



**Your
Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:

Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

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, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

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 Teaching Channel Graduate-Level Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.

Course Name	Social Studies Instruction for Maximum Impact
Course Number	OL 5141
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

With the goal of preparing students for an informed civic life, understanding how your instructional methods move students through the learning process is key. After all, you want them to use what you teach them in their future! In this course focused on maximizing your effectiveness and impact as a social studies teacher, you'll explore the ideas of surface learning, deep learning, and transfer of learning as you create and implement new ideas. Activities will encourage you to help students solidify their learning so they will be able to access it down the road to make informed decisions. Find out how you can continue to make a difference every day, now, and in the future, with impactful instructional methods in your social studies classroom.

Course Objectives:

As a result of participation in this course, participants will:

1. Use provided prompts specific to high impact social studies instruction to describe assumptions and insights of practitioners, researchers, and self, including how the information relates to professional educational practice.
2. Develop an action plan to challenge the status quo related to teaching mindframes.
3. Implement a surface learning activity.
4. Design a lesson to ensure deep learning.
5. Prepare an activity that includes collaboration to ensure transfer of learning.
6. Apply a new questioning or inquiry technique to instruction.

Required Text/Reading:

Hattie, J., Stern, J., Fisher, D., & Frey, N. (2020). *Visible learning for social studies, grades K-12: designing student learning for conceptual understanding*. Corwin.

All readings and resources are linked within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

Knowledge Base:

The knowledge base of this course, in part, is affirmed in the writing and research of these references:

- College, Career, and Civic Life (C3) Framework for Social Studies State Standards*. Social Studies. (n.d.). <https://www.socialstudies.org/standards/c3>.
- Hattie, J., Stern, J., Fisher, D., & Frey, N. (2020). *Visible learning for social studies, grades K-12: designing student learning for conceptual understanding*. Corwin.
- History Assessments*. Stanford History Education Group. (n.d.). <https://sheg.stanford.edu/history-assessments>.
- History Lessons*. Stanford History Education Group. (n.d.). <https://sheg.stanford.edu/history-lessons>.
- Ingold, J. (2019, August 20). Puzzling Pieces of History. [web log]. <https://c3teachers.org/puzzling-pieces-of-history/>.
- Johnson, S. C. (2018, April 26). Learning to Write, Writing to Learn [web log]. <http://www.ascd.org/ascd-express/vol13/1316-johnson.aspx>.
- McTighe, J., & Silver, H. F. (2020). *Teaching for deeper learning: tools to engage students in meaning making*. ASCD.
- Parker, W. C. (2018, February). Projects as the Spine of the Course: Design for Deeper Learning [web log]. <https://www.socialstudies.org/social-education/82/1/projects-spine-course-design-deeper-learning>.
- Retrieval Practice*. Unleash the Science of Learning. (n.d.). <https://www.retrievalpractice.org/>.
- Schwartz, K. (2019, March 24). How to Teach Students Historical Inquiry Through Media Literacy and Critical Thinking [web log]. <https://www.kqed.org/mindshift/53123/how-to-teach-students-historical-inquiry-through-media-literacy-and-critical-thinking>.

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Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

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Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

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Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

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Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about high impact instructional methods in social studies.
2. Summarize your previous knowledge or experience with high impact instructional methods in social studies.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Investigation: Read and Respond

After reading the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

- A. The authors note that recent developments in the field of social studies education ask us to reorient our thinking about good social studies instruction. In your own words, summarize the purpose of social studies education and describe the characteristics of good social studies instruction.
- B. Explain how success criteria and feedback connect to the authors' statement in Chapter 1, "Errors should be the hallmark of learning."
- C. Summarize the importance of surface level learning as compared to rote and recall learning.
- D. Choose one acquisition strategy that is less familiar to you. Explain the strategy and give an example of how you could incorporate it with students.

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- E. Choose one consolidation strategy that is less familiar to you. Explain the strategy and give an example of how you could incorporate it with students.
- F. Describe one instructional strategy for deep learning you are excited to learn more about or try, and then, explain why.
- G. Questioning and discussion can nurture deep learning so it's important to understand the difference between funneling and focusing questions and the purpose of each. Provide an example of a funneling question that may be used in your classroom and demonstrate how you would turn it into a focusing question. Include the context for the question (unit topic, learning objective, etc.)
- H. In your own words, summarize how transfer of learning is different from and connected to deep learning.
- I. In Chapter 1, the authors wrote, "The ultimate goal, and one that is hard to realize, is transfer." (Figure 1.4) Reflect on your present level of instruction related to the "ultimate goal" and one idea for forward progress.
- J. In Chapter 1 (pp.11-32) and Chapter 5 (pp.135-150), the authors describe what works and what doesn't work with respect to learning in general. React to the lists using all of the following prompts:
- What surprised you and why?
 - As a teacher, what are you currently doing during instruction that "works"?
 - What should you do less of?
 - Do you take issue with any of the claims about what works or does not work? Explain.

