

Syllabus

Course: Motivating and Engaging Students

Presenters: Dr. Robert J. Marzano and Dr. Debra J. Pickering

Credits: 3

Instructor: Jessica Kessler

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Instructor Bio:

Course grader Jessica Kessler has a Master of Science degree in education from Bank Street College of Education and a Bachelor of Arts from the University of Delaware. She has been a teacher, museum docent, professional development coordinator, director of school programs, deputy executive director for education and programs at the South Street Seaport Museum, coordinator of a number of different educational programs, and freelance writer.

Required eBook: *The Highly Engaged Classroom* (Marzano and Pickering, Marzano Research Lab, 2011)

Overview

If students are not engaged, there is little if any chance for meaningful achievement. But student engagement is not chance, especially for students disinclined to be engaged; it requires a teacher's careful planning and execution of specific strategies. In this course, educators will learn to create classroom environments in which engagement is the norm. Interviews with teachers and students, classroom footage, workshop activities, lecture, and the accompanying eBook bring to life this critical subject for the educator who aspires to engage all of his or her students in all of their learning.

Implicitly—and sometimes explicitly—students ask themselves four questions that determine how engaged they are in the classroom:

- How do I feel?
- Am I interested?
- Is this important?
- Can I do this?

Educators will learn to facilitate such emotions for students as enthusiasm, interest, enjoyment, satisfaction, and pride, so that those students can answer, “how do I feel?” in the affirmative. They will learn to raise their students’ energy levels, demonstrate a

positive demeanor, express their own enthusiasm, and use humor to create a classroom culture in which all students are accepted and challenged. To promote their students' authentic interest, educators will learn to use games, inconsequential competitions, friendly controversy, unusual information, and effective questioning strategies. To help their students embrace what they're learning as important, educators will study how to engage their students in setting goals, one of the primary motivators for academic achievement. They'll learn to incorporate cognitively demanding, real-world tasks into instruction that clarify the relevance of what students are learning. Educators will also be prepared to help their students develop strong feelings of self-efficacy, not through superfluous praise, but through making students aware of their potential futures which they can affect through their own efforts.

Objectives

After completing this course, educators will know:

- Why student engagement is critical to academic achievement
- How to generate high levels of attention and engagement as a result of careful planning
- Research-based strategies to engage all students

Student Learning Outcomes

After completing this course, educators will apply the following skills:

- Execute specific strategies to engage students throughout their learning
- Assess students' engagement
- Use four categories of strategies on a daily basis: effective pacing; demonstrating intensity and enthusiasm; building positive teacher-student and student-student relationships; using effective verbal feedback

Units

1. Introduction and Overview of Research

In this unit, Marzano Research Laboratory CEO Robert Marzano and Senior Scholar Debra Pickering present a model for attention and engagement that helps teachers get positive answers from their students in response to these critical questions: how do I feel? Am I interested? Is this important? And can I do this? They review some key details about how memory works and the research that supports strategies that will facilitate students' motivation, engagement, and achievement.

Objectives

After completing this unit, participants will know:

- What questions students need to answer positively to be motivated and engaged
- Research supporting relevant strategies
- How memory works

Student Learning Outcomes

After completing this unit, participants will apply the following skills:

- Recognize the need to address students' emotions, interests, sense of the importance of content, and sense of self-efficacy

2. eBook: Research

Participants read “Chapter 1: Research and Theory” in the eBook of *The Highly Engaged Classroom* and address relevant issues in a reflection question format. They also participate in the discussion forum.

3. How Do I Feel?

In this unit, expert presenters Robert Marzano and Debra Pickering detail why teachers need to address students' emotions and strategies to do so. Discussion among workshop participants, interviews with teachers, and classroom footage illustrate the impact on students' attention of effective pacing, physical movement, humor, a teacher's own enthusiasm, and positive relationships between teacher and students and student to student.

Objectives

After completing this unit, participants will know:

- The role of emotions in student engagement
- Strategies to help students answer positively the question, “how do I feel?”

Student Learning Outcomes

After completing this unit, participants will apply the following skills:

- Use effective pacing, physical movement, humor, enthusiasm, and positive relationships to affect students' engagement and motivation

4. eBook: Emotions

Participants read “Chapter 2: How Do I Feel?” in the eBook of *The Highly Engaged Classroom* and address relevant issues in a reflection question format. They also participate in the discussion forum.

5. Am I Interested?

In this unit, Marzano and Pickering explore ways to help students answer “yes” to “Am I interested?” They, their workshop members, and teachers and students in real classrooms illustrate the impact of games and other inconsequential competition, friendly controversy, unusual or intriguing information, and effective questioning techniques that leave no students unengaged.

Objectives

After completing this unit, participants will know:

- The role of student interest in student engagement
- Strategies to help students answer positively the question, “am I interested?”

Student Learning Outcomes

After completing this unit, participants will apply the following skills:

- Use games and other inconsequential competition, friendly controversy, unusual or intriguing information, and effective questioning techniques to stimulate their students' engagement

6. eBook: Interest

Participants read “Chapter 3: Am I Interested?” in the eBook of *The Highly Engaged Classroom* and address relevant issues in a reflection question format. They also participate in the discussion forum.

7. Is This Important?

In this unit, Marzano and Pickering focus their attention on how teachers can make their content relevant to their students' lives in the present and to their short- and long-term ambitions. They detail such strategies as personal projects that invite students to articulate and pursue goals and how to make tasks cognitively complex to the degree that

students are absorbed by them. Interviews, workshop discussion, and classroom footage translate theory into practice.

Objectives

After completing this unit, participants will know:

- The role of importance in student engagement
- Strategies to help students answer positively the question, “is this important?”

