

LEARNERS  
EDGE

+

Teaching  
Channel

COURSE SYLLABUS

# LEARNERS EDGE

Syllabus to be used for review or approval only.

TRUSTED AS A CONTINUING EDUCATION PARTNER  
BY MORE THAN 100,000 TEACHERS.

FOUNDED BY TEACHERS. DEDICATED TO LEARNING.

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## NEVER STOP LEARNING!

### PROFESSIONAL LEARNING TO MEET YOUR NEEDS.

Engaging and applicable courses are the heart and soul of Learners Edge. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Learners Edge courses work perfectly for teachers needing to relicense/recertify or working to move up through their salary schedule.

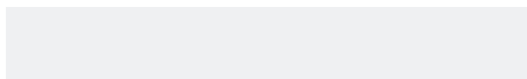
Learners Edge offers continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.

#### Current Partner Universities:

([www.learnersedge.com/about-courses/university-partners](http://www.learnersedge.com/about-courses/university-partners))

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations.

*(indicate anticipated university/college partner below)*



#### Course Creation and Evaluation:

Courses are created and evaluated by educators with, at a minimum, a Master's Degree and professional experience and/or licensure in the content area. Evaluators offer specific feedback for submitted coursework. There is ongoing communication between the student and the evaluator.



#### SPRING SESSION

##### Registrations Accepted

July 16–March 15

##### Coursework Due\*

April 15

#### SUMMER SESSION

##### Registrations Accepted

December 16–July 15

##### Coursework Due\*

August 15

#### FALL SESSION

##### Registrations Accepted

March 16–October 22

##### Coursework Due\*

November 15

\*Or first business day after the 15th if due date falls on a weekend.



# COURSEWORK DETAILS

## THE RIGOR OF LEARNERS EDGE CONTINUING EDUCATION GRADUATE LEVEL COURSES.

### Professional Learning Model:

The Learners Edge Professional Learning Model is research-based and is used to develop ALL content including continuing education courses. The model includes five elements to ensure adult learners experience quality personal and professional development and carry new knowledge into their classrooms and to their students:



### Course Content:

Learners Edge courses are rigorous and based on the Learners Edge Professional Learning Model. Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Course texts include a solid balance of research and applicability and are, typically, seminal in nature written by major authors in the field of education including Marzano, Danielson, Greene, DuFour, and Jensen. Many courses incorporate tutorial videos, multi-media clips and research-based articles to additionally supplement course texts. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

**Required Reading(s) and Read and Respond Essay Questions:** Participants are required to connect new learning from readings to professional practice.

**Resource Requirement:** Participants are expected to find resources related to the course content to enhance professional practice and deepen understanding of the course content.

**Reflection Requirement:** Because reflection is key to deepening one's learning, participants are required to complete a reflection paper by responding to a prompt to encourage critical thinking specific to course content and teaching and learning.

**Applications:** Participants are required to complete a variety of applications allowing them to implement new learning in their classrooms or schools.

## Continuing Education for Professional Educators Syllabus

Course Name	Teaching and Learning Online Through the Lens of Equity
Course Number	PD450
Course Hours	37.5 (1 Salary Point)

### Course Description:

This course provides a solid foundation for any educator making the shift from traditional face-to-face instruction to online teaching. Participants will learn about best practices for developing high-quality tech-based lessons, facilitating online discussions, and incorporating a host of digital tools to support learning goals. To reach and teach all learners, participants will investigate challenges and solutions surrounding digital equity, that affect English Learners, students receiving special education, and students without internet at home. Additionally, they will review and reflect on methods for connecting with students, parents, and other educators and using culturally responsive strategies to ensure equity when teaching online.

### Goals and Objectives:

1. Use provided prompts specific to online teaching and learning, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Explain, in writing, how digital equity, or a lack thereof, impacts students.
3. Summarize, in writing, the online lessons and digital tools needed to support learning goals in your classroom.
4. Describe, in writing, an equity challenge faced by students in your learning community and possible solutions.
5. Develop a series of lessons that demonstrate online teaching best practices and support equitable access for students.

### Required Readings:

All readings are linked in corresponding assignments in the online learning environment.

All coursework is to be completed in the Learners Edge online environment.

