

COURSE SYLLABUS

Course: Motivating and Engaging Students

Presenters: Dr. Robert J. Marzano and Dr. Debra J. Pickering

Credits: 3 Graduate Credits

Required eBook: *The Highly Engaged Classroom* (Marzano and Pickering, Marzano Research Lab, 2011)

Course Overview

If students are not engaged, there is little if any chance for meaningful achievement. But student engagement is not chance, especially for students disinclined to be engaged; it requires a teacher's careful planning and execution of specific strategies. In this course, educators will learn to create classroom environments in which engagement is the norm. Interviews with teachers and students, classroom footage, workshop activities, lecture, and the accompanying eBook bring to life this critical subject for the educator who aspires to engage all of his or her students in all of their learning.

Implicitly—and sometimes explicitly—students ask themselves four questions that determine how engaged they are in the classroom:

- How do I feel?
- Am I interested?
- Is this important?
- Can I do this?

Educators will learn to facilitate such emotions for students as enthusiasm, interest, enjoyment, satisfaction, and pride, so that those students can answer, “how do I feel?” in the affirmative. They will learn to raise their students' energy levels, demonstrate a positive demeanor, express their own enthusiasm, and use humor to create a classroom culture in which all students are accepted and challenged. To promote their students' authentic interest, educators will learn to use games, inconsequential competitions, friendly controversy, unusual information, and effective questioning strategies. To help their students embrace what they're learning as important, educators will study how to engage their students in setting goals, one of the primary motivators for academic achievement. They'll learn to incorporate cognitively demanding, real-world tasks into instruction that clarify the relevance of what students are learning. Educators will also be prepared to help their students develop strong feelings of self-efficacy, not through superfluous praise, but through making students aware of their potential futures which they can affect through their own efforts.

Presenters' Bios

Dr. Robert J. Marzano is the cofounder and CEO of Marzano Research Laboratory in Denver, Colorado. Throughout his forty years in the field of education, he has become a speaker, trainer, and author of more than thirty books and 150 articles on topics such as instruction, assessment, writing, and implementing



standards, cognition, effective leadership, and school intervention. His books include: *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, *Making Standards Useful in the Classroom*, *District Leadership That Works: Striking the Right Balance*, *Designing and Teaching Learning Goals and Objectives*, and *On Excellence in Teaching*. His practical translations of the most current research and theory into classroom strategies are internationally known and widely practiced by both teachers and administrators. He received a bachelor's degree from Iona College in New York, a master's degree from Seattle University, and a doctorate from the University of Washington.

Dr. Debra Pickering consults with schools and districts nationally and internationally as a senior scholar for Marzano Research Laboratory. Throughout her educational career, Dr. Pickering has gained practical experience as a classroom teacher, building leader, and district administrator. For many years, she has used this experience to provide training and support to K-12 teachers and administrators as they seek to continually improve student learning. In addition to her work with schools, Dr. Pickering has coauthored (with Dr. Robert Marzano) educational books and manuals, including *Dimensions of Learning*, *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*, *Classroom Management That Works: Research-Based Strategies for Every Teacher*, and *Building Academic Vocabulary*. With a combination of theoretical grounding and over three decades of practical experience, Dr. Pickering has worked with educators to translate theory into practice. Her work continues to focus on the study of learning and the development of resources for curriculum, instruction, and assessment to help all educators meet the needs of all students. Dr. Pickering has a master's degree in school administration and a doctorate in curriculum and instruction, with an emphasis in cognitive psychology.

