course or exercise.

Facilitating Academic Dishonesty: knowingly helping or attempting to help another to violate any provision of this Code.

Plagiarism: representing the words or ideas of another as one's own in any academic course or exercise.

Self-Plagiarism: the reuse of substantial identical or nearly identical portions of one's own work in multiple courses without prior permission from the current instructor or from



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each of the instructors if the work is being submitted for multiple courses in the same semester. ([University of Maryland's Code of Academic Integrity](#))

****Any student/participant found violating the principles of academic integrity as described above, will not receive course credit(s), Certificate of Completion, nor a refund for the course enrolled.**



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ASSIGNMENT POINT VALUES & GRADING

| SESSIONS | TEACHING AND LEARNING ACTIVITIES | TASKS & POINTS (100 TOTAL) |
|----------|---|-------------------------------|
| 1 | <p>Facilitator’s Presentation: PowerPoint, Recordings, Discussions, Question and Answer Sessions (Small Groups& Individual)</p> <p>1 & 2)Each Participant will respond to a Facilitator Prompt and/or Questions based on assigned readings (articles), video clips, and/or webinars. Each Post must provide:</p> <p><u>ASSIGNMENT 1: MY TEACHING PHILOSOPHY STATEMENT</u></p> | 20 POINTS |
| 2 | <p><u>ASSIGNMENT 2: WHAT IS PEDAGOGY</u> <i>(Nearpod)</i></p> <p><u>1-2a.</u> <i>Participants will Read or view video, discuss, and provide an Initial Post on assigned research-based articles, videos, and/or webinars supporting the creation of learning environments that promote respectful interactions, classroom procedures and routines, cooperative and collaborative learning, and a safe place for sharing differing opinions.</i></p> <p><u>ASSIGNMENT 3: Traditional Teaching & Constructivism (video) Pedagogy in Education (article)</u></p> <p><u>1-2b.</u> <i>Initial Response Post (1ST): Must provide significant details and salient points, themes, concepts, and/or strategies based on the assigned readings, video-clips, webinars. Personal reflections and thoughts on how you will or may use the information to get started in the school year is required.</i></p> <p><u>1-2c.</u> <i>Participants will write a (2nd) Response Post to another classmates, based on their Initial Post.</i></p> | 20 POINTS |
| 3 | <p><u>ASSIGNMENT 3: Traditional Teaching & Constructivism (video) Pedagogy in Education (article)</u></p> <p>Write a one-two page essay, responding to the question</p> <p>EQ: How does the pedagogical approach I choose to use determine the type of learning environment I will have?</p> | 10 POINTS |
| | | 40 POINTS |



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Select two of the four pedagogical approaches discussed in class and fully design and describe two learning activities that demonstrate your understanding of the approaches.

ASSESSMENT, QUIZ, OR FINAL PROJECT