

## Chasing Creative Initiative Syllabus

Course Number:	PEDU 9827 Chasing Creative Initiative
Title Instructor:	Dr. Ardys Reverman
Contact Information:	Via course site email
Delivery Method:	Self-Paced Online Course
Number of Credits	1 or 2 Graduate Level, Semester Credits

### Course Description

Provide insights into what great teachers do differently. Imagine teachers who teach with their strengths and understand talent to manage innovation in the classroom. We are at the crossroads of a major breakthrough in thinking that can accelerate creativity by teachers who use this knowledge to promote their own development and that of their students and colleagues. All teachers can improve their performance by making the most of their innate talents. Your best chance to innovate is when breakthrough insights occur at novel intersections in an enduring principle of creativity. When educators discover and leverage their talents in the class room, the whole school benefits. Developing the innate talents of your innovative teachers can improve outcomes that matter, such as teacher engagement and retention and student achievement and well-being and how these affect a student's learning and behavior in the classroom.

### Learning Outcomes and Objectives

Upon successful completion of this course, you will be able to:

- Increase innovation management using your personal learning style;
- Redirect innovation to evaluate and revitalize your signature theme and initiative;
- Gain new insights to problems or communication issues or decisions;
- Design a SQ Managing Innovation outline to match signature theme curriculum.
- Design multiple intelligence heterogeneous groups for sensory driven curriculum;
- Creating multiple intelligence team effectiveness; mastery, involved, reasoning, and synthesis;
- Stretch students' learning potential with visual, auditory, kinesthetic, and analytical literacy
- Utilize practical tools for organizing and planning a skill building unit for core curriculum;
- Demonstrate sensory-based instruction, curriculum, and assessment;
- Evaluate students' for sensory preference;
- Increase student achievement with constructive giving and receiving responses;
- Build positive relationships with the most difficult students;
- Match signature theme teaching strategy to learning objectives;
- Assess the level of quality, creativity and linear learning in core curriculum;
- Evaluate an existing curriculum unit for understanding sensory integration and bias;
- Read and critique four additional diversity and innovation management sources;
- Understand and profile positive differences to identify your students and to recognize their inner strengths, enduring and predictable.

### Grade Level Expectations (GLEs) Addressed:

K/12	Uses at least one strategy for generating ideas and planning
K/12	Go put your strengths to work
K/12	Building a vocabulary for signature themes
K/12	Expressing talents
K/12	Communication that blocks compassion

- K/12 Managing Mentor Innovation that blocks compassion.
- K/12 Organizes and encourages mentor needs, desires, wishes, values
- K/12 The heart of social change. Giving from the heart. Taking Responsibility for our innovation.
- K/12 Demonstrates understanding of different purposes for mentor guides counseling others
- K/12 Expands knowledge of and learn from each other in different belief systems, genres and forms. Produces mentoring strategies over time.
- K/12 Mentor counseling. Selects Managing Innovation expression and mentor topic, adds details, and elaborates.
- K/12 Energize teachers with creative, hands-on tools for immediate success to improve collaboration.

## Required Course Materials

Please obtain all required text materials before starting this course. Additional materials will be provided online within the course modules.

### Text:

A Whole New Mind: Why Right Brainers Will Rule the Future, Daniel H. Pink (Riverhead Books 2006) ISBN-10: 1594481717; ISBN-13: 978-1594481710

### Optional Text:

Team Smart Sq: Redefining What It Means to Be Smart, Dr. Ardys Reverman (Friendly Universe Press, 2001) ISBN-10: 0962538515; ISBN-13: 978-0962538513

Teach with Your Strengths, Rosanne Liesveld and Jo Ann Miller (Gallup Press 2005)  
# ISBN-10: 1595620060; # ISBN-13: 978-1595620064

You're Smarter Than You Think, Thomas Armstrong Ph.D. (Free Spirit Publishing 2003)  
# ISBN-10: 1575421135; # ISBN-13: 978-1575421131

The Medici Effect-Breakthrough Insights at the Intersection of Ideas, Concepts & Cultures, Frans Johansson (Harvard Business School Publishing 2004)  
# ISBN-10: 1591391865; # ISBN-13: 978-1591391869

## Assessment and Evaluation

Your final grade will be determined using the point schedule below:

Grade	Points	Grade	Points
A	950 to 1000	C+	775 to 799
A-	900 to 949	C	725 to 774
B+	875 to 899	C-	700 to 724
B	825 to 874	D	600 to 699
B-	800 to 824	F	0 to 599

Course Competition
You must complete all course videos, quizzes and assignments.
See Assignments on page 5.