Course Objectives

After completing this course, educators will know:

- Why student engagement is critical to academic achievement
- How to generate high levels of attention and engagement as a result of careful planning
- Research-based strategies to engage all students

Student Learning Outcomes

After completing this course, educators will apply the following skills:

- Execute specific strategies to engage students throughout their learning
- Assess students' engagement
- Use four categories of strategies on a daily basis: effective pacing; demonstrating intensity and enthusiasm; building positive teacher-student and student-student relationships; using effective verbal feedback

Unit 1: Introduction and Overview of Research

In this unit, Marzano Research Laboratory CEO Robert Marzano and Senior Scholar Debra Pickering present a model for attention and engagement that helps teachers get positive answers from their students in response to these critical questions: how do I feel? Am I interested? Is this important? And can I do this? They review some key details about how memory works and the research that supports strategies that will facilitate students' motivation, engagement, and achievement.



Objectives

After completing this unit, participants will know:

- What questions students need to answer positively to be motivated and engaged
- Research supporting relevant strategies
- How memory works

Student Learning Outcomes

After completing this unit, participants will apply the following skills:

- Recognize the need to address students' emotions, interests, sense of the importance of content, and sense of self-efficacy

eBook: Research

Participants read "Chapter 1: Research and Theory" in the eBook of *The Highly Engaged Classroom* and address relevant issues in a reflection question format. They also participate in the discussion forum.

Unit 2: How Do I Feel?

In this unit, expert presenters Robert Marzano and Debra Pickering detail why teachers need to address students' emotions and strategies to do so. Discussion among workshop participants, interviews with teachers, and classroom footage illustrate the impact on students' attention of effective pacing, physical movement, humor, a teacher's own enthusiasm, and positive relationships between teacher and students and student to student.

Objectives

After completing this unit, participants will know:

- The role of emotions in student engagement
- Strategies to help students answer positively the question, "how do I feel?"

Student Learning Outcomes

After completing this unit, participants will apply the following skills:

- Use effective pacing, physical movement, humor, enthusiasm, and positive relationships to affect students' engagement and motivation



eBook: Emotions

Participants read “Chapter 2: How Do I Feel?” in the eBook of *The Highly Engaged Classroom* and address relevant issues in a reflection question format. They also participate in the discussion forum.

Unit 3: Am I Interested?

In this unit, Marzano and Pickering explore ways to help students answer “yes” to “Am I interested?” They, their workshop members, and teachers and students in real classrooms illustrate the impact of games and other inconsequential competition, friendly controversy, unusual or intriguing information, and effective questioning techniques that leave no students unengaged.

Objectives

After completing this unit, participants will know:

- The role of student interest in student engagement
- Strategies to help students answer positively the question, “am I interested?”

Student Learning Outcomes

After completing this unit, participants will apply the following skills:

- Use games and other inconsequential competition, friendly controversy, unusual or intriguing information, and effective questioning techniques to stimulate their students’ engagement

eBook: Interest

Participants read “Chapter 3: Am I Interested?” in the eBook of *The Highly Engaged Classroom* and address relevant issues in a reflection question format. They also participate in the discussion forum.

Unit 4: Is This Important?

In this unit, Marzano and Pickering focus their attention on how teachers can make their content relevant to their students’ lives in the present and to their short- and long-term ambitions. They detail such strategies as personal projects that invite students to articulate and pursue goals and how to make tasks cognitively complex to the degree that students are absorbed by them. Interviews, workshop discussion, and classroom footage translate theory into practice.

Objectives

After completing this unit, participants will know:



- The role of importance in student engagement
- Strategies to help students answer positively the question, “is this important?”

Student Learning Outcomes

After completing this unit, participants will apply the following skills:

- Use personal projects, goal-oriented activities, and cognitively complex tasks to motivate and engage students

eBook: Lifelong Goals

Participants read “Chapter 4: Is This Important” in the eBook of *The Highly Engaged Classroom* and address relevant issues in a reflection question format. They also participate in the discussion forum.

Unit 5: Can I Do This?

In this unit, Marzano and Pickering, et al, turn to the critical issue of self-efficacy in determining student engagement. They foreground ways to teach and otherwise promote students’ self-efficacy and to nurture a growth vs. a fixed mindset that renders students active participants in all their learning.

