

**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 (Pk-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.

**HOURS EARNED:**

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant's 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 one 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/phone numbers at the back of your manual), on-line, 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/> without charge, once you have registered for this course. Click on classes, from there scroll down the page and click on the orange lettering 'Manual' next to the class "Inspirational Education". It will download as a PDF. While there is no fee for the manual, you may have to pay in order to order a book from the bibliography. 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

#### Assignment #1: Introductory Page.

All group participants are required to complete this assignment independently.

- Fill out the introductory page, fully answering all the questions.

Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net). Subject line to read 'Inspirational #1.'

#### Assignment #2: Read the Manual.

Read the entire manual for this course.

If taking this course in a group, each person should read the manual.

#### Assignment #3: Complete Worksheets in Manual.

Complete all the worksheets in the manual.

They are designated with a "Send To Instructor" in bold letters. You may scan them or postal mail them.

Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net) Subject line to read ?Inspirational #3.?

#### Assignment #4: Read a Chosen Book.

Read a chosen book (from the Bibliography at end of manual or a book of your own choosing) and write a two (2) page paper about something you learned that you didn't know before. Two books of particular interest are highlighted in the Bibliography:

*Motivating and Inspiring Teachers* by Beth Whitaker

*Chicken Soup for the Soul: Teacher Tales* by Jack Canfield.

If taking this course in a group, each person should read a book, but only one summary is required.

Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net) Subject line to read ?Inspirational #4.?

#### Assignment #5: Read an Article.

After reading the article "21 Ideas For Motivation" found at the end of the manual, write a one (1) page summary.

Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net) Subject line to read ?Inspirational #5.?

#### Assignment #6: Classroom Observation.

Observe another teacher's classroom (or instructional/structured) setting.

Write a 1-2 page summary of inspirational areas as shared in the manual.

Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net) Subject line to read ?Inspirational #6.?

#### Assignment #7: Share Your Findings.

Share your findings with the educator you observed and discuss areas of learning.

## 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 are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

#### Assignment #8: One Week Journal.

Keep a journal for one week (5 days, minimum one paragraph per day) focusing on inspirational teachings, strategies, or conversations as discussed within the manual.

Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net) Subject line to read ?Inspirational #8.?

#### Assignment #9: 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 #10: Lesson Development.

All group participants are required to complete this assignment independently.

Assignment #10: You must choose either "A" or "B" (Required for 400 and 500 Level)

Assignment #A: (SEND commentary to Instructor)

- 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.

(The following is encouraged but not required):

- Share what you've learned with other teachers taking our courses by also contributing your Lesson to The Heritage Institute Lesson Library located at <https://www.hol.edu/lesson-plan-library>

OR

Assignment #B: (SEND lesson and summary to Instructor) 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.

(The following is encouraged but not required):

- Please refer to the guidelines on our blog <https://www.hol.edu/blog> prior to writing your article.
- Please email a copy to Yvonne Hall ([yvonne@hol.edu](mailto:yvonne@hol.edu)) THI blog curator and media specialist.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Subject line to read: (Course Name, Blog)

Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net), Subject Line to read ?Inspirational #10 (A or B.)?

#### Assignment #11: (500 level only)

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

**Option A)** Choose another book from the Bibliography and write a 2-3 page summary.

Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net) Subject line to read ?Inspirational #11-A.?

OR

**Option B)** Create a PowerPoint presentation for your staff, based on this course, that focuses on perspectives or strategies you feel would be beneficial for your school. Save this as a PDF.

Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net) Subject line to read ?Inspirational #11-B.?

OR

**Option C)** Another assignment of your own design, with the instructor's prior approval.

Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net) Subject line to read ?Inspirational #11-C.?

### C. INTEGRATION PAPER

Assignment #12: (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.)

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?

Send to your instructor at their email address. Subject line to read "(put course name here) Integration Paper"

#### 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, D.Min., M.S.W. brings over 30 years of educational experience as an administrator, social worker, behavior specialist and teacher to each of his classes.