## Grading Policy

Grades are based on the point scale shown above and represent the following:

- A = Excellent performance.
- B = Above average performance.
- C = Satisfactory performance. Accomplishes only the minimum requirements.
- D = Below Satisfactory performance.
- F = Below minimal standard.

**To receive your certificate, you must score at least 80% on each quiz, receive a score of at least 80% on all assignments and submit the Final Survey.**

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## CLASS METHODOLOGY AND ROUTINE

This is a self-paced course. There is an instructor available but not present online at any given time. You are responsible for moving through and completing this class. The course is not expected to take more than 50 hours of clock time and should be completed within the term registered or within 6 months of the start of the course.

If you have questions about the educational content, then contact us through the online email system. Please allow at least 48 hours for a response.

For technical issues only, you are encouraged to use the Help ticketing system and Educadium customer support. The instructor will not assist you with technical issues. This course uses Educadium's EasyCampus learning management system. Student step guides and multimedia tutorials about EasyCampus are available through the course help system. Please check with your university to make sure that you have the proper computer and Internet connectivity prior to starting this class. If required, please obtain additional e-learning support and training. If you require special accommodations, please inform your instructor immediately.

Each module includes a text file with instructions. Please read these instructions first and then complete the assignments as directed. You may go at your own pace, and there is no time limit for the modules.

At the end of the training modules, you'll have a short test. Upon successful completion all tests and the course survey and any assignments, each student will receive a certificate of completion and grade. All students must complete a course survey to receive course credit. You agree to follow your Student Conduct Code and maintain high ethical standards.

**For Login or Course help contact Darren Boe [Darren@ctcourses.net](mailto:Darren@ctcourses.net) (503) 860-1934**

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## ABOUT THE INSTRUCTOR

Ardys Reverman is called Dr. Ardy by her peers and associates. Dr. Ardy has a Ph.D. in a very hot new field. Psycho-Neuro-Immunology (P.N.I.), and in the path of fellow PNI professionals such as Depok Chopra, is using her background as an author and speaker to influence audiences nation-wide. Before her work in P.N.I. she was an NLP specialist and before that a Learning Disability Specialist AND before that, a "mom" bothered by the varied learning styles of each of her children. Not too long ago, Dr. Ardy introduced the "Synergy Pals" as a method of understanding whole-brain thinking. We make a good learning fit with each other when we nurture natural talents. She presents humor with a message. She believes that influence, the capacity to shift a person's perceptions, emotions, and actions, is the single most important skill we can master to increase the quality of our lives as well as the lives of all those we have the privilege to touch. Dr. Ardy believes life produces extraordinary rewards for those who give in extraordinary ways. She challenges us to make a

joint commitment today, to participate together with a new level of intensity and passion, a level that goes far beyond anything we've ever done before. She challenges us to begin the process of taking our lives to the next level. How? Welcome this power simply by helping each other in the spirit of service, with love and laughter.

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## **ABOUT UNIVERSITY OF THE PACIFIC / UNIVERSITY COLLEGE**

CT Courses and the University of the Pacific/ University College take pride in working together to make available the opportunity for educators like you, to earn graduate-level university semester credits/units. We understand that being an educator takes time, energy and a lot of dedication so we feel compelled to make this process affordable, practical and at the same time rewarding. All University of the Pacific/ University College courses offered through CT Courses are graduate-level semester, professional development courses, designed as professional growth for educators. The University of the Pacific is fully accredited by the Western Association of Schools and Colleges and all courses will appear on an Official Transcript from the Registrar's Office at University of the Pacific . Attending and participating in our CT Courses are a prerequisite to the course enrollment(s). Some school districts may require pre-approval prior to enrollment. It is your responsibility to know your district's policies."

### **Transcripts:**

You can request official transcripts one of two ways. You can download the form and route it to the Registrar's Office with check as payment (go to <http://web.pacific.edu/x31133.xml> to get information about Requesting Transcripts).

Or you can request an official transcript over the Internet. Go to the website of the registrar's office:

<http://web.pacific.edu/x7062.xml> and choose the National Student Clearinghouse option which is under the heading Former Students. This is an instant way to request transcripts online. You must pay with a credit card and there is a \$2 charge for using this service. Transcripts cannot be requested by email, through fax, or over the phone.