Objectives

After completing this unit, participants will know:

- The role of self-efficacy in student engagement
- Strategies to help students answer positively the question, “can I do this?”

Student Learning Outcomes

After completing this unit, participants will apply the following skills:

- Promote students’ self-efficacy through strategies such as using effective feedback, directly teaching self-efficacy and exploring with students the impact of self-efficacy—all of which lead to increased motivation and engagement

eBook: Self-efficacy

Participants read “Chapter 5: Can I Do This?” in the eBook of *The Highly Engaged Classroom* and address relevant issues in a reflection question format. They also participate in the discussion forum.



Methods of Instruction

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations)
- Discussion forum (prompts after each unit that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students' work through the lens of what they have learned)

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Percentage of Course Credit

- | | |
|------------------------|-----|
| • Reflection questions | 25% |
| • Quizzes | 15% |
| • Midterm | 25% |
| • Final | 35% |

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.

Grading Policy

A: 3.4 – 4.0
B: 2.7 – 3.3
C: 2.0 – 2.6
F: < 2.0



Reflection/Quiz Rubric

Activity	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Quizzes	90-100%	80-89%	70-79%	69% or below
Reflection Question	<p>Participant has provided rich detail and supporting examples from the course content.</p> <p>Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.</p>	<p>Participant has included appropriate content from the course content.</p> <p>Participant has made thoughtful comments in direct response to the prompts.</p>	<p>Participant has included little that indicates consideration and comprehension of course content.</p> <p>Participant has answered most questions directly but some too briefly.</p>	<p>Participant has included little to no content indicating consideration and comprehension of course content.</p> <p>Participant has not addressed the specific questions posed.</p> <p>Participant has not responded to all reflection questions.</p> <p>Participant has copied from the course transcript without synthesis or analysis.</p>

Midterm

Two critical questions students must answer in the affirmative to ensure that they are engaged in their learning are “how do I feel?” and “am I interested?” For this midterm, please develop an original activity related to subject-specific content that you think will facilitate students’ positive feelings and interest. Your activity should be supported by the research presented by Marzano and Pickering, include clear objectives, and incorporate Marzano’s and Pickering’s classroom strategies.

Please do the following:

1. State the subject, grade level, and learning objectives for the activity.
2. Describe how you will assess the project in relation to your objectives.
3. Detail the steps of the activity, ensuring that they are aligned to the assessments you developed in Step 2. Incorporate at least two strategies you have learned from this course (be sure to clearly indicate these strategies).
4. Explain how the activity aligns with the research presented by Marzano and Pickering. Please include all citations for research you include in this section.
5. Write a reflection addressing the following:
 - a. How will you know that your students are answering in the affirmative to “how do I feel?” What evidence do you expect to see?



- b. How will you know that your students are interested? Again, what evidence do you expect to see?
- 6. Implement the activity in your classroom and take notes on the implementation (this will be necessary for the Final).

Midterm Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
State the subject, grade level, and learning objectives for the activity.	<p>Participant has identified the grade level and subject area for which the lesson plan is aimed and it is developmentally appropriate.</p> <p>Participant has stated clear, highly appropriate and challenging learning objective(s).</p>	<p>Participant has indicated the grade level and subject area for which the lesson plan is aimed.</p> <p>Participant has stated appropriate learning objective(s).</p>	<p>Participant has in some way alluded to the grade level for which the lesson plan is aimed.</p> <p>Participant has stated unchallenging and/or confused learning objective(s).</p>	<p>Participant has not identified the audience for the lesson plan and has not stated learning objective(s).</p> <p>Participant has not stated learning objective(s).</p>
Describe how you will assess the project in relation to your objectives.	<p>Participant has described in rich detail how he or she will assess the project and the assessment and the objective(s) are well-aligned.</p>	<p>Participant has described how he or she will assess the project and the assessment and the objective(s) are reasonably well-aligned.</p>	<p>Participant has minimally described how he or she will assess the project. The assessment and the objective(s) are not well-aligned.</p>	<p>Participant has not described how he or she will assess the project.</p>
Detail the steps of the activity, ensuring they are aligned to your assessments and make clear which of the presenters' strategies you are incorporating.	<p>Participant has detailed different steps of the activity and those steps are clearly aligned to the assessments.</p> <p>He or she has richly described at least two highly relevant strategies, from the presenters, and they are accurately incorporated in the activity.</p>	<p>Participant has listed the steps of the activity, most of which are aligned to the assessments.</p> <p>He or she has indicated two appropriate strategies, incorporated in the activity, from the presenters.</p>	<p>Participant has listed the steps of the activity, but some are not well aligned to the assessments.</p> <p>He or she has also indicated one strategy, incorporated in the activity, from the presenters.</p>	<p>Participant has not indicated the steps of the activity, or they do not align with the assessments.</p>



