



Teaching Life's Essentials - Inspiration

EDUU 9871

1 Semester Credit/Unit

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Syllabus

Course Overview

Welcome to **Teaching Life's Essentials - Inspiration**. This class was created as part of a seven-course series entitled **Teaching Life's Essentials**. The other courses in the series are:

- **Happiness**
- **Compassion**
- **Curiosity**
- **Resilience**
- **Growth Mindset**
- **Tolerance**

Isn't it true that great teachers are born not made? We say "not at all". With the guidance of the courses in this series, you can take your teaching to a new level; one that brings the highest degree of satisfaction to yourself and your students. Great teachers are remembered not for the knowledge they impart but for the way they encourage and lift their students' achievement, not just in a subject, but in the important skills of living a fulfilling life. These skills of happiness, of inspiration, compassion, curiosity and resilience are essential for both the learner and the teacher. This course will bring research to inform along with techniques and activities to imbue your delivery of required curriculum with the essence of greatness-both yours and your students'.

The inspiring educator strives to reach all students; the purpose of this course is to help teachers who aspire to inspire to realize that goal.

Course Objectives

In this course participants will have an opportunity to:

- Read and study inspirational resources.
- Plan to help students in need.
- Plan to recognize all students.
- Determine his/her strengths and best to use them.
- Communicate with other teachers about being an inspirational teacher.

Course Relation to Professional Standards

This course aligns to the National Board for Professional Teaching Standards

TEACHERS ARE RESPONSIBLE FOR MANAGING AND MONITORING STUDENT LEARNING.

- a) Teachers Call on Multiple Methods to Meet Their Instructional Goals
- b) Teachers Value Student Engagement
- c) Teachers Engage Students in the Learning Process

TEACHERS ARE MEMBERS OF LEARNING COMMUNITIES

- a) Teachers Use Feedback and Research to Improve Their Practice and Positively Impact Student Learning

This course aligns with National Student Standards

NL-Eng-K12.1 READING FOR PERSPECTIVE

- a) Students read a wide range of print and non-print texts to build an understanding of texts, themselves, and of the cultures of the US and the world...

NL-ENG-K12.2 UNDERSTANDING THE HUMAN EXPERIENCE

- a) 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 the human experience.

How to Submit Coursework

Preparation: Prepare assignments in either Word or PDF formatting. Mac users of Page can save their work as a Word file. Make sure you place your full name, course number and assignment category at the top of each page. Place all A assignments in one document.

Document names: Name each document with your last name and assignment letter (BrownAssignmentsA).

Assignment Submission: Place each completed document in the corresponding assignment submit area. You will receive feedback from your instructor, but don't wait for it to continue with your coursework.

Forum Postings: Submit all Forum postings using the Forum links. Label each discussion post with the number of the assignment it fulfills.

Each completed assignment in this course is submitted to the instructor for review. You will receive feedback from your instructor within 2-5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Grading rubrics for written projects and for presentation projects are found in this document.

Course Assignments

There is 1 assignment to turn in: Assignment A and 4 Forums [A1](#), [A2](#), [A12](#), [A13](#)

A Assignment Place all sub-A assignment sections into one document

A1. State why you became a teacher. [Post this response on the Forum.](#)

View with concentration the following video and then respond.

[The Heart of a Teacher](#)

A2. Tell about a teacher that you will never forget. [Post this response on the Forum.](#)

See if you can view the following video without crying.

[Story of an Inspirational Teacher](#)

Think back to your time as a student and recall a “Teddy” who attended your school

A3. Describe (without identifying by name) the “Teddy” you recall

A4. Do you know if your Teddy received any help from a teacher? Explain.

A5. Do you know what happened to your “Teddy”?

Search your school for a Teddy. Get help if it is needed from other teachers, counselors, administrators or others.

A6. Describe (again without naming) your school’s “Teddy”.

View this video: https://www.youtube.com/watch?v=xVlKtI7yd_s

A7. Outline a collaborative plan for your school to help “Teddy” reach home plate.

Access the following website and read the article.

[Teach to Your Strengths](#)

Click on the following link. Watch two videos of your choice.

[Inspirational Videos](#)

Using information from the above article and videos, respond.

A8. Consider your own strengths and then write out how you are going to use them to inspire your students.

Now we are going to go beyond just your strengths, but first view the following video.

[Teachers Change Lives](#)

To reach every student (punk and star) you may have to go beyond what you consider to be your forte to create plans. If you are thinking that you may not have that in you (or even if you’re not thinking that) view the following video. <https://www.youtube.com/watch?v=rCAwXb9n7EY>

Now develop a plan to embark on immediately that will encompass all of your skills (strengths and (still to be developed) gifts) to help you reach every student. Remember that even if you falter, just because you finished this race, you will have reached more “Teddys” and others than if you didn’t develop the plan.

A9. The plan

Teachers make a tremendous impact in the lives of students by encouraging them, supporting them, and inspiring them. Watch the following inspirational video and then complete item A10.

[Be a Mister Jensen](#)

A10. The letter

Because you have worked hard in implementing your plan in assignment A9, you have reached many students. Just as you are to retire, you receive a letter from one such student telling you how much you have helped him/her and that you will never be forgotten. This letter will be for item A10. Keep a copy and put it in your desk so you will see it every day and let me know when it comes true.

For the conclusion of this class, view the following video and then respond.

[A Letter to A Teacher](#)

Having attained statewide a well-deserved reputation as an inspiring teacher, your state teachers' association has asked you to compose a letter to be given to all beginning teachers this coming year. The letter is urging them to reach all students and inspire them. If you think that you cannot write like Abe – remember – even if you pulled a muscle – you finish the race!

A11. Your letter to beginning teachers.

A12. On the [Course Forum](#), write a reflection about your own reaction to this course.

A13. On the [Course Forum](#), post a comment (by clicking 'reply') addressing at least one post created by your classmates.

End of Course

Course Assessment Rubric

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work is very well organized.	Most work is generally well organized.	Work shows little or no organization.
Answers are well thought out and demonstrates reflection on the material.	Answers are complete and demonstrate some reflection on the material.	Answers are brief and do not demonstrate any reflection on the material.
Assignment use specific examples or references from multiple sources.	Assignment use specific examples or references from just a few sources.	Assignment do not use specific examples or references from the readings.
All assignment are completed using complete sentences.	The majority of the assignments are completed using complete sentences.	Assignments are not completed in complete sentences.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

