

COURSE TITLE: **INSPIRATIONAL EDUCATION**

NO. OF CREDITS: **6 QUARTER CREDITS**
 [semester equivalent = 4.00 credits]

WA CLOCK HRS: **60**
OREGON PDUs: **60**
PENNSYLVANIA ACT 48: **60**

INSTRUCTOR: **Michael Sedler**
 mike@communicationplus.net

COURSE DESCRIPTION:

Children accomplish at a higher rates and with greater effectiveness when they are excited about learning. This course will investigate strategies to increase enthusiasm in students. Each educator will read and view inspiring stories of success within the classroom and community. Specific interventions and ideas will be presented that allow each individual to match his/her personality with engagement approaches. Each participant will come away with a bank of strategies, activities and ideas to activate students and their learning. This course is appropriate for all students and educators (P-12.)

LEARNING OUTCOMES: Upon completion of this course, participants will have:

1. Additional knowledge regarding stages of development and emotional levels of children.
2. Developed a bank of interventions and ideas to engage students.
3. Expanded their personal framework for presenting information to students.
4. Additional effective strategies within the classroom to benefit “special needs” children.
5. Defined personal areas of interest and teaching strengths.
6. Assessed general student needs and developed strategies to help increase the success of children.
7. The ability to successfully present information in an inspirational format.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit. The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
 2. Completion of Learning Application assignments 40%
 3. Completion of Integration Paper assignment 30%
-
-
-

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

You may choose a book from the Bibliography OR Select a relevant book on your own, with my prior approval.

The Bibliography is located at the end of the syllabus.

Text books may be ordered directly from the publisher (see the list/emails at the back of your manual), online, or through bookstores.

None. All reading is online.

MATERIALS FEE

A course manual may be downloaded, from the instructor's website at <http://www.michaelsedler.com> There is no charge of the manual. Click on classes, from there scroll down the page and click on the orange lettering 'Manual' next to the class "Inspirational...". It will download as a PDF. While there is no fee for the manual, you may have to pay to order a book from the bibliography or one of your own choosing. Or, you may borrow one from a friend or check one out at the public library for free.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

Assignment #1: Read The Manual

Read the entire [manual](#). Do the Introductory page (pg. 10) and send a one page summary of your answers. Everyone taking the class, including in groups, must complete this assignment. Please download the current manual from my website as per instructions.

Assignment #2: Read Chosen Book

Read a book from the bibliography or one of student's choice. If taking this course in a group, each person should read a book. Only one person needs to write a summary.

Critique the book based on personal experiences and insights. Write a 2-3 page paper.

Assignment #3: Complete Worksheets in Manual.

Complete the following pages:

- a) Activity for Engagement and Learning. (p. 15) Write a 1 page summary.
- b) Evaluating involvement (pgs. 18-19). 1 page summary.
- c) Inspirational Educator (p.31) 1 page summary.

Assignment #4: Read Article In Manual

Read the "21 Ideas for Motivation" article-at end of manual (pgs. 52-54), write a 2 page summary.

Assignment #5: Being A Self-Manager

Read about the topic of being a self-manager (pgs. 45-46). Do the activity at the end of the pages and write a 2 page summary.

Assignment #6: Classroom Observation.

Observe another classroom (or an instructional/structured setting) and discuss areas of motivational teaching that were observed.

Write a 1- 2-page summary.

Assignment #7: Share Your Findings.

Share your findings with the observed educator. Write a one page summary of your discussion.

Assignment #8: Research Topic On Line

Go on line and read a minimum of 3 articles on the topic of inspiration (in any field). Write a 1-2 page summary from one of the articles. Be sure to share the title and author of the article.

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. ?Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

Assignment #9: 5 Day Journal.

Keep a 5 day journal focusing on inspirational teachings and strategies as shared within the manual. Write a one page summary of your reflections.

Assignment #10: Share Your Experience.

Share one situation in the present or past school year where you utilized inspirational teaching.

Write a 1-2 page summary.

Assignment #11: Lesson Development.

Assignment #A:

Develop a lesson to reflect what you've learned in this course.

Implement your lesson with students in your classroom.

Write a 2 page commentary on what worked well and what could be improved.

Include any student feedback on your lesson.

OR

Assignment #B:

Use this option if you do not have a classroom available.

Develop a lesson to reflect what you've learned in this course. (Do not implement it.)

Write a 2 page summary concerning any noteworthy success you've had as a teacher with one or more students.

Assignment #12: (500 level only)

In addition to the 400 level assignments complete one (1) of the following options:

Option A) Mentor another individual in the concepts of this class. Have them share two or three key concepts that they would like to implement within their work or social setting. Develop a plan for the implementation of these ideas. (2 pages).

OR

Option B) Create a PowerPoint presentation for your staff based on this course and focused on perspectives or strategies you feel would be beneficial for your school. **Minimum of 15 slides.** Save this as a pdf.

OR

Option C) Another assignment of your own design, with instructor prior approval.

C. INTEGRATION PAPER

Assignment #13: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Mike Sedler, M.S.W., D. Min., brings over 40 year of educational experience as a special education director, social worker, behavior specialist and teacher to each of his classes. He provides consultation and seminars throughout the United States and Canada for schools, agencies and businesses. He has a graduate degree in Social Work, a Doctoral degree in Ministry, a Counseling license, as well as his teaching certification. Mike has worked with children of all ages, specifically with children exhibiting behavioral challenges, mental health concerns, and characteristics of Autism Spectrum Disorder. In addition, he taught general education classes in the elementary school and middle school arenas. All of Mike's classes are practical and "field tested" in schools and classrooms. Educators have found success in implementing Mike's clear and concise approaches. All of his course material may be immediately implemented into a school or a home.

BIBLIOGRAPHY

INSPIRATIONAL EDUCATION

You may choose a book from this list or one of your own choosing that is compatible to this course. Please let the instructor know if you choose a book that is not on this list.

Canfield, Jack and Newark, Amy. Chicken Soup for the Soul 30th Anniversary Edition. Chicken soup for the soul publishing, 2023. Inspirational stories for educators and for life. (P-12). www.chickensoup.com

Copper, Jenna and Bible, Ashely. Keeping the Wonder. Dave Burgess Consulting, 2021. Practical strategies and abundant inspiration. (P-12). www.daveburgessconsulting.com

Ibrahim, Trez. For The Love Of Teaching: Inspirational Quotes. Silver Laurel Publishing, 2016. Encouraging quotes for educators. www.silverlaurelpublishing.com

Martinez, Lorea. Teaching with your HEART in Mind. Brisca Publishing, 2021. How to teach with inspiration and love. (P-12). www.amazon.com

Porosoff, Lauren and Weinstein, Jonathan. EMPOWER Your Students. Solution Tree Press, 2017. Approaches to empowerment and engagement. (grades 4-12). www.solutiontree.com

Ruyle, Mike, Libby Child & Nancy Dome. The School Wellness Wheel: A Framework for Addressing Trauma, Culture and Mastery to Raise Student Achievement. 2022, Marzano Resources. www.marzanoresources.com

Stuart, Dave. The Will to Learn: Cultivating Student Motivation. Through love and commitment, reaching students and enriching lives. Corwin Press, 2023. www.corwin.com

Westman, Lisa. Student-Driven Differentiation. Corwin Press. 2018. Understanding differentiation and how it will assist student learning. (Grades P-12). www.corwinpress.com

Wong, Harry K and Wong, Rosemary T. The First Days of School. Harry Wong Publishers. 2018. www.harrywong.com Book to help teachers set a successful tone for the year (grades K 12.)