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## Course Syllabus

Block 1= 2 hours	Students will draft a Statement of Intention and Awareness addressing the following: <ol style="list-style-type: none"> <li>1. Describe your motivation for learning about online teaching and learning.</li> <li>2. Summarize your previous knowledge about online teaching and learning.</li> <li>3. Share any previous experience you have with this topic.</li> <li>4. List two measurable learning goals you have for the course.</li> </ol>
Block 2=2 hours	Students will read assigned articles and view videos in the Investigation: Read and Respond section of the course. <ul style="list-style-type: none"> <li>• Infographic, <a href="#">Anatomy of a 21st Century Teacher</a></li> <li>• Article, <a href="#">Lessons for 21st-Century Learners</a></li> <li>• Video, <a href="#">What Is the SAMR Model?</a></li> <li>• Video, <a href="#">ISTE Standards</a></li> <li>• Video playlist, <a href="#">ISTE Standards Video Playlist</a></li> <li>• Webpage, <a href="#">ISTE Standards List</a></li> </ul>
Block 3=2 hours	Students will reflect upon Block 2 activities and journal about prompts based on the Investigation: Read and Respond.
Block 4=2 hours	Students will watch videos, read and review resources, and journal on provided prompts in Investigation: Building Community. <ul style="list-style-type: none"> <li>• Video, <a href="#">The Power of Relationships in Schools</a></li> <li>• Article, <a href="#">How Do You Make Individualized Connections to Your Students via Online Learning?</a></li> <li>• Article, <a href="#">7 Ways to Maintain Relationships During Your School Closure</a></li> <li>• Article, <a href="#">Creative Ways Teachers Are Building Classroom Community Online</a></li> <li>• Article, <a href="#">Social-Emotional Learning Activities for Online Teaching</a></li> </ul>
Block 5=2 hours	Students will review online platforms for learning through tutorials and overviews and complete a journal activity on ensuring clear expectations for academic content delivery. <ul style="list-style-type: none"> <li>• Infographic, <a href="#">Best Practices for Teaching Online</a></li> <li>• Tutorials and Overviews of Google Classroom, Google Sites, Seesaw, and Hyperdocs</li> </ul>
Block 6=2 hours	Students will watch videos, read and review resources, and journal 10 ideas for increasing engagement in online learning. <ul style="list-style-type: none"> <li>• Video, <a href="#">Keeping Students Engaged in Digital Learning</a></li> <li>• Article, <a href="#">Successfully Taking Offline Classes Online</a></li> <li>• Article, <a href="#">Three Strategies for Better Online Discussions</a></li> <li>• Article, <a href="#">10 Digital Bell Ringer Activities to Kickstart Class</a></li> <li>• Article, <a href="#">70 eLearning Activities for Powerful Learning</a></li> <li>• For those on Twitter, scroll through this awesome Twitter thread with <a href="#">crowdsourced learning activities</a></li> </ul>
Block 7=2 hours	Students will watch videos, read and review resources specific to project - based learning as an authentic application of learning. <ul style="list-style-type: none"> <li>• Video, <a href="#">What Happens When Students Engage in Project-Based Learning?</a></li> <li>• Article, <a href="#">Why PBL Can't Wait</a></li> <li>• Article, <a href="#">Easy Student Projects for Distance Learning</a></li> </ul>