And don't forget to write your PEDU numbers on there very clearly so that they know you are requesting a transcript for professional development classes and make sure to include ALL CLASSES you wish to appear so it is not sent before it is complete. When requesting online, please write your classes in the fields marked "Degree/Certificate Title." You can write more than one class on a line if you have more than 4 classes.

Also, on the second page under the heading Delivery Options, choose the Processing Option After Grades Are Posted . If you do not, your transcript could be sent without important information and you will have to re-order/ re-pay.

### **Turn Around Time Regarding Grades:**

Summer is our busiest time so we advise all students to endeavor to complete their coursework/ assignments as early as possible. An unofficial transcript takes 4-6 weeks to be generated, however an official transcript can be ordered at any time once grade submitted. There are provisions for RUSH transcripts at the request for transcript site for ordering transcripts.

### **Phone Contact:**

For Registered Students: Dr. Allan Lifson 1-800 479- 1995 or 949 646-9696. I have dedicated office hours T W TH 8am - 12noon Pacific Time.

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1 Credit Course - Assignment 1 and 2 are required

2 Credit Course - Assignments 1 through 4 are required

### Assignment #1

1. Read Read [The Main Idea book summary of The Highly Engaged Classroom by Robert Marzano, Debra Pickering and Tammy Heflebower.](#)
2. Create a Google Slides, PowerPoint, Prezi, or other type of presentation about the book summary that could be used in a professional development meeting. The presentation should have a minimum of 8 slides, including the title slide and references slide.
3. Record your voice as you present your slideshow using one of the following tools or another tool of your choice:
  - a. [Screencast-o-matic](http://www.screencast-o-matic.com) - [www.screencast-o-matic.com](http://www.screencast-o-matic.com)
  - b. Screencastify - <https://www.screencastify.com/> ([Chrome extension available](#) in the Chrome Web Store)
  - c. Google Hangout On Air:  
<https://support.google.com/youtube/answer/7083786?hl=en>
4. Upload the resulting video to the course.

### Assignment #2

Review the 30 free reproducibles and resources on Motivating and Inspiring Students: <https://www.marzanoresearch.com/reproducibles/motivating-inspiring-students> (You need to create a free account in order to access materials).

Choose three of them to review in depth and discuss in the CT Courses Education Blog: <https://ctcoursesed.blogspot.com/>

Copy and paste your comment in the blog then submit it using the button at bottom of the assignment page.

This new blog is a great way to network with fellow educators. Come back occasionally to see if someone has responded to your post, or to respond to others' posts.

### **Assignment #3**

Review the website: 52 Education Blogs You Should Follow -

<https://teachthought.com/pedagogy/52-education-blogs-you-should-follow/>

Choose one of the Education Blogs in the list to subscribe to. Some of them might not be active, such as the first one in the list, Cathy Nelson.

To comment on a blog post, click at the bottom of the post where it says 'comments'. If there are any comments already, there will be a number (14 comments) and if there aren't any yet, it will say '0 comments'. When you click this, a response box will open up.

Comment on at least three posts in the blog. Copy and paste the author's original post and your reply then submit it using the button at bottom of the assignment page.

### **Assignment #4**

Increase engagement and motivation with the use of Class Response Tools!

Visit, set up a free account, and explore two or more of the following Class Response tools listed below. These tools allow ALL students to respond to a question--not just the one who was called on when several hands were raised. This ensures that everyone participates, including the shy or less chatty students--not just the eager, outgoing ones. Because all students know they will be expected to respond, engagement is much higher. It isn't possible to hide in the back of the classroom and avoid eye contact.

These tools can also be used to take attendance, to conduct surveys, to vote on things, etc. They are fun, energizing activities that revolutionize learning. Teachers can create

their own original quizzes or search the quiz banks for existing quizzes that fit their lesson. Students can respond from desktop or laptop computers, tablets, or smart phones.

Here is an example of a [Quizzizz quiz](#) I created to teach and reinforce 3rd, 4th, and 5th grade students understanding of subjects, verbs, and predicates. This quiz prepares them for another quiz that requires them to identify sentence fragments, run-on sentences, and complete sentences. Quizzizz has made academic content with the reputation of being very dry and boring into a fun game. It is possible to play a Quizzizz quiz alone (students can study this way) or the teacher can host a whole-class quiz.

### **Classroom Response Tools**

Quizzizz - [www.quizzizz.com](http://www.quizzizz.com)

Kahoot - <https://kahoot.com/>

Socrative - <https://www.socrative.com/>

Quizlet - <https://quizlet.com/>

**Choose two of the above classroom response tools to compare and contrast in this [form](#).**