CI 512 Education Innovation  
Evening Cohort  
Spring 2016

Course Section: K0  
Meeting Time and Place:  
Evening Cohort  
Cedar Bluff  
Course Credit Hours: 3 Credit Hours  
Clinical Experience in this Course: See companion course CI 513

Faculty Contact Information: See Faculty Contact information attached

Graduate Education Webpage: [http://www.lmunet.edu/academics/schools/school-of-education](http://www.lmunet.edu/academics/schools/school-of-education)

**Course Description:** This course focuses on current innovations in educational practice and curriculum development. Students will investigate practices such as standards-based integrated curriculum, flipped classroom, STEM and problem-based learning. Candidates will identify benefits and challenges of the innovative practices and make appropriate application to their own practice.

I. **Course Objectives:** The candidates will:
   - Create an problem-based unit of study based on state standards
   - Identify themes and big ideas
   - Correlate standards to integrate content
   - Create learning activities that develop deep content knowledge and assessments
   - Examine, analyze and share with colleagues examples of innovative educational programs
   - Develop integrated assessment systems

**Standards/Goals:**

**CI Candidate Outcome 2:** The candidate engages learners in deep content knowledge that includes reflection on prior content knowledge and skills, integrates technology, links new concepts to familiar concepts, develops critical thinking skills and connects to real-world local and global issues.

**InTASC Standard #5 Application of Content:** The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problems solving related to authentic local and global issues.
II. Texts/Materials for the Course:

Required Textbooks:

Suggested Readings:


LINKS FOR ADDITIONAL MATERIAL

PBL Edutopia
http://www.edutopia.org/project-based-learning?gclid=Cj0KEQiAsNyxBRDDBuKrMhsbt3vwBEiQAdRgPskzn0brseUD8xU3OHpD12RyIkJkN9ekqULwQp5pw82caAhm68P8HAQ

Buck Institute for Education
http://bie.org/?gclid=Cj0KEQiAsNyxBRDDBuKrMhsbt3vwBEiQAdRgPskzn0brseUD8xU3OHpD12RyIkJkN9ekqULwQp5pw82caAhm68P8HAQ

PBL – Diana Wood
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1125189/

PBL – Sheila Gallagher

PBL Stanford University

PBL Study Guides and Strategies
http://www.studygs.net/pbl.htm

Work That Matters: Teacher’s Guide to PBL

PBL Guide

Top Ten Tips for Assessing Project-Based Learning

III. Course Requirements, Assessment (Learning Outcomes) and Evaluation Methods:

Learning Outcomes: This graduate course addresses the three themes essential to the conceptual framework of the Lincoln Memorial University’s Carter & Moyers School of Education: Values, Education, and Service. Using values congruent with dispositions of the profession, candidates will actively apply coursework in the school and/or
community environment. Throughout this course candidates will engage in activities to extend their professional and pedagogical knowledge, along with applying, evaluating, and reflecting on course content that contributes to continuous improvement of education practice. Another component is researching current standards-based instructional strategies that appropriately address diverse learning styles. This course emphasizes the goal of encouraging our graduates to engage in service to diverse student bodies, schools and communities by exhibiting and modeling professional behavior in the field that models integrity, fairness, and ethical decision-making which is in the best interests of all students and stakeholders. The ultimate aim in emphasizing these three themes is to produce educational leaders who reflect Lincoln Memorial University’s motto, Preparing Professional Educators of Distinction to Make a Positive Impact on This Generation and the Next.

**Requirements** (see Course Outline and Requirements section)
1. Reading and discussion of required materials. See related discussion guides
2. In-class writings
3. Any other readings or in-class activities that the instructor may assign
4. Group Projects: Groups will research assigned topics for presentation to the class.
5. Key Assignments: Each course includes two Key Assignments that are critical to successful completion of the course. Key Assignments are submitted via Live Text and will be assessed electronically by the instructor using a rubric. In addition to the Key Assignments, the instructor may require other coursework.

**Evaluation Method:** Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.

**Clinical Experiences:** In courses with Clinical Experiences, candidates will receive regular coaching and feedback from mentors. The coaching process must be documented, for example, through an activity/time log or formal evaluations.

**Evaluation Method:** Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.

**ATTENDANCE**
Cooperative and group learning are essential components of the MEd program. When class absences occur, students can make up for knowledge and skills by completing required assignments, but they are not able to make up for the knowledge and skills their participation in class would have provided to their own learning and to their fellow students’ learning. Therefore, even with successful completion of make-up assignments, class absences will cause a reduction in the final course grade. **The first absence in a semester will not result in a reduction of final grade. The second absence will result in a reduction of one letter grade. Three absences will result in a final grade of C or lower. More than three absences will result in a grade of F for the course(s) taken that semester. Faculty will determine when circumstances legitimately cause a student to be tardy or need to leave a class early; however, a pattern of excessive tardiness or leaving early may affect grade.** Students may not make up for an absence at another class site. Refer to the *Graduate Catalog* for further academic information and restrictions.
IV. Methods of Instruction: Instructional methods will include lecture, class discussion, reflection, collaborative assignments, group presentations, problem solving, and written assignments.

V. Information Literacy/Technological Resources:

**Technology**
Incoming students must be computer literate and be able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.**

**Turnitin**
Candidates will be required to submit some assignments to Turnitin, the computer program designed for checking literature duplication. Submitting additional course work to Turnitin is at the instructor’s discretion. Instructions for using Turnitin can be found at [http://www.turnitin.com/en_us/training/student-training](http://www.turnitin.com/en_us/training/student-training).

**Live Text:** Each student will be required to establish or continue an account with the Live Text program. Live Text is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions are posted on the School of Education website at [www.lmunet.edu/education - Degrees and Programs/Live Text Help](http://www.lmunet.edu/education - Degrees and Programs/Live Text Help).

**Library Resources** (Revised 2/2/2012)
The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library’s website (library.lmunet.edu) for full details. There are many professional databases including: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text; **ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection**: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than one million dissertations and theses; **Mental Measurements Yearbook** which contains descriptive information and critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement and intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

VI. University Policies:

**Students With Disabilities Policy:** As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalogue. Any student seeking assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact the Director of Counseling and ADA, Dan Graves, with regard to required documentation and in order to make appropriate arrangements. Contact information: dan.graves@lmunet.edu and/or 423.869.6267 (800-325-0900 ext. 6267).
Counseling: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401).


Course Evaluations: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

Outcomes Assessment Testing: Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

LMU’s Inclement Weather Policy can be found at the following link to LMU’s website: [http://www.lmunet.edu/student-life/weather-cancellation-notification](http://www.lmunet.edu/student-life/weather-cancellation-notification).

Intent to Graduate: Students planning to graduate at the end of the current semester need to apply for graduation by submitting an Intent to Graduate form to Erin Brock ([erin.brock@lmunet.edu](mailto:erin.brock@lmunet.edu)) by the deadline indicated in the Important Dates section of the syllabus. Graduation forms and additional information can be found at [http://www.lmunet.edu/academics/schools/school-of-education/graduation-information/graduation-forms](http://www.lmunet.edu/academics/schools/school-of-education/graduation-information/graduation-forms).

PROFESSIONAL CERTIFICATION AND LICENSURE DISCLAIMER – Authorization for the University to provide a program for the preparation of teachers, counselors, or administrators, does not guarantee eligibility for certification, licensure, or benefits. It is the sole responsibility of the candidate to be knowledgeable about specific state certification/licensure/benefits requirements, qualify for certification, licensure, or benefits and apply for the same.

UNIT COMMITMENT TO DIVERSITY – The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and K-12 school faculty, candidates, and students in K-12 schools.

FOR ALABAMA STUDENTS: Alabama Commission on Higher Education Disclaimer Statement - State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama’s test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s). [www.alsde.edu](http://www.alsde.edu)
VII. mission statements:

Lincoln Memorial University Mission Statement can be found at the following link to LMU’s website: http://www.lmunet.edu/public/uploads/catalogs/Graduate_Education_Catalog15-16.pdf (page 3)


IIX. course Outline/Assignment/units of Instruction or Clinic Schedule:

KEY ASSIGNMENTS:

KA #1: Problem-Based Unit Plan
Candidates will use the template provided and resources from the text and online sources to create or adapt a Problem-Based Learning unit plan. The plan will be appropriate to implement in the field and will include standards, essential questions, instructional plan, culminating assessments and reflection.

Visit this website: http://bie.org/resources
Under the “Interact” heading, click on “Project Planner” to create an electronic Project Design Template. You will use this template for designing your project.
Take note of the their statement on plagiarism.

Assessment: Problem-Based Unit Plan Rubric

KA #2: School Innovation Class Presentation
Candidates will research a current topic related to school innovation. The presentation will be innovative and interactive.

Assessment: School Innovation Presentation Rubric

ADDITIONAL STUDENT ASSIGNMENTS FOR EDUC 512
See assignment guide provided by the professor for other assignments and course requirements.

