



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. Create a unit that is brain compatible
2. Identify how knowledge about the brain enhances your teaching
3. Identify and utilize the various types of memory and their impact on teaching

The following published book is currently being used as a text for the ArmchairEdClockHours course:

Brain Matters (Wolfe, P., 2010). ASCD, 245 pages.

This course utilizes cutting-edge neuroscience research to guide teaching. The first third of the book describes neuroscience, brain anatomy, and physiology. The middle part of the book discusses how the brain, encodes, manipulates, and stores information. This information-processing model provides a first look at implications of research for practice-- why meaning is essential for attention, how emotion can enhance or impede learning, and how different types of rehearsal are necessary for different types of learning. Practical classroom applications and brain-compatible teaching strategies. The last third shows how to use simulations, projects, problem-based learning, graphic organizers, music, rhyme and rhythm, writing, active engagement, and mnemonics. Each chapter provides examples using brief scenarios from actual classroom practice, from the lower elementary grades to high school.

Credit Options:

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

Grading Rubric:

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

Three Essays Required

Choose two essays from the following essay choices:



Essay 1: Re-read Chapter 14, pages 221-223 in the text. Describe ways that you use brain-compatible instruction in your classroom. Give concrete examples and talk about the learning you observed. What other ways might you make your classroom more brain compatible?

Essay 2: Create a unit for content you are responsible for teaching. Look for ways to make the unit brain compatible and include them in your unit. Discuss the choices that you made and why you included them.

Essay 3: What did you learn about the brain? How might it change your teaching?

Essay 4: Temple Grandin is mentioned in the text. Watch the film Temple Grandin, and review it in terms of what you know about the brain after reading the text.

Required Essay: 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.

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 another pertinent program and report/reflect on it

At the end of most chapters, a box called Synapse Strengtheners presents activities based on the chapter. Choose strengtheners that interest you and complete one or more for your essay.

You may combine any of these or develop your own. 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:

Three essays required

Two essays, 2-3 pages

One essay, 3-5 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.