

MOLLOY UNIVERSITY

School of Education and Human Services

Department of Teacher Education

EDU 5900 xxx (leave the section number blank) Escape! Digital Breakout (3 credits)

Semester Year

Instructor: Danielle Mammolito

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Office hours: As needed

Course Description:

Example: This course will offer an overview of essential knowledge and skills necessary to recognize and respond to students with mental health issues. We will begin by examining the types of mental health issues teachers may encounter, as well as the educator's role in supporting these students. Participants will use the knowledge gained to develop a basic action plan, including identifying valuable resources for schools and families. Special focus will be placed on teacher self-care. (This course will take place over one week, with an added week for the completion of the final project.)

Shared Vision

The Molloy University Teacher Education faculty has derived its vision for the exemplary teacher from the University's mission statement, the four pillars of the Dominican tradition, comments and input from the Professional Education Unit's Advisory Board and degree candidates as well as numerous faculty discussions rooted in the department's knowledge base which undergirds the initial and advanced programs' curriculum, pedagogy, and values.

The teaching professionals who complete Molloy's teacher preparation programs are distinguished by their ability to exemplify and promote core values in their own teaching. These values include:

Belief that all children can learn

Learner-centered and value-centered curriculum and pedagogy

Ethics and spirituality

Intellectual curiosity

Independence and risk-taking, while promoting collective identity and responsibility

Diversity, multiculturalism, and pluralism, including divergent thinking

Passion for teaching

Commitment to students and their communities

Civic responsibility through the promotion of social justice and interdependence

Commitment to democracy

Course Objectives:

Throughout these 4 sessions, participants will explore ways to “gamify” their classroom and provide opportunities for students to “level up,” learn how to persevere, and develop a growth mindset. This course focuses on practical application, culminating in the creation of a customized digital escape room.

- Understand how to provide students with an opportunity for productive struggle and develop a growth mindset.
- Learn the principles of gamification and apply them to your subject to increase student engagement.
- To think outside the binder and create new pathways for students to use the 4C’s (Communication, Collaboration, Critical Thinking, and Creativity).
- Use Google sites to create an escape room that is customized to your classroom.

Course Format:

This course will be offered online through **Canvas**, Molloy’s learning management system. The course will open two days before the start date and close one week after the last day of class.

This section is offered **XXXX (list dates)**.

The course is structured across four days of asynchronous work:

- Principles of gamification and game exploration.
- Brainstorming and storyline development
- Escape room creation
- Reflection.

Activities consist of discussions, graphic organizers, game submission and reflection. An extra week will be allotted for the completion of the final project.

Required Readings, Videos, and Other Materials:

All materials will be provided throughout the course.

Course Requirements and Evaluation:

Example:

Asynchronous Discussions/Participation	20% (5% x 4)
Drafting Game Elements/Pre-work	40%
Game Submission	20%
Reflection	20%

Molloy University and School of Education and Human Services Policies and Supports:

Expectations of Academic Integrity for All Students

[Honor Pledge and Academic Honesty Policy](#)

Course Withdrawals

View [Withdrawal Policy](#) for potential financial implications

View [the Academic Calendar](#) and/or the course syllabus for the last day to withdraw dates

Incompletes

[Incompletes Policy](#)

Health and Wellness

[Student Health Services](#)

[Student Counseling Center \(SCC\)](#)

Center for Access and Disability (Access)

[Center for Access and Disability](#)

Technical Support

[Student Account, Technology and Canvas](#)

Ally for Canvas

[Supportive Tools and Resources/ Ally](#)

Use of Proctorio for Exams/Quizzes (if applicable)

[Proctorio Resources for Students](#)

Email Accounts

Students are to communicate via their Molloy e-mail account or via Canvas throughout the semester. Those who use a non-Molloy account may miss important messages. Students are responsible for responding to all methods of communication relating to this course in a timely fashion. Instructors will respond to emails from students within 24 hours. When/ if you email the instructor(s), please indicate what course you are in with the course number and section.

APA Manuscript Style

All manuscripts in the field of education are written in the style format of the American Psychological Association. Candidates in the Graduate Education Programs are required to purchase the Publication Manual of the American Psychological Association (7th ed.). (2010). American Psychological Association.

All papers written in every course must adhere to the manuscript prescriptions defined in this manual.