



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. Reflect about current practices and ways to improve
2. Evaluate and create learning centers
3. Create and implement learning centers
4. Evaluate and plan appropriate use of space
5. Evaluate learning in terms of conditions for learning, with reflection

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

Creating Environments for Learning: Birth to Eight, Third Edition (Bullard, J., 2017). Pearson: Boston, MA. 480 pages.

This course focuses on the development and implementation of quality learning environments for children. It is appropriate for both early childhood preschool and elementary teachers. It is representative of the interests, developmental levels, and cultural and geographic backgrounds of the typical children in today's classrooms. The latest research on early childhood education is provided, to design early childhood environments, plan curriculum, and defend the use of play as a learning method. Thus, research, curriculum standards, and play-based learning is provided, resulting in a course that provides practical and interesting information on the developing the following centers: dramatic play centers, manipulative and sensory centers, block and building centers, literacy centers, science centers, and art centers. Creating outdoor environments, integrating families, and integrating technology is also emphasized.

Credit Options:

The course will be offered for 50 clock hours, based on the length and substance of the book, 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.

Three Essays Required:

Essay 1: The Table of Contents in the text lists nine centers. How many of these are in your teaching/learning environment? Which are not? After reading the text, