

EDU-929: Real World Authentic Learning

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3 units
Target Audience: K-14th grade teachers
Course Access: <https://connect.fresno.edu>

Course Description

This course is designed to deepen understanding about the role real world, authentic learning plays in student success and offers a rich variety of strategies and ideas to spark interest, deepen content knowledge and skills and challenge the 21st C. learner. The course serves as a rich resource for self-selection and development of meaningful, real world learning activities, projects and units of study that require students to investigate relevant problems and create products that have real-life purposes. CCSS-aligned lessons, website resources and videoed classroom observations are embedded throughout the course to build context, explain processes and collect ideas. Integration of literacy, strategic use of technology and performance assessments are emphasized. Educators will exit the course with a toolkit of ideas and a completed self-selected authentic project or integrated unit of study for implementation. The online course aligns with CCSS, NCTE, CCSS, CCR and NSBTS standards.

Note: Required book must be acquired separately.

Required Texts and Course Materials

Book: Authentic Learning Experiences: A Real-World Approach to Project-Based Learning (2013). Dayna Laur. Routledge. ISBN-13: 978-1-59667-245-1 <https://www.amazon.com/Authentic-Learning-Experiences-Dayna-Laur/dp/1596672455>

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [*What Teachers Should Know and Be Able to Do*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

Common Core State Standards (CCSS) (www.corestandards.org)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

This course references and integrates the Common Core Standards to:

- Create an understanding and acquire knowledge about the standards and how they apply to teaching and learning in the 21st Century
- Apply and assess a wide range of strategies aligned with the standards to comprehend, interpret, evaluate information to create new meaning.
- Conduct research and generate ideas related to the new Common Core Standards (CCSS) and to the College and Career Readiness Anchor Standards (CCR).

Common Core Language Arts (K-5) and Literacy Standards (6-12) addressed in course assignments include:

- Reading for Literature: RL 1-9
- Reading for Information: RI 1-10
- Writing: W 1-9
- Speaking and Listening: SL 1-6
- Language Standards: L1-6

Students may elect to focus on CC History/Social Science Standards that may include, but will not be limited to:

- History/Social Science: RH 1-10
- Science/Technical Subjects: RST 1-10

Common Core Math Standards. Students may elect to focus on CCSS K-8 Math Standards that may include, but are not limited to: OA 1-4, 8-9, RP 1-3; NS 2-7, MD 2-4, MD 7-10, EE 1-9; SP 1-5; G 1-5, NF 1-7.

CCSS High School Math Standards may include, but are not limited to: NQ 1-3, Algebra: N.CN 1-5, NC 1-6, SSE 1-3, PR 1-4; CED 1-4; RE 1-3; Geometry: CO 1-4, MD 1-3, PE 1-3.

National Council of Teachers of English

The National Council of Teachers of English (NCTE) define what teachers, as students, should know and be able to do in English language arts. It is the belief that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards encourage the development of curriculum and instruction that make productive use of innovation and creativity which are essential to teaching and learning.

NCTE Standards that apply to this course are:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

National Educational Technology Standards for Teachers (NETS-T)

Effective teachers model and apply the NETS-S as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. NETS-T standards addressed in this course include:

1. Facilitate and inspire student learning and creativity
2. Design and develop digital age learning experiences and assessments
3. Model digital age work and learning
4. Promote and model digital citizenship and responsibility
5. Engage in professional growth and leadership

Continuing Education Program Student Learning Outcomes

CE 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Student Learning Outcomes (SLOs) for This Course