Student Learning Outcomes

After completing this unit, participants will apply the following skills:

- Use personal projects, goal-oriented activities, and cognitively complex tasks to motivate and engage students

8. eBook: Lifelong Goals

Participants read “Chapter 4: Is This Important” in the eBook of *The Highly Engaged Classroom* and address relevant issues in a reflection question format. They also participate in the discussion forum.

9. Can I Do This?

In this unit, Marzano and Pickering, et al, turn to the critical issue of self-efficacy in determining student engagement. They foreground ways to teach and otherwise promote students’ self-efficacy and to nurture a growth vs. a fixed mindset that renders students active participants in all their learning.

Objectives

After completing this unit, participants will know:

- The role of self-efficacy in student engagement
- Strategies to help students answer positively the question, “can I do this?”

Student Learning Outcomes

After completing this unit, participants will apply the following skills:

- Promote students’ self-efficacy through strategies such as using effective feedback, directly teaching self-efficacy and exploring with students the

impact of self-efficacy—all of which lead to increased motivation and engagement

10. eBook: Self-efficacy

Participants read “Chapter 5: Can I Do This?” in the eBook of *The Highly Engaged Classroom* and address relevant issues in a reflection question format. They also participate in the discussion forum.

Presenters’ Bios

Dr. Robert J. Marzano is the cofounder and CEO of Marzano Research Laboratory in Denver, Colorado. Throughout his forty years in the field of education, he has become a speaker, trainer, and author of more than thirty books and 150 articles on topics such as instruction, assessment, writing, and implementing standards, cognition, effective leadership, and school intervention. His books include: *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, *Making Standards Useful in the Classroom*, *District Leadership That Works: Striking the Right Balance*, *Designing and Teaching Learning Goals and Objectives*, and *On Excellence in Teaching*. His practical translations of the most current research and theory into classroom strategies are internationally known and widely practiced by both teachers and administrators. He received a bachelor’s degree from Iona College in New York, a master’s degree from Seattle University, and a doctorate from the University of Washington.

Dr. Debra Pickering consults with schools and districts nationally and internationally as a senior scholar for Marzano Research Laboratory. Throughout her educational career, Dr. Pickering has gained practical experience as a classroom teacher, building leader, and district administrator. For many years, she has used this experience to provide training and support to K-12 teachers and administrators as they seek to continually improve student learning. In addition to her work with schools, Dr. Pickering has coauthored (with Dr. Robert Marzano) educational books and manuals, including *Dimensions of Learning*, *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*, *Classroom Management That Works: Research-Based Strategies for Every Teacher*, and *Building Academic Vocabulary*. With a combination of theoretical grounding and over three decades of practical experience, Dr. Pickering has worked with educators to translate theory into practice. Her work continues to focus on the study of learning and the development of resources for curriculum, instruction, and assessment to help all educators meet the needs of all students. Dr. Pickering has a master’s degree in school administration and a doctorate in curriculum and instruction, with an emphasis in cognitive psychology.

Methods of Instruction:

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Text (units based on required reading)
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations and eBook content)
- Discussion forum (prompts after each unit that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students' work through the lens of what they have learned)

**All steps listed under each topic must be completed to receive credit for the course.
No partial credit is given.**

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

KDS Rubric for Letter Grade Courses: 3 Credits

Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

A: 90 - 100 points

B: 80 - 89 points

C: 70 - 79 points

F: Fewer than 70 points

Component	Unsatisfactory	Basic	Proficient	Distinguished
Quizzes	<u>(6 points)</u>	<u>(9 points)</u>	<u>(12 points)</u>	<u>(15 points)</u>

Reflection questions	<u>Quizzes:</u> 0-40% correct <u>Reflection questions:</u> -Participant includes no content from the course in his or her responses -Participant does not address the questions posed	<u>Quizzes:</u> 60% correct <u>Reflection questions:</u> -Participant includes some content from the course, usually appropriate, in his or her responses -Participant answers the questions directly, not always fully	<u>Quizzes:</u> 80% correct <u>Reflection questions:</u> -Participant includes appropriate content from the course in his or her responses -Participant makes thoughtful comments in direct response to the questions	<u>Quizzes:</u> 100% correct <u>Reflection questions:</u> -Participant provides rich detail from the content of the course in his or her responses -Participant makes his or her responses to the questions personally meaningful
Midterm	(10 points)	(15 points)	(20 points)	(25 points)
Final	(20 points)	(25 points)	(30 points)	(35 points)

	<u>Requirements of Assignment:</u> -The assignment is substantially incomplete	<u>Requirements of Assignment :</u> -Many requirements met, but a few pieces are missing, while others are underdeveloped—e.g., missing reflection or rubric or scant reflection and vague rubric	<u>Requirements of Assignment:</u> -Participant has fulfilled all the requirements of the assignment	<u>Requirements of Assignment:</u> -Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness
	<u>Form:</u> - Plentiful grammatical mistakes -Confusing content -Missing documentation of sources	<u>Form:</u> -Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources	<u>Form:</u> -Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style	<u>Form:</u> -No grammatical errors -Eloquent expression -Proper citation of sources
	<u>Content:</u> -No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives,	<u>Content:</u> -The main idea is not clear in the opening paragraph -Relevance to main idea of supporting paragraphs is not always clear -Supporting ideas are only minimally illustrated by	<u>Content:</u> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting ideas are evident, and usually include illustrating examples and/or quotes	<u>Content:</u> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting points are illustrated with examples and/or quotes

	<p>activities, or assessments—that the learner comprehends the course content</p>	<p>examples or quotes</p> <p>-The lesson plan does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content</p>	<p>quotes</p> <p>-The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments</p>	<p>-Lesson plan shows evidence of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned</p>
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KDS Pass/Fail Option: 3 credits

Passing Requirements

- Grade of “C” or higher