



ArmchairEdClockHours
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Overview:

ArmchairEdClockHours.com currently provides continuing education to educators, using Educational Leadership magazine and premiere published books on cutting-edge educational themes and topics.

Course Goals and Objectives:

As a result of these courses, the student will be able to:

1. Evaluate texts for gender bias
2. Incorporate components to create an ultimate classroom for boys and girls
3. Incorporate physical activity into lessons
4. Use self-appraisal to improve your teaching
5. Evaluate instructional strategies for gender bias

The following published books are currently being used as a text for the ArmchairEdClockHours course:

Boys and Girls Learn Differently

Gurian, M. (2011). *Boys and girls learn differently!: A guide for teachers and parents*. San Francisco: Jossey-Bass.

Reichert, M., & Hawley, R. (2010). *Reaching boys, teaching boys: Strategies that work and why*. San Francisco, CA: Jossey-Bass.

This course outlines brain-based educational theories and techniques that can be used to transform classrooms and help children learn better. It presents experiential learning techniques that teachers can use to create an environment and enriched curriculum that take into account the needs of the developing child's brain and allow both boys and girls to gain maximum learning opportunities, increase academic opportunities, and improve behavior. It provides the latest scientific research on the differences between boys' and girls' brains, neurological development, hormonal effects, behavior, and learning needs.

Credit Options:

The course will be offered for 60 clock hours, based on the length and substance of the books, and related activities. **The course will include 50 multiple-choice questions and three required essays.**



Grading Rubric:

Pass/Fail: Coursework must be passed with 70% criterion. All coursework must be completed.

One Essay Required for: The Boys and Girls Learn Differently Action Guide for Teachers

Essay Options:

Option 1: The last four chapters relate to specific grade levels. Identify the chapter about the grade you teach and read the section in that chapter that relates to innovations. Try at least two of the innovations recommended for your grade that you do not normally use. In your essay, talk about why you chose the innovations you tried and what the result was from the lesson.

Option 2: If you use books when teaching language arts, make a list of the titles you are accustomed to using. Look at the list and in your essay, talk about the gender bias you see or don't see. Are you using titles that have gender bias or not? Who are the main characters in the books you use? What are the problems that the characters face? Should you make changes in the titles you use? Why or why not? Include the list of books you created with your essay.

Option 3: Look at the chapter that relates to your teaching level. Find the section that describes "The Ultimate . . . school classroom for both boys and girls" of the grade you teach. Incorporate one key component specifically for girls and another key component specifically for boys. In your essay, talk about why you chose those components, how you incorporated them into your practice and what the result has been.

Option 4: Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

Plan a unit with assessment

Action Research

Extended learning, including research and developed activities

Compare/contrast your current education practice to that of the text

Create forms or systems for use in your classroom including assessment tools

Plan an 'event', meeting or other pertinent program and report/reflect on it

One Essay Required for: Reaching Boys Teaching Boys

Essay Options:

Option 1: Think of a TV game show or a board game that you could adjust to teach something difficult for your students. Identify the show or game and describe how you used it to impact your students' learning. Describe the results. Did you use it with your whole class or a group?

Option 2: Plan one or more lessons that include physical activity in the teaching. Talk about the activity that you selected and why. What was the end result of student learning by making the lesson movement friendly?

Option 3: Are you ready for an honest self-appraisal? Answer the questions on p. 225-6 in the text. In your essay discuss what you learned about yourself as a teacher by reflecting on



your answers. What do you do well? What areas should you improve? Can you? Will you? Set some goals for yourself and describe the action you will take to achieve them.

Option 4: Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

- Plan a unit with assessment

- Action Research

- Extended learning, including research and developed activities

- Compare/contrast your current education practice to that of the text

- Create forms or systems for use in your classroom including assessment tools

- Plan an 'event', meeting or other pertinent program and report/reflect on it

One essay required from *Reaching Boys Teaching Boys* and *The Boys and Girls Learn Differently Action Guide for Teachers*

Essay Option: *Reaching Boys and Teaching Boys* offers many examples of transitive lessons taught in boys' schools. These factors are identified as working with boys. Select one of the "transitive factors" described in the text. (The chapter titles of Chapters 1 through 9 describe the transitive factors.) How would they succeed working with girls? Identify the factor you chose and plan a lesson around that factor to use with a group of girls or a group of boys and girls. Report on the lesson in terms of its benefit for girls, using what you learned about the way girls learn in *The Action Guide*. Did your lesson work as well as it might have with just boys? Are there things about girls' learning you took from the *Action Guide* that might explain the success (or lack thereof) of the factor you chose? What did you learn from planning the lesson using a transitive factor?

You may e-mail info@armchairedclockhours.com if you desire specific permission for your topic. The essay must demonstrate knowledge of the course and text, and direct application to your own educational position.

Essay scoring rubric:

- One essay required for *Reaching Boys Teaching Boys*, 2-3 pages

- One essay required for *The Boys and Girls Learn Differently Action Guide for Teachers*, 2-3 pages

- One essay required for both *Reaching Boys Teaching Boys* and *The Boys and Girls Learn Differently Action Guide for Teachers*, four to five pages

 - Single spaced, 10 to 12 size font

 - Use of introduction and summary statement (even when a unit is developed)

 - Demonstration of grammar, spelling and writing skill

 - Demonstration of applied knowledge



- **All essays must be fully completed and the rubric followed to receive a grade. Essays not completed to required length will not be processed and revisions will be required.**
- **You must download the coursework before starting this course.**
- **Submit all coursework together.**