



Critical Literacy Strategies for Learners Who Are Easily Bored

Course Syllabus

Course Description

The purpose of this professional development course, Critical Literacy Strategies for Learners Who Are Easily Bored is to explore how Paulo Freire's concept of the "banking model" of education limits student engagement and critical thinking, particularly when compared to the "problem-posing" model. Through this course, educators will examine how problem-posing approaches empower students to demonstrate their thinking at the highest levels of Bloom's Taxonomy. Participants will also gain access to a toolkit of cognitive learning strategies designed to support independent literacy development, especially for students with diverse attention and learning needs.

This course enhances classroom teaching effectiveness and supports improved student outcomes by introducing new knowledge in critical pedagogy, specifically Paulo Freire's problem-posing model of education, and equipping educators with advanced cognitive learning strategies that foster independent literacy development, higher-order thinking, and meaningful engagement among learners with diverse attention and learning needs.

Course Objectives

At the end of this course you should be able to:

1. Analyze at least two course resources to help you explain the value and integration of critical literacy in education and its impact on student engagement and academic success.
2. Use student engagement data to identify one area of literacy need and implement one targeted critical literacy strategy to address it.
3. Describe the benefits of Literature Circles, Socratic Seminars, and Inquiry-Based Projects by providing one example of how each supports critical thinking and student engagement.
4. Compare and contrast at least two different Literature Circle implementation strategies to demonstrate how they can be adapted for diverse learners and classroom contexts.
5. Revise one existing lesson plan to include a Socratic Seminar component adapted for a specific student population or learning environment.
6. Design and outline one Inquiry-Based Project tailored to support critical literacy skills that addresses the diverse needs of your students.
7. Create and implement one self-reflection log activity, including a rubric or feedback method, to guide students in evaluating their own learning during a critical literacy task.



8. Develop and apply an evaluation framework with at least three criteria to assess the effectiveness of a critical literacy strategy and make data-informed instructional adjustments.

Modules

- Module 1: Understanding Critical Literacy Strategies, Quiz 1
- Module 2: Selecting and Implementing Critical Literacy Strategies, Quiz 2
- Module 3: Benefits of Using Critical Literacy Strategies, Quiz 3
- Module 4: How to Implement Literature Circles, Quiz 4
- Module 5: How to Implement Socratic Seminars, Quiz 5
- Module 6: How to Implement Inquiry-Based Projects, Quiz 6
- Module 7: Monitoring Impact through Self-Reflection Logs, Quiz 7
- Module 8: Evaluating and Adjusting Strategies for Continuous Improvement, Quiz 8

Grading

Each quiz must be passed at an 80% or higher (three attempts allowed).

Format

This is a self-paced, asynchronous (no required live meetings) course. Throughout the PD course, you will find it helpful to take notes along the way to assist with the quizzes. Within each module, you will find reflection assessments that are not graded but will help in your journey through the course. There is an interactive forum in the course to help you connect with peers and instructors, share ideas, and collaborate on best practices throughout your learning journey.