

**MOLLOY UNIVERSITY**  
**School of Education and Human Services**  
**Department of Teacher Education**

**EDU 5900 xxx Reduce Educator Burnout and Increase Student Engagement**

*Molloy University 3 Graduate Credits*

*Summer 2026*

**Instructor:** Meredith Matson

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**Office Hours:** 9 - 10am (*The week of the course*)

**Course Description:**

This course will offer an overview of essential knowledge and strategies to help educators reconnect with their passion and purpose for teaching and learning. We will begin by examining the factors that contribute to teacher burnout and the impact this has on classroom practice and student engagement. Participants will explore research-based tools and approaches to reduce burnout, enhance instructional practices, and strengthen relationships with students. Special focus will be placed on developing sustainable habits that support educator well-being and long-term engagement. (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:**

- Understand a deeper connection to their purpose as an educator by analyzing a variety of educational philosophies and drawing connections to your own passion.
- Learn strategies to deepen their connection and educational philosophy to their curriculum, instructional strategies, and their community among students and staff.
- Engage in lesson and curricular planning strategies that directly increase student engagement.

### **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). There will be daily activities and discussions that must be completed at the end of each day. Responses to the discussions will be due the following day by noon. An extra week will be allotted for the completion of the final project (due by XXXX).

### **Required Readings, Videos, and Other Materials:**

All material will be provided throughout the course.

### **Outline of Sessions:**

- Unpacking Your Why - Connect to your educational philosophy, while evaluating a variety of philosophies and factors that contribute to your own personal drive as a teacher.
- Evaluating Factors that Influence Teacher Burnout - Evaluate research on educator burnout to develop a deeper understanding of what causes burnout in the education field and develop strategies to combat personal signs of burnout.

- Locus of Control- Analyze factors that are within and outside of your control as an educator and evaluate the influence of these decisions on your practice and students.
- Pedagogical Decisions - Evaluate curricular and instructional decisions to increase student and educator engagement.
- Classroom Environment- Analyze specific management strategies that reduce burnout and increase engagement and connection.
- Lead Learner - Create a professional development plan that is aligned to educator passion and student engagement.
- Nourish Your Network - Evaluate strong relationships within and outside of your classroom that influence your goals.
- Connecting the Through Line- Ensure your passion and purpose align to your everyday work.

### **Course Requirements and Evaluation:**

- Assignments: 40%
  - Your Why Story- This paper is where educators work to explore the question that is asked by many educators - Why are you an Educator? This paper would not just have educators answer the question, but rather explore the roots of what drives them each day as an educator.
  - Lesson or Project Plan & Reflection- Educators will create a lesson or project that directly connects to their why. They would hand in a formal lesson plan or project outline along with a reflection on how this lesson connects to their why.
- Asynchronous Discussions/ Participation: 60%
  - 5 Reflection Post- These would be reflection posts (½ page max.) where educators will reflect on what they are learning in the course and how it applies to their classroom experience.

## **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 (7<sup>th</sup> ed.). (2010). American Psychological Association.

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