

SYLLABUS FORM

Workshop Title: (limit to 4 words)

Grade Smarter Not Harder

Instructor(s)

Lindsey Brewer & Lori Keleher

Workshop Description (Proofread carefully. For courses offered to the general public, this will appear on the USF Web Site):

the talk of closing the achievement gap in schools obscures a more fundamental issue: do the grades we assign to students truly reflect the extent of learning? Many of the assessment policies that teachers adopt can actually prove detrimental to students motivation and achievement." This course will focus around concepts explored in Myron Dueck's book, Grading Smarter Not Harder and TED Talks that give teachers both the inspiration and the tools to adjust their practices and policies so their grades to contribute to, rather than hinder, their students' success.

Grading Smarter Not Harder allows teachers to reflect on their own success and failures regarding productive assessment. Teachers will analyze their beliefs and practices concerning grading, homework, lesson plans, retesting, and creativity. The four TED Talks included in this course supplement it by encouraging participants to help the kids the education system ignores, to learn from their students, to be a champion for their students, and to be wrong sometimes. Teachers will be given the opportunity to develop and implement changes in their practice to positively impact student learning.

Workshop Objectives:

Participants will...

- *analyze and reflect upon current grading practices and implement one change in these practices with their students.
- *analyze and reflect upon current homework expectations and implement one change in these expectations with their students.
- *learn strategies to design purposeful unit plans.
- *compare and contrast philosophies about retesting.
- *consider recent research involving the links between creativity, engagement and motivation.

Required Text: Grading Smarter Not Harder by Myron Dueck

Evaluation Criteria: (Include brief description of required assignments and evaluation methodology.)

To earn credit for this course, participants will...

*complete 5 quizzes at www.quia.com that correspond to the 5 chapters of the text with an average score of 60% or higher.

- Quiz 1: Grading
- Quiz 2: Homework
- Quiz 3: Unit Plans
- Quiz 4: Retesting
- Quiz 5: Creativity

*respond to at least 6 of 9 blog posts at www.TransformYourClassroom.net that correspond to the chapters of the text and the TED talks

Blog Post 1: How do you currently handle uncompleted work? Myron Dueck offers 3 strategies for addressing uncompleted work. How could you implement one of these strategies with your own students?

Blog Post 2: Victor Rios, in his TED talk, discusses the school-to-prison pipeline. Without naming names, what percent of your students do you think are currently in this pipeline? What is one thing you can do to help these students?

Blog Post 3: What are some problems you've encountered with grading homework? Myron Dueck offers 3 strategies for making homework meaningful. How could you implement one of these strategies with your own students?

Blog Post 4: Kathryn Shulz, in her TED talk, discusses being wrong. Teachers typically don't like to be wrong! Ever. But, now we know it is actually okay to be wrong, right?! Describe one educational belief you hold (or have held) that may be (or definitely was) wrong.

Blog Post 5: Myron Dueck describes 3 strategies for ensuring that students know the road ahead. Describe the one you think would be most effective with your students.

Blog Post 6: Aidor Svitak, in her TED talk, discusses so-called "childish" thinking. Describe one way you can show your students you are willing to learn from them.

Blog Post 7: What was your philosophy on retesting before reading this book? Has your philosophy changed? If so, how? If not, why not?

Blog Post 8: Rita Pierson, in her TED talk, discusses the importance of connecting with and believing in each and every one of our students. Without naming names, describe the most challenging student in your class right now. What is one way you can connect with that student? How can you show that student you believe in him/her?

Blog Post 9: Describe a creative project, that has increased student engagement and motivation, you have either used with your students in the past or will use with your students as a result of reading this book?

WORKSHOP OUTLINE

Date	Time (identify all break times)	Topic (Provide details regarding methodology for presentation of each topic.)	Instructors
Self-Paced Course		Chapters listed below are from the required text:	
Summer 2017		Grading Smarter Not Harder by Myron Dueck	
or			
Fall 2017			
or			
Spring 2018			
	2 hours	Read Chapter 1 (pages 8-42) "Grading"	
		Complete "Grading" Quiz @ quia.com	
		Respond to Blog Post #1 @ TransformYourClassroom.net	
	1.5 hours	View "Help For Kids The Education System Ignores"	
		Respond To Blog Post #2 @ TransformYourClassroom.net	
	2 hours	Read Chapter 2 (pages 43-68) "Homework"	
		Complete "Homework" Quiz @ quia.com	
		Respond to Blog Post #3 @ TransformYourClassroom.net	
	1.5 hours	View "On Being Wrong"	
		Respond to Blog Post #4 @ TransformYourClassroom.net	
	2 hours	Read Chapter 3 (pages 69-89) "Unit Plans"	
		Complete "Unit Plans" Quiz @ quia.com	
		Respond to Blog Post #5 @ TransformYourClassroom.net	
	1.5 hours	View "What Adults Can Learn From Kids"	
		Respond to Blog Post #6 @ TransformYourClassroom.net	
	2 hours	Read Chapter 4 (pages 90-117) "Retesting"	
		Complete "Retesting" Quiz @quia.com	
		Respond to Blog Post #7 @ TransformYourClassroom.net	
	1.5 hours	View "Every Kid Needs A Champion"	
		Respond to Blog Post #8 @ TransformYourClassroom.net	
	2 hours	Read Chapter 5 (pages 118-158) "Creativity"	
		Complete "Creativity" Quiz @ quia.com	
		Respond to Blog Post #9 @ TransformYourClassroom.net	
Total Time (including breaks)	16		
Total Time (excluding breaks)	16	Total workshop time must include a minimum of 15 contact hours for each hour of college credit.	