Module 2

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Challenge the Status Quo

One of the mindframes described in Chapter 2 was: "I am an agent of change."

Read, "Empowering Students as Agents of Change," by Ana Brigham, ASCD. Then, using your new knowledge, educational philosophy, and purpose as inspiration, take an intrinsic look at your own mindframes to challenge your status quo.

Create a list of ten mindframes you can come back to for motivation, reminders, or to use as your North Star in decision-making. Your list should include:

- Two or more mindframes representing your areas of strength, and
- Two or more mindframes that are aspirational in nature, and will challenge your own status quo

Your mindframes can relate to teaching in general, or social studies instruction specifically. You can use up to 2 of the mindframes Hattie outlines, but make sure the *list* is personal and meaningful to you. We encourage you to have some fun with this! Be creative, print and keep handy!

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With your list, please submit two paragraphs or more explaining how your list of mindframes will encourage you to challenge your own status quo.

Before completing the Resource Review below, we encourage you to look ahead at the Applications coming up in the course. You may find it beneficial to find resources that will assist you with the Applications. Two birds, one seed!

3. Application: Implement

Surface learning and the ability for learners to “retrieve” is an important steppingstone to deep learning and learning transfer. Watch as John Hattie explains.

Now, with the information from Chapter 2, develop and implement a surface learning instructional activity by completing the following steps.

1. Create one surface learning instructional practice to use with your students or colleagues including the following, to support your implementation.
 - The name of the practice and a brief description
 - An explanation of how the practice will be used:
 - In which unit, lesson, or activity are you implementing the practice?
 - Where (and when) in the unit, lesson, or activity will/would it be implemented?
 - A detailed description or outline of how you will put this practice into action in the classroom including:
 - The steps involved
 - What you will be saying and doing
 - What students will be doing
2. Implement your chosen practice in the classroom or in your professional role.
3. In two paragraphs or more, reflect on your implementation. Be sure to include the following information in your reflection:
 - What went well?
 - What were the challenges?
 - Do you think you will continue to use this practice in the future? Why or why not?
 - If you will use it, how can you improve the practice for next time?
 - What might you say to a colleague who is thinking about using the same practice?

Submit your draft from Step 1 and your reflection from Step 3 with your Module coursework.

If you don't have access to students, please complete step 1 above, along with the following:

In 2 paragraphs or more:

- Describe a past, current, or future student who will benefit from this practice.
- Provide 2 or more examples showing how you will know when the student is ready to move from surface learning (your practice, above) to deeper learning, showing connections to other concepts and advancing to new surface learning.

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4. Application: Innovate

Innovation can be daunting! But it doesn't have to start from ground zero. Luckily, several websites provide fantastic resources for social studies teachers. These sites offer articles, ideas, documents, or ready-made lesson plans which can be used as is or crafted to ensure students learn at all three levels. Explore the websites below looking for examples or ideas to assist you in planning your own innovative deep learning lesson.

- History Lessons – Stanford History Education Group
- Civic Online Reasoning – Stanford History Education Group
- Facing History and Ourselves
- Learning for Justice - Classroom Resources for Social Studies
- Read. Inquire. Write. - University of Michigan
- Teaching History
- Getting Started with Primary Sources - Library of Congress
- C3 Teachers
- Cult of Pedagogy – History/Social Studies Resources
- Right Question Institute
- Zinn Education Project
- PBS Learning Media: U.S. History

Next, create an innovative lesson with enough detail so a colleague could teach the lesson in your absence. The focus of your lesson should be moving your students from surface learning to deep learning. Be sure to note the resources you use for this lesson! Your lesson plan should include:

- Topic/unit
- Student friendly learning target(s)
- Materials/texts needed
- Vocabulary needed
- Quick overview of surface learning activity completed by students prior
- An in-depth description of the deep learning activity embedded in the lesson
- Lesson procedure (step-by-step w/ an anticipatory set and closing)
- Learning supports, scaffolds, or accommodations needed
- Possible learning extensions
- Summary of assessment, exit ticket, reflection, etc.

5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

All coursework is to be completed in the Teaching Channel online environment.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Inquiry and Questioning

According to the National Council for Social Studies, "Questioning is the key to learning."

Questioning was also mentioned in the course text. Yet it can take skill and practice to ask the right questions, or to get students to ask the right questions. To learn more, please complete one of the following options (and note which one you are choosing in your coursework):

Option 1: Valuable Student Questions

For this option, begin by reading. "What Makes a Question Valuable: Teaching Students to Pose Their Own Questions," by Joan Brodsky Schur from National Council for Social Studies. Please note: You will need to click on the "View PDF File" button. (If you can't see the article, try downloading it and opening it from your "downloads" folder.) The article outlines a questioning technique that helps to generate and improve upon questions through a simple sequence of activities.

For this option, replicate the questioning technique in your own classroom, on a topic connected to your curriculum. Once you've facilitated the questioning lesson, you'll reflect on the experience.

