



LILIE, LLC Course Information

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Title of Course (45 hours): Teaching with Graphic Organizers

Course Description: This course will examine the various types of graphic organizers available to educators. In addition, the class will delve into the use of specific organizers for the different learning styles and how graphic organizers may be used to promote critical thinking in all of the content areas.

Overall Course Objective and Expectation(s): Graphic Organizers will greatly enhance students' understanding of content. This class will give teachers the tools necessary to promote students' organization, application, and synthesis of knowledge. This class will impart brain-based research as well as research-based methodology for the use of graphic organizers among all student populations. Teachers will create practical and effective lesson and unit plans that incorporate the proper use and delivery of graphic organizers.

Course Instructional Materials: All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction: Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings (*subject to change*):

1. Differentiating With Graphic Organizers: Tools to Foster Critical and Creative Thinking by Patti Drapeau
2. The Teacher's Big Book of Graphic Organizers: 100 Reproducible Organizers that Help Kids with Reading, Writing, and the Content Areas by Katherine S. McKnight
3. Content Area Lessons Using Graphic Organizers (Series) by Debra House

Proof of Course Completion: LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week I

Topic(s): Graphic Organizers: Function, Purpose, and Implementation

Objectives:

- *To discuss & examine prior knowledge of graphic organizers
- *To evaluate purpose and application of various graphic organizers
- *To analyze & choose specific graphic organizers applicable to one's own content area(s)
- *To become aware of relationships between best practices and student achievement

Impact on Classroom Instruction:

- *Improved understanding of research-based teaching and learning strategies
- *Enhanced ability to choose appropriate and practical teaching tools (graphic organizers)

Learner Outcomes:

- *Students will identify & analyze the strengths of graphic organizers.
- *Students will assess & determine which graphic organizers are most beneficial and appropriate for specific content area and student population.
- *Students will share experiences and instructional techniques with one another.
- *Students will interact with instructor.
- *Students will understand connections between research-based methodology and student achievement.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- *Post to the discussion board as outlined in the course expectations
- *Introduce self and respond to other classmates' postings
- *Become well versed in the myriad graphic organizers
- *Post reactions to the graphic organizer articles
- *Peer Discussion & Debate the efficacy of research-based strategies
- *Evaluate outline of content-specific lesson plan that incorporates appropriate and effective use of graphic organizers
- *Choose 3 specific graphic organizers that have practical applications to one's own class content. Explain why these graphic organizers are specifically useful for the content.
- *Write a narrative about the benefits of using graphic organizers.



Week II

Topic(s): Graphic Organizers: Differentiated Instruction and Multiple Intelligences Paradigms

Objectives:

- *To investigate & verify the efficacy of graphic organizers for specific content
- *To assess & determine the most appropriate delivery strategy (for the use of graphic organizers with students)
- *To devise a unit plan that applies the principles of the Universal Design for Learning
- *To analyze the three stages of the Universal Design for Learning
- *To become aware of the relationship between research-based designs of graphic organization implementation and student achievement
- *To recommend methods that teachers can use to design differentiated lesson plans

Impact on Classroom Instruction:

- *Enhanced understanding of learning principles and methodology
- *Structured lesson planning and purposeful delivery of instruction

Learner Outcomes:

- *Students will judge & decide which graphic organizers are the most effective and practical to use.
- *Students will create a unit plan that implements research-based and best practices for Multiple Intelligences.
- *Students will create a unit plan that implements research-based and best practices for Differentiated Instruction.
- *Students will share and exchange their thoughts and experiences with graphic organizers.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- *Peer discussion & debate about the efficacy of proposed lesson plans
- *Peer and instructor-reviews of publish unit plans
- *Write an analysis of how the Universal Design of Learning will be applied to one's own content area and classroom.
- *Post response to the question "what functions do graphic organizers have for the purpose of differentiating instruction?"
- *Post response to the question "what kind of learners benefit most from the implementation of graphic organizers?"
- *Review and discuss opinions about the articles regarding Differentiated Instruction and Multiple Intelligences.
- *Discussion and Analysis of using graphic organizers in the Multiple Intelligences and Differentiated Instruction paradigms.



Week III

Topic(s): Graphic Organizers: Brain Development and Interdisciplinary Implementation

Objectives:

- *To examine & discuss brain development
- *To analyze & contrast teacher-directed and student-directed approaches to learning
- *To determine cross-curricular common threads and applications of graphic organizers
- *To understand the relationship between adolescent brain development and the use of graphic organizers
- *To understand how to enhance learning for students with disabilities

Impact on Classroom Instruction:

- *Improved understanding of brain development
- *Enhanced ability to teach in an effective interdisciplinary fashion

Learner Outcomes:

- *Students will design an interdisciplinary lesson (hinged on research-based models of instruction).
- *Students will synthesize an interdisciplinary lesson that incorporates appropriate, purposeful, and effective use of graphic organizers.
- *Students will read and respond to articles about brain development and learning disabilities.
- *Students will discuss graphic organizers they have used for the purpose of enhancing various learners.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- *Peer and Instructor-Review of proposed lessons and unit plan
- *Peer and Instructor Feedback of published interdisciplinary lesson plans
- *Brainstorm and craft an interdisciplinary lesson plans that incorporate practical, research-based applications of graphic organizers
- *Post response to the question “how can you utilize graphic organizers to accommodate the characteristics of your specific students?”
- *Post response to the analysis task that compares and contrasts teacher-directed vs. student-directed instructional models



Week IV

Topic(s): Graphic Organizers: Constructing Complete Unit Plans and Reflection

Objectives:

- *To apply of all methodology examined in course
- *To create of a complete, practical, and detailed unit plan
- *To examine professional unit plans published by Teacher Vision, L. Candler, and Lesson Plan Central

Impact on Classroom Instruction:

- *Synthesis of a practical unit plan that enhances student learning in multiple disciplines
- *Synthesis of a practical unit plan that incorporates the use of graphic organizers
- *Synthesis of a practical unit plan that fits seamlessly into one's own curriculum standards

Learner Outcomes:

- *Students will construct a unit plan that is mindful of brain-based research in regard to the efficacy of graphic organizers.
- *Students will reflect on one's own purpose for selecting and implementing specific graphic organizers.
- *Students will explain all elements of graphic organizer instruction within the unit plan.
- *Students will analyze the unit plans posted by other participants in the course.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- *Instructor review and analysis of unit plans
- *Peer review and feedback for each other's published unit plans
- *Write and publish an interdisciplinary lesson plans that incorporate practical, research-based applications of graphic organizers.
- *Write a reflective narrative that explains one's choices of graphic organizers in crafting the unit plan.
- *Post response to following questions, "What purpose did each graphic organizer have in your unit? What kind of learners were you mindful of while planning?"
- *Post response to following question, "How did the research-based strategies apply to your specific learning standards and content?"