<p>Explain how the activity aligns with the research presented by Marzano and Pickering.</p>	<p>Participant has persuasively explained and properly cited specific research that Marzano and Pickering present that directly supports the activity.</p>	<p>Participant has explained and properly cited specific research that Marzano and Pickering present that supports the activity.</p>	<p>Participant has indicated specific research that Marzano and Pickering present though not adequately explained that research and it is unclear how it supports the activity.</p>	<p>Participant has not indicated specific research that Marzano and Pickering present. The research is not properly cited.</p>
<p>Write a reflection addressing:</p> <p>How will you know that your students are answering in the affirmative to “how do I feel?” What evidence do you expect to see?</p> <p>How will you know that your students are interested? What evidence do you expect to see?</p>	<p>Participant has richly detailed what evidence he or she expects to see that will indicate students’ affirmative response to “how do I feel?”</p> <p>Participant has richly detailed what evidence he or she expects to see that will indicate that students are interested.</p>	<p>Participant has listed what evidence he or she expects to see that will indicate students’ affirmative response to “how do I feel?”</p> <p>Participant has listed what evidence he or she expects to see that will indicate that students are interested.</p>	<p>Participant has referred to what he or she expects to see that will indicate students’ affirmative response to “how do I feel?” though not to specific evidence.</p> <p>Participant has referred to what he or she expects to see that will indicate students are interested though not to specific evidence.</p>	<p>Participant has not addressed what he or she expects to see that will indicate students’ affirmative response to “how do I feel?”</p> <p>Participant has not addressed what he or she expects to see that will indicate students are interested.</p>
<p>Formal issues</p>	<p>Participant has made no grammatical errors.</p> <p>Participant has organized paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.</p>	<p>Participant has made a few grammatical errors.</p> <p>Participant has organized most paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>Participant has made some distracting grammatical errors.</p> <p>Participant has organized some paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not organized around main ideas.</p> <p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>



Final

For your midterm you developed an activity for students meant to elicit positive answers to “how do I feel?” and “am I interested?” You have since implemented that activity in the classroom. For your final, revise the activity to help students answer positively to “is this important?” and “can I do this?” How can you modify or elevate the activity’s relevance to students’ lives? How can you modify or elevate the activity’s cognitive complexity? How can you help students develop a sense of self-efficacy in relation to the activity?

Please do the following:

1. Reflect on your students’ responses to your implementation of the activity. Did most students seem comfortable and interested? How do you know? What modifications would you make to the activity as it currently exists to elicit more comfort and interest?
2. Modify the activity’s objectives to reflect your proposed modifications. Please include both the original objectives and the modified ones in this section.
3. Modify the assessments to reflect your revised objectives. Please include both the original assessments and the modified ones in this section.
4. Describe additional modifications to the activity meant to elicit positive responses from students to “is this important?” and “can I do this?”
5. Write a reflection addressing the following:
 - a. How is your revised activity relevant to students’ lives?
 - b. How is your revised activity cognitively complex?
 - c. How should your revised activity promote a sense of self-efficacy?