XII. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENT.
### CI 512 PBL Design Rubric

<table>
<thead>
<tr>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Knowledge, Understanding &amp; Success</strong></td>
<td>Project is focused on teaching students specific and important knowledge, understanding, and skills derived from standards and central to academic subject areas. Power standards are addressed. Important success skills are explicitly taught and assessed, including critical thinking/problem solving, collaboration, and self-management.</td>
<td>Project is focused on teaching students specific and important knowledge, understanding, and skills derived from standards and central to academic subject areas. Important success skills are explicitly taught and assessed, including critical thinking/problem solving, collaboration, and self-management.</td>
<td>The project is focused on standards derived knowledge and understanding, but it may target too few, too many, or less important goals. Success skills are targeted, but there may be too many to be adequately taught and assessed.</td>
</tr>
<tr>
<td><strong>Challenging Problem or Question</strong></td>
<td>The project is focused on a central problem or question, at the appropriate level of challenge. The central problem or question is framed by a driving question for the project, which is: •open-ended; it will allow students to develop more than one reasonable answer. •Understandable and inspiring to students. •Aligned with learning goals; to answer it, students will need to gain the intended knowledge, understanding, and skills.</td>
<td>The project is focused on a central problem or question, at the appropriate level of challenge. The central problem or question is framed by a driving question for the project, which is: •Open ended •Understandable and to students. •Aligned with learning goals.</td>
<td>The project is focused on a central problem or question, but the level of challenge might be inappropriate for the intended students. The driving question relates to the project but does not capture its central problem or question (it may be more like a theme). The driving question meets some of the criteria for an effective driving question, but lacks others.</td>
</tr>
<tr>
<td><strong>Sustained Inquiry</strong></td>
<td>Inquiry is sustained over time and academically rigorous (students pose questions, gather &amp; interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions). Inquiry is driven by student-generated questions throughout the project. The project has an authentic context, involves real-world tasks,</td>
<td>Inquiry is sustained over time. Inquiry is driven by student-generated questions throughout the project. The project has an authentic context, involves real-world tasks,</td>
<td>Inquiry is limited (it may be brief and only occur once or twice in the project; information-gathering is the main task; deeper questions are not asked). Students generate questions, but while some might</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The project resembles traditional “schoolwork;” it lacks a real-world context, tasks and tools, does not make a real impact on the world or speak to students’ personal interests.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Authenticity</th>
<th>Use of Technology</th>
<th>Reflection</th>
<th>Critique and Revision</th>
<th>Public Product</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The project has an authentic context, involves real-world tasks, tools, and quality standards, makes a real impact on the world, and/or speaks to students’ personal concerns, interests, or identities.</td>
<td>Varied and innovative use of technology. Technology is used in an interactive format by candidates and by the students.</td>
<td>Students and teachers engage in thoughtful, comprehensive reflection both during the project and after its culmination, about what and how students learn and the project’s design and management.</td>
<td>Students are provided with regular, structured opportunities to give and receive feedback about the quality of their products and work-in-progress from peers, teachers, and if appropriate from others beyond the classroom. Students thoughtfully use feedback about their work to revise and improve it.</td>
<td>Student work is made public by presenting or offering it to people beyond the classroom. Students are asked to publicly explain the reasoning behind choices they made, their inquiry process, how they worked, what they learned, etc.</td>
<td>High quality</td>
</tr>
<tr>
<td>The project has an authentic context, involves real-world tasks, tools, and quality standards, makes a real impact on the world, and/or speaks to students’ personal concerns, interests, or identities.</td>
<td>Technology is used in an interactive presentation format.</td>
<td>Students and teachers engage in reflection both during the project and after its culmination.</td>
<td>Students are provided with regular, opportunities to give and receive feedback about the quality of their products and work-in-progress from peers, teachers, and if appropriate from others beyond the classroom. Students use feedback about their work to revise and improve it.</td>
<td>Student work is made public by presenting or offering it to people beyond the classroom. Students are asked to publicly present their projects.</td>
<td>Acceptable</td>
</tr>
<tr>
<td>The project has some authentic features, but they may be limited or feel contrived.</td>
<td>Technology used by teacher only. Limited or no technology use by students.</td>
<td>Students and teachers engage in some reflection during the project and after its culmination, but not regularly or in depth.</td>
<td>Students are provided with opportunities to give and receive feedback about the quality of products and work-in-progress, but they may be unstructured or only occur once. Students look at or listen to feedback about the quality of their work, but do not substantially revise and improve it.</td>
<td>Students present products, but are not asked to explain how they worked and what they learned.</td>
<td>Acceptable</td>
</tr>
<tr>
<td>The project resembles traditional “schoolwork;” it lacks a real-world context, tasks and tools, does not make a real impact on the world or speak to students’ personal interests.</td>
<td>No use of technology evident.</td>
<td>Students and the teacher do not engage in reflection about what and how students learn or about the project’s design and management.</td>
<td>Students get only limited or irregular feedback about their products and working-progress, and only from teachers, not peers. Students do not know how or are not required to use feedback to revise and improve their work.</td>
<td>Students do not make their work public by presenting it to an audience or offering it to people beyond the classroom.</td>
<td>Grammatical errors</td>
</tr>
<tr>
<td>Grammar, APA Format</td>
<td>quality presentation, few grammatical errors, effective use of APA format</td>
<td>quality presentation, several grammatical errors, APA formatting issues.</td>
<td>interfere with understanding of the reader. Lack of APA formatting.</td>
<td></td>
<td></td>
</tr>
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<td><strong>Key Knowledge &amp; Understanding</strong></td>
<td>Presentation is focused on presenting specific and important knowledge, understanding, and skills related to the innovation chosen. Presentation addresses deep understanding, big themes and philosophical underpinnings of the innovation chosen.</td>
<td>Presentation is focused on presenting specific and important knowledge, understanding, and skills related to the innovation chosen.</td>
<td>Presentation is focused on the surface knowledge about the innovation. Presentation does not address big ideas of the innovation.</td>
</tr>
<tr>
<td><strong>Use of Technology</strong></td>
<td>Varied and innovative use of technology. Technology is used in an interactive format by candidates and by the students.</td>
<td>Technology is used in an interactive presentation format.</td>
<td>Technology used by teacher only. Limited or no technology use by students.</td>
</tr>
<tr>
<td><strong>Innovative Presentation Method</strong></td>
<td>Content is presented in an interactive, innovative manner. Audience members are engaged in the presentation in a deep and meaningful way. Presenters show excitement, deep understanding and clear connection to the content.</td>
<td>Content is presented in an interactive and innovative manner. Audience members are engaged in the presentation.</td>
<td>Content is presented in a didactic manner with limited interaction from the audience.</td>
</tr>
<tr>
<td><strong>Application of Knowledge</strong></td>
<td>Presentation shows clear application of knowledge to the school setting. Presenters are able to answer questions about implementation.</td>
<td>Presentation shows clear application of knowledge to the school setting.</td>
<td>Presentation shows limited application of knowledge to the school setting.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Audience is engaged in thoughtful, comprehensive reflection both during the presentation and after its culmination, about what and how students learn and the innovative design and management.</td>
<td>Audience is engaged in thoughtful, reflection both during the presentation about what and how students learn and the innovative design and management.</td>
<td>Students and teachers engaged in some reflection during the presentation but not in depth.</td>
</tr>
<tr>
<td><strong>Presentation, Grammar, APA Format</strong></td>
<td>High quality presentation, few or no grammatical errors, effective use of APA format.</td>
<td>Acceptable quality presentation, few grammatical errors, effective use of APA format</td>
<td>Acceptable quality presentation, several grammatical errors, APA formatting issues.</td>
</tr>
</tbody>
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The InTASC Model Core Teaching Standards (April 2011)