He provides consultation services and seminars throughout the United States and Canada for schools, agencies and businesses. He has been teaching "adult learning classes" since the mid 1980's and has had the privilege of working for The Heritage Institute for over 25 years.

He has a graduate degree in Social Work, a Doctoral degree in Ministry, a Counseling license, as well as his teaching certification (K-8). His combination of classroom experience, behavior intervention approaches, and involvement in working with hundreds of families allows for an excellent blend in all his classes.

Mike is passionate about children and emphasizes the importance of avoiding power struggles, offering options/choices to children, setting clear boundaries and guidelines as well as finding a place of positive engagement and connection with each individual. His heart for people and emphasis on positive communication are found throughout his seminars and classes.

All of Mike's classes are practical and "field tested" in schools and classrooms. Educators have found ongoing success in implementing Mike's clear and concise approaches.

#### BIBLIOGRAPHY

##### INSPIRATIONAL EDUCATION

**Angermeier, Patricia, Joan Krzyzanowski & Kristina Keller Moir.** *Learning in Motion: 101 Sensory Activities*. Future Horizons, 2009. [www.futurehorizons-autism.com](http://www.futurehorizons-autism.com) 800 489 0727 Interactive games and activities for children with special needs.

**Boonshaft, Peter.** *Teaching with Passion, Purpose, and Promise*. Meredith Press, 2010. [www.alibris.com](http://www.alibris.com) (email orders only) A solid book reminding us to focus on children (P-12.)

**Canfield, Jack.** *Chicken Soup for the Soul: Teacher Tales*. Chicken Soup for Soul Publishers, 2010. [www.chickensoup.com](http://www.chickensoup.com) (email orders only). Inspirational stories from teachers (P-12.)

**Derner, Seth & Mark Reardon.** *Strategies for Great Teaching*. Zephyr Press, 2008. [www.zephyrpress.com](http://www.zephyrpress.com) 800 233 2187. Strengthening recall and understanding (grades 4-12.)

**Ibrahim, Trez.** *For The Love Of Teaching: Inspirational Quotes*. Silver Laurel Publishing, 2016. [www.silverlaurelpublishing.com](http://www.silverlaurelpublishing.com) 714 235 7991. Encouraging quotes for educators.

**Jensen, Eric.** *Super Teaching*. Corwin Press, 2009. [www.corwinpress.com](http://www.corwinpress.com) 800 233 9936. Empower students with proven strategies for brain-friendly instruction (grades P-12.)

**Jones, Vern.** *Comprehensive Classroom Management*. Pearson Press, 2015. [www.pearsoned.com](http://www.pearsoned.com) 800 848 9500. Proven techniques to invigorate the curriculum (grades 5-12.)

**McGuey, Gary.** *The Inspirational Teacher*. Routledge Press, 2013. [www.routledge.com](http://www.routledge.com). 800 634 7064. Quotes, poems, and activities to provide step by step guidance (P-12.)

**Palumbo, Andrew.** *Prosperous Teaching, Prosperous Learning*. Balboa Press, 2011. [www.balboapress.com](http://www.balboapress.com) 877 407 4847. Helps to evaluate setting and increase motivational strategies (P-12.)

**Reifman, Steven.** *Two Minute Biographies For Kids*. Amazon Digital Services, 2013. [www.amazon.com](http://www.amazon.com) Nineteen inspirational stories and the importance of education (grades 2-8.)

**Whitaker, Todd.** *Making Good Teaching Great*. Routledge Press, 2014. [www.routledge.com](http://www.routledge.com) 800 634 7064. Filled with strategies to

motivate staff and increase energy (P-12.)

**Whitaker, Todd & Beth.** *Teaching Matters*. Routledge Press, 2013. [www.routledge.com](http://www.routledge.com) 800 634 7064 Recharge your batteries via inspiring stories and strategies (P-12.)

**Wolfgang, Charles.** *Solving Discipline and Classroom Management Problems*. Wiley Press, 2008. [www.wiley.com](http://www.wiley.com) 877 762 2974. A general guide for specific ideas in presenting rules and guidelines to students (grades P-12.)