Final Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Reflect on your students’ responses to your implementation of the activity. Did most students seem comfortable and interested? How do you know? What modifications would you make to the activity as it currently exists to elicit more comfort and interest?	Participant has reflected in rich detail, with multiple examples, on students’ responses to the activity. He or she has illustrated with ample detail the degree to which they seemed comfortable and interested. He or she has indicated precise and persuasive modifications to elicit more comfort and interest.	Participant has reflected on students’ responses to the activity and included some illustrating examples. He or she has commented on the appearance of comfort and interest but did not fully support his or her conclusions. He or she has suggested modifications to elicit more comfort and interest.	Participant has briefly described students’ responses to the activity. He or she vaguely commented to their comfort and interest. He or she has suggested modifications to elicit more comfort and interest, but it’s not clear that those modifications will be successful.	Participant has not addressed students’ responses to the activity. He or she has not suggested any modifications to elicit more comfort and interest.



<p>Modify the activity’s objectives to reflect your proposed modification.</p>	<p>Participant has modified the objectives in a manner that clearly aligns to the activity and enriches student interest.</p>	<p>Participant has modified the objectives in a manner that aligns to the activity.</p>	<p>Participant has modified the objectives, though their alignment to the activity is unpersuasive.</p>	<p>Participant has not modified the activity’s objectives.</p>
<p>Modify the assessments to reflect your revised objectives.</p>	<p>Participant has revised his or her assessments to clearly and convincingly align with the new objectives.</p>	<p>Participant has revised his or her assessments to align with the new objectives.</p>	<p>Participant has revised his or her assessments, though they don’t clearly align to the new objectives.</p>	<p>Participant has not revised his or her assessments.</p>
<p>Describe additional modifications to the activity meant to elicit positive responses from students to “is this important?” and “can I do this?”</p>	<p>Participant has detailed modifications that are very likely to elicit positive responses from students to “is this important?” and “can I do this?”</p>	<p>Participant has listed modifications intended to elicit positive responses from students to “is this important?” and “can I do this?”</p>	<p>Participant has referred to modifications intended to elicit positive responses from students to “is this important?” and “can I do this?” but only partially persuaded that those modifications will have that effect.</p>	<p>Participant has not indicated any modifications intended to elicit positive responses from students to “is this important?” and “can I do this?”</p>
<p>Write a reflection addressing: How is your revised activity relevant to students’ lives? How is your revised activity cognitively complex? How should your revised activity promote a sense of self-efficacy?</p>	<p>Participant has written a highly thoughtful and persuasive reflection, supported by examples, addressing all of the following:</p> <ul style="list-style-type: none"> • How the revised activity is relevant to students’ lives • How the revised activity is cognitively complex • How the revised activity should promote a sense of self-efficacy 	<p>Participant has written a convincing reflection addressing all of the following:</p> <ul style="list-style-type: none"> • How the revised activity is relevant to students’ lives • How the revised activity is cognitively complex • How the revised activity should promote a sense of self-efficacy 	<p>Participant has written a reflection addressing 2 of the following with some unpersuasive commentary:</p> <ul style="list-style-type: none"> • How the revised activity is relevant to students’ lives • How the revised activity is cognitively complex • How the revised activity should promote a sense of self-efficacy 	<p>Participant has either not written a reflection or written one addressing only one of the following:</p> <ul style="list-style-type: none"> • How the revised activity is relevant to students’ lives • How the revised activity is cognitively complex • How the revised activity should promote a sense of self-efficacy



Formal issues	<p>Participant has made no grammatical errors.</p> <p>Participant has organized paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.</p>	<p>Participant has made a few grammatical errors.</p> <p>Participant has organized most paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>Participant has made some distracting grammatical errors.</p> <p>Participant has organized some paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not organized around main ideas.</p> <p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>
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