Finally, in two paragraphs or more, summarize the experience using these thinking prompts:

- What was the lesson and topic?
- How did you set the question technique up?
- What did you do?
- What did students do?
- What worked and what didn't?
- How useful was it?
- What would you do differently next time?

Option 2: The Right Questions

The Right Questions Institute has a worthy process for developing questions. Take a look at how one teacher uses this technique with her fourth graders:

All coursework is to be completed in the Teaching Channel online environment.

For this application option, complete the following to learn more about the Question Formulation Technique (QFT):

- Read through this helpful guide, “Experiencing the Question Formulation Technique,” from the Right Question Institute
- Complete the activity included in the above guide.
- The process you just experienced is the same one you can teach others (students, colleagues, leaders, etc.) in your school, district, or community. Check out, “Steps of the Question Formulation Technique (QFT) & Video Guide” to help you do just that!

Finally, in a total of two paragraphs or more, summarize steps 4-6 from the activity you complete above. For your reference, they are:

Step 4: Prioritize Your Question

- Choose the three most important questions from your list. Mark them with an “X.”
- What was your reason for selecting those three?
- What numbers are your priority questions?

Step 5: Next Steps

- How will you use your questions?

Step 6: Reflection

- What did you learn?
- How can you use it?

Please submit your completed activity from the guide, along with your 2-paragraph summary, with your Module 3 coursework.

3. Application: Collaborate

You’ve developed and implemented both surface and deep learning activities so far. Now, it’s time to focus on teaching for transfer with a touch of collaboration. As a reminder, collaboration is useful for transfer of learning as it requires students to make connections from one level to the next or across content areas.

Begin by watching videos 4.1, 4.2, and 4.3 on the Corwin Resources Website.

Next, using one new-to-you idea from the text, videos, your own research, or this additional list of resources, draft an activity for students or colleagues that ensures transfer of learning. Be sure to include some level of collaboration in your activity. Collaboration can be between or among students, teachers, administrators, families, community members, even organizations! We encourage you to use your imagination, be bold, and maybe even take a risk with this application.

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Summarize your activity in two paragraphs or more including the following information:

- Topic/unit
- Quick descriptions of surface learning and deep learning activities that would have taken place prior to this activity (it's okay to make these up!)
- In-depth description of the transfer of learning activity
- An explanation of how you will assess transfer of learning following the activity (In other words, how will you know if the activity worked?)

4. Application: You Choose

For the final application of the course, please complete one of the following options to ensure your instruction has a positive effect on your social studies students. Be sure to note which option you are choosing in your coursework.

Option 1: Planning for Impact

Can you relate to the comic? How can this type of learning loss be prevented? What if lessons and units were built to move learners from surface learning to deep learning, and included the transfer of learning? Would that work? Let's find out!

To begin this application, review this Learning Transfer Mental Model graphic.

Next, watch as Julie Stern, text author, discusses brainstorming concepts, asking questions, and planning transfer learning activities.

Now, it's your turn to brainstorm and plan for impact, using our Planning for Impact template. Your plan should include the following:

- One state standard, common core standard, or other standard applicable to your situation (of your choosing) to plan around
- Two potential concepts from the standard of your choosing
- One conceptual question per concept (Use Conceptual Relationship Questions from Julie Stern to help you.)
- One aligned learning goal per concept/question
- One potential meaning-making activity for surface level learning that you could implement per concept/question. Further, include texts you will use, if applicable. Feel free to consult Chapter 2 for ideas.
- Explain one deep learning activity that will help students answer the conceptual question(s) you created above. Include texts you will use, if applicable. Consult the Chapter 3 for deep learning strategy examples.
- Explain at least one different context or new situation to which students could transfer their learning and summarize a learning activity where students will be able to transfer their learning and further illuminate an answer to the conceptual question(s). Include texts you will include if applicable.

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Please submit your plan and your one paragraph or longer reflection summarizing how this process compares to planning you have done in the past regarding the same standard or learning intention. Share any thoughts you have about how this level of planning can improve your social studies instruction and deepen student learning.

Option 2: Determining Impact

Curious about your teaching impact? In Chapter 5, the authors explain how to calculate your own effect sizes, so you can determine your impact.

To begin, review Chapter 5 paying close attention to how to calculate your own effect size. As part of this process, you need to give a pre-assessment, teach at least one lesson using a strategy you've learned from this course, and then give a post assessment.

Then, summarize your findings in one page or more. Please include the following in your summary:

- the course subject, grade level, and unit topic
- the learning outcome being assessed
- a concise description of the pre-assessment and post assessment
- the instructional strategy used in the lesson
- a table or spreadsheet of each student's pre-assessment score and post assessment score, and your calculation of the overall effect size (see p. 132).
- Important: please do not include student names in your submission but instead leave blank or change to "Student A, B, C, etc."
- personal and professional reflections using the following prompts:
- How "impactful" were you?
- What evidence support this?
- Is calculating effect sizes something that might be useful to you in your practice moving forward and would you suggest it to colleagues? Why or why not?

5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

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