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The Learner and Learning

Standard #1: Learner Development
The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The candidate uses understanding of individual difference and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The candidate works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge
The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment
The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate’s and the learner’s decision making.

Standard #7: Planning for Instruction
The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice
The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others.
(learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**

The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Notes:**


- In each standard the term “teachers” has been replaced with the term “candidate” in compliance with CAEP requirements.


LMU CI Candidate Outcomes:

**Candidate Outcome 1:** The candidate will design and implement research-based strategies to manage the learning environment and to motivate and actively engage diverse learners.

**Candidate Outcome 2:** The candidate engages learners in deep content knowledge that includes reflection on prior content knowledge and skills, links new concepts to familiar concepts, develops critical thinking skills and connects to real-world local and global issues.

**Candidate Outcome 3:** The candidate designs and uses multiple methods and appropriate types of assessment to identify student learning needs and collaborates with other professionals to design instruction that supports all students in meeting rigorous learning goals.

**Candidate Outcome 4:** The candidate designs and/or engages professional learning experiences to improve practice, enhance ethical decision making and seek leadership roles in the school community.

**Candidate Outcome 5:** The candidate demonstrates the dispositions of the profession.
INSTRUCTOR INFORMATION – Faculty will be available by appointment before class, during the lunch period and after class for advisement sessions with students. The preferred method for contacting professor is the LMU email system.

Dr. Shannon Collins
Shannon.collins@lmunet.edu
931-319-9951

Director of Curriculum and Instruction
Dr. Terry Stevenson
Theresa.stevenson@lmunet.edu
423-322-1001