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
1. Synthesize and create new knowledge about authentic, real world learning, investigative inquiry, motivation, relevance, communication, critical thinking, creativity, and collaboration, elements of effective	NBPTS 1, 3, 4, 5, 6, 7	1, 2, 4, 5, 6

experiences, academic engagement, problem/ project-based learning.		
2. Critically read a variety of materials to build background knowledge on authentic student-centered learning and characteristics of the digital student.	NBPTS 1, 3, 4, 5, 6, 7	2, 5, 6
3. Discuss the role authentic, student-centered activities play in learning and student academic success, including second language learners and students of poverty.	NBPTS 1, 3, 4, 5, 6, 7	1, 2, 3, 4, 6
4. Explain and apply research as it relates to critical thinking, problem solving, collaboration and presentation to embedded and extended real world learning opportunities.	NBPTS, 3, 4, 6, 7	1, 2, 4, 6
5. Reflect on prior learning experiences to make connections between problem solving, critical thinking, math, science, reading, writing, speaking, listening, learning and development of 21st C. CCR skills.	NBPTS 1, 6, 7	1, 2, 3, 4, 6
6. Use a variety of resources, including technology and on-line resources, to gather and synthesize ideas and information related to real world learning experiences and inquiry. NBPTS 1, 3, 4, 5, 6, 7	NBPTS 6, 7	1, 4, 6
7. Exhibit through writing an understanding of authentic learning, student-centered learning, inquiry learning, effort, academic engagement, relevancy and respect for diverse learning.	NBPTS 1, 4, 5, 7	1, 2, 4, 5, 6
8. Demonstrate an understanding of the importance connections to the real world through authentic learning plays in academic success and apply strategies that support application of problem solving, critical thinking, collaboration, technology and presentation skills.	NBPTS 1, 3, 4, 5, 6, 7	1, 2, 3, 6
9. Identify how 21st Century work skill needs and the growth of online learning intersect to impact U.S. education.	NBPTS 1, 4, 5, 7	2, 4, 5, 6
10. Develop an authentic, standards-embedded unit of study or project that provides a real-world learning experience and that emphasizes problem solving, critical thinking, research, collaboration, presentation and technology skills and differentiates approaches to learning to meet the needs of individual students.	NBPTS 1, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Module 1 – Making Connections to CCSS and 21st C. Learning <ul style="list-style-type: none"> • CCSS, NGSS, 21st C skills, CCR to authentic learning (AL) • Elements of effective AL 	Activities: • Read Real World, Authentic Learning • Read Authentic Learning, Chapter 1 and 6 • View Productivity in the 21st Century • View 21 st Century Learning?!? Assignments: 1.1 Connect CCSS and Real-World Learning 1.2 Elements Effective Authentic Learning 1.3 Challenging Investigations (Forum)	40 pts
Module 2 – Ingredients for Success <ul style="list-style-type: none"> • Critical thinking, EL and students of poverty • Relating AL to PBL • Critical thinking levels 	<ul style="list-style-type: none"> • Activities: • Read Authentic Learning, Chapter 2 • Read Preparing 21st C. Students Critical Thinking and Inquiry, pp. 8-12 • View Defining Project-Based Learning • View Inquiry Based Learning • Assignments: 2.1: Critical Thinking and Relevancy 2.2: Levels of Critical Thinking 	30 pts
Module 3 – Authentic Classroom <ul style="list-style-type: none"> • Learning Tasks • GRASPS Task Design • Classroom AL Tasks • Career Awareness 	<ul style="list-style-type: none"> • Activities: • Read Authentic Learning, Chapter 3 • Read and view What Works in Education • Read Write a Great Authentic Task • View Using G.R.A.S.P.S. • Assignments: 3.1 GRASP- An Authentic Task Design 3.2: Toolkit, Part A 3.3 Connecting Careers to Learning (Forum) 	50 pts
Module 4 – Using the Community as a Learning Laboratory <ul style="list-style-type: none"> • Community-based AL tasks • Service Learning 	<ul style="list-style-type: none"> • Activities: • Read Authentic Learning, Chapter 4 • Read With Common Core State Standards. • Read Community-Based Learning Handbook • Read Steam Ahead with Service Learning • View Everyday Heroes in Informational Text • Assignments: 4.1 Community-Based Learning 4.2: Toolkit, Part B 4.3: Service Learning (Forum) 	50 pts

