MASTER OF EDUCATION IN TEACHING AND CURRICULUM

SUMMER INSTITUTES 2020

EDUC 497: Antiracist Education: A Mindfulness Approach
(3 credits)
June 22-26, 2020
Instructor: Dr. Monea T. Abdul-Majeed
Racial Justice Coordinator, YWCA

EDUC 497: Increasing Student Inquiry using Project Based Learning
(3 credits)
July 6-10, 2020
Instructor: Carly Wood
STEAM Pathways Coordinator, Penn State York

EDUC 497: Digital Learning Scenarios: Instruction and Assessment
(3 credits)
July 20-24, 2020
Instructor: Alyce Cunningham
Technology Integrator, York Suburban School District

All Summer 2020 courses will be online.

summerinstitutes.york.psu.edu/
**EDUC 497: Antiracist Education: A Mindfulness Approach** (3 credits)
June 22-26, 2020
Instructor: Dr. Monea T. Abdul-Majeed - Racial Justice Coordinator, YWCA

**COURSE DESCRIPTION:**
If you've ever wondered how to be an educator who brings out the best in students of all races, this course is for you. This course is centered on a painful truth: racism exists in our world. But it doesn’t stop there. Hope also exists in our world when educators teach in ways that empower students of all races.

This course discusses how teachers can learn and teach antiracism in their classrooms and beyond. The goal of this course is to explore the relationship between implicit bias and systemic racism in education using a sociological and mindfulness lens. This course aims to enable teachers to serve all students, including students of color, in a way that sees them, hears them, and values their experiences.

After a history of systemic racism, this course will focus on how systemic racism shows up in education and what teachers can do about dismantling racism. Teachers will develop shared language around antiracism, dive into their own implicit bias, and walk away with tangible ways to share antiracist education.

**EDUC 497: Increasing Student Inquiry using Project Based Learning** (3 credits)
July 6-10, 2020
Instructor: Carly Wood - STEAM Pathways Coordinator, Penn State York

**COURSE DESCRIPTION:**
This course is designed for educators pre-k-grade 12. Educators will gain foundational skills in project based learning by creating a unit of study. The class will model the project-based approach to teaching. Educators will have the opportunity to work with the instructor, guest speakers, and colleagues to explore and practice project based teaching practices. Educators will explore and evaluate curriculum, and instruction for the 21st century learner. This course will address several essential questions: What is the difference between project based learning and doing projects? How can we as educators effectively facilitate projects with our students? How does research and literature support a transdisciplinary approach? How do we align standards with project based learning?

**EDUC 497: Digital Learning Scenarios: Instruction and Assessment** (3 credits)
July 20-24, 2020
Instructor: Alyce Cunningham - Technology Integrator, York Suburban School District

**COURSE DESCRIPTION:**
The first part of this course will investigate the development of instructional technology not as a replacement for traditional techniques, but rather as a collection of tools and strategies that enhance traditional learning. Next, course participants will begin an exploration of teaching and learning by category -- formative assessment, interactive instruction, media creation, and social learning. For each category, participants will identify various digital learning scenarios, assess the scenario for its ease of use, availability, alignment with instructional goals and measurable effectiveness. Following this, they will produce lesson planning that integrates the approved scenario, and complete the scenario as if they themselves were the learners. The course culminates with the creation of a research-based tool kit that is ready for classroom use and for sharing with other professionals. This course focuses on the application of learning technologies that enhance student learning. Teachers will unpack the false premise — that technology is itself a teaching strategy. This course integrates old-school effectiveness with contemporary methods to equip teachers to move beyond the use of technology for management and into the use of technology for deeper learning and authentic content creation.