



Critical Literacy Strategies for Learners Who Are Easily Bored

Course Syllabus

Course Description

The purpose of this professional development course is to learn about how, what Paulo Freire calls, “the banking model of teaching,” keeps students at a disadvantage, compared to learners who are being guided to learn through the “problem posing” model of education. The problem posing model allows opportunities for learners to show evidence of their thinking and learning on the highest level of Bloom's Taxonomy. This professional development course will provide educators with a bank of cognitive learning strategies that can enhance independent literacy skills among learners with diverse attention 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 the value and practical integration of critical literacy in education, supported by evidence of its positive impact on student engagement and academic success.
2. Identify student literacy needs through engagement data analysis and implement critical literacy strategies to enhance engagement and address areas for improvement.
3. Describe the benefits of implementing Literature Circles, Socratic Seminars, and Inquiry-Based Projects for enhancing critical literacy skills, promoting critical thinking, and deepening engagement among learners in the educational setting.
4. Differentiate Literature Circle implementation strategies to enhance engagement, effectiveness, and inclusivity in diverse classroom settings, fostering critical literacy skills and a passion for reading among students.
5. Modify instructional practices to incorporate Socratic Seminars effectively with adaptability across diverse learning environments to promote critical literacy and deep student engagement.
6. Prepare to effectively introduce, initiate, and tailor Inquiry-Based Projects as a critical literacy strategy to deepen student engagement and meet diverse learning needs.
7. Incorporate self-reflection logs into critical literacy activities by guiding learners in meaningful reflection through customized assessment and feedback loops, fostering continuous improvement.



8. Develop an evaluation framework for assessing the effectiveness of critical literacy strategies, utilizing gathered data to drive adjustments and choice of teaching methodologies.

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.