Module 5 – Using the Community to Showcase Learning <ul style="list-style-type: none"> • Use of outside audiences to establish relevancy • Showcasing- a performance assessment 	<ul style="list-style-type: none"> • Activities: Read Authentic Learning, Chapter 5 Read Planning an Authentic Learning Event View From Worms to Wall Street • Assignments: 5.1: Employing Outside Audiences 5.2 Showcasing Task Completion 	30 pts
Module 6 – Differentiation and Choice <ul style="list-style-type: none"> • Written, taught and tested alignment (Task, standards, activities, assessment) • Differentiation to encourage interdependence / independence • Choice criteria 	<ul style="list-style-type: none"> • Activities: • Read Authentic Learning, Chapters 7 and 9 • Read Choice excerpts • Read 6 Strategies for Differentiated Inst • Assignments: 6.1 Connecting Authentic Learning to CCSS 6.2 Choice- A Real World Skill 	30 pts
Module 7 – Natural Environment and Outdoor Authentic Learning <ul style="list-style-type: none"> • Identifying meaningful outdoor learning activities • Real world natural learning tasks 	<ul style="list-style-type: none"> • Activities: • View Student Projects. • View Crickets Investigation • Read and review Outdoor and Nature Projects • Read Natural Journal • Explore World Learning Model (Outside) • View Students & the Outdoors • Assignments: 7.1 Natural and Outdoor Learning 7.2: Toolkit, Part C-Natural Envir/ Outdoor 	40 pts
Module 8 – Real World Issues and Global Learning Experiences <ul style="list-style-type: none"> • Clubs and learning organization • Embedding real world issues • Global AL experiences 	<ul style="list-style-type: none"> • Activities: • Read Authentic Learning, Chapter 7 • Explore Ted-Ed Clubs website • View Envir Newscast, Debate Bullying, Japanese Inter Camp, Olympic Race Times • View Global Authentic Writing (elem/sec) • Explore Learning Planet (Global) • Review 100 People: Global Issues • Review Global Real Time • Assignments: 8.1 Ted Ed Clubs 8.2 A Focus on Real World Issues 8.3 Toolkit, Part D, Global Learning 	55 pts

Module 9 – Assessment and Long-Term and Extended AL <ul style="list-style-type: none"> Performance assessments Long-term embedded AL 	<ul style="list-style-type: none"> Activities: • Read Authentic Learning, Chapter 8 • Read Real-World STEM Problems • View Need for Performance Assessments, Elementary and Secondary • Read Whole-School Project • Research real world and AL assessments • Explore NASA website Assignments: 9.1: Analyzing Task Assessments 9.2: Toolkit E-Long-Term /Extended Projects 	40 pts
Module 10 – Putting It All Together <ul style="list-style-type: none"> Effort Mindset, Dweck Real world task performance 	<ul style="list-style-type: none"> Activities: View How To Help Every Child Fulfill Their Potential (Carol Dweck) View Mystery Strategy View Virtual Field Trips and Simulations Review Learn Real World Science Assignments: 10.1 Signature: Authentic Project or Unit 10.2: Exemplary Strategy (Forum) 	85 pts
Course Wrap-up – Grading and Evaluation	<ul style="list-style-type: none"> Final Reflection Forum Course Evaluation Course Completion Checklist Grade Request / Transcript Request 	
TOTAL POINTS		450 points

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percentage	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Include relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Include mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organization structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Discussion Forum Requirements

- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
- **Standard:** Response was ½ to 1 page in length (2-3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed most of the assignment directions, proper grammar and no spelling errors. Language is comprehensible, but there a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was less than ½ page in length (1 paragraph). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow the assignment directions, many grammar and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrars-office/academic-catalogs>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and "Request Final Grade". Once the

instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.