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	<ul style="list-style-type: none"> <li>Article, <a href="#">PBL Works Project Idea Library</a></li> </ul>
Block 8=2 hours	Students will outline at least one project-based learning plan to be used in an online teaching and learning scenario.
Block 9=2 hours	Students will review a presentation entitled, "Digital Tools for Online Learning" and journal to plan for use of available digital tools. <ul style="list-style-type: none"> <li><a href="#">Digital Tools for Online Learning</a></li> </ul>
Block 10=2 hours	Students will review videos, read and review resources, and journal potential changes to professional practice around assessment and feedback in the online classroom. <ul style="list-style-type: none"> <li>Infographic, <a href="#">8 Takes on Thoughtful Assessment</a></li> <li>Article, <a href="#">7 Smart, Fast Ways to Do Formative Assessment</a></li> <li>Article, <a href="#">Create Effective Feedback With Education Technology</a></li> </ul>
Block 11=2 hours	Students will review videos, read and review resources, and journal on the topic of digital equity. <ul style="list-style-type: none"> <li>Video, <a href="#">If You've Never Heard of the 'Homework Gap' This Video Will Shock You</a></li> <li>Article, <a href="#">Digital Equity: What You Need to Know</a></li> <li>Article, <a href="#">Teaching Our Way to Digital Equity</a></li> <li>Article, <a href="#">Digital Equity: How Far Have We Come?</a></li> </ul>
Block 12=2 hours	Students will investigate challenges around digital equity for one specific groups of learners and journal based on the included resources. Possible investigations include: <ul style="list-style-type: none"> <li><a href="#">Topic 1: English Learners</a></li> <li><a href="#">Topic 2: Students Receiving Special Education Services</a></li> <li><a href="#">Topic 3: Students without Internet Access</a></li> <li><a href="#">Topic 4: Culturally Responsive Teaching</a></li> </ul> This block includes information on special student population strategies.
Block 13=2	Students will investigate challenges around digital equity for one other specific group of learners and journal based on the included resources. (Same content options as Block 12.) This block includes information on special student population strategies.
Block 14=2 hours	Students will read articles on strategies for ensuring digital equity in the classroom. <ul style="list-style-type: none"> <li>Article, <a href="#">10 Strategies Promoting Digital Access and Equity</a></li> <li>Article, <a href="#">4 Ways to Improve Digital Equity in Your Classroom</a></li> <li>Article, <a href="#">How K-12 Leaders Are Closing the Digital Divide</a></li> </ul>
Block 15=2 hours	Students will investigate one of three methods for ensuring digital equity through video, resource reviews, and journaling. Topics include Universal Design for Learning, Assistive Technology, and Designing Content for Accessibility. <ul style="list-style-type: none"> <li><a href="#">Topic 1: Incorporating Universal Design for Learning (UDL)</a></li> <li><a href="#">Topic 2: Designing for Accessibility</a></li> <li><a href="#">Topic 3: Assistive Technology</a></li> </ul>
Block 16=2 hours	Students will investigate the importance of connecting with families and colleagues when teaching online through videos, article review, and journaling. <ul style="list-style-type: none"> <li><a href="#">Topic 1: Connecting With Families</a></li> <li><a href="#">Topic 2: Connecting With Other Educators</a></li> </ul>
Block 17=1 hour	Students will review journaling and the expectations for the Cumulative Application which has two options for completion.
Block 18=2 hours	Students will complete the Cumulative Application to develop a new or enhance an existing unit through the use of knowledge gained in the course.
Block 19=2 hours	Students will synthesize learning from the course by summarizing what they will do differently in their professional role moving forward, as a result of course learning.

All coursework is to be completed in the Learners Edge online environment.

## General Course Info

Session	Coursework Due
Spring Session	April 15
Summer Session	August 15
Fall Session	November 15

### Important Information

#### American Disabilities Act

- Accommodations will be provided for individuals with documented disabilities or special learning needs. Please let us know how we can help by contacting us at [keely.keller@learnersedge.com](mailto:keely.keller@learnersedge.com).

#### Peer Interaction

- You are encouraged to interact with peers through the Discussion Forum, but this is optional.

#### Coursework

- The required reading and viewing assignments, and final assessments (there may only be one), are designed to help you expand the depth and breadth of your understanding of course topics and to help you apply new skills and behaviors to enhance your professional practice. Participants must complete the final multiple choice assessment(s) with a success rate of 70% or higher. Quiz re-takes are allowed, if needed, to meet this expectation.

#### Course Completion

- You are encouraged to complete your course in the session you registered. Session dates are listed below. If you are unable to complete your course within these dates, we do provide an additional 2 week grace period at the end of each session. Please feel free contact us if you need additional time beyond the grace period.
  - Spring: Session: Letter available July 16- March 15**
  - Summer Session: Letter available December 16- July 15**
  - Fall Session: Letter available March 16- October 15**




#### Need to print a letter of completion?

Once you have received an email confirmation of course completion, you just need to follow a few easy steps to access your Learners Edge Letter of Completion:

- Please click on the blue "My Edge login" button at the top of the Learners Edge website. <https://courses.learnersedgeinc.com/customer/login>
- Scroll down and enter your customer number and password.
- Once you're logged in, you'll notice a number of blue buttons across the top.
- Click on the blue "My Course History" button.
- Scroll down to the listing of your courses.
- Click on the triangle to the left of your course title.
- You will now be able to click on and print your Letter of Completion.

All coursework is to be completed in the Learners Edge online environment.

Questions?	
E-mail	Phone
<b>General Questions:</b> Support@LearnersEdgeInc.com <b>Content Questions:</b> <a href="mailto:keely.keller@learnersedge.com">keely.keller@learnersedge.com</a>	877.394.4930

Connect with Us!	
Course Review	<u>Course Survey</u>
<ul style="list-style-type: none"> <li>• Click <i>Courses</i></li> <li>• Click <i>Get Started</i></li> <li>• Click <i>View All Courses</i></li> <li>• Find your course and click the link</li> </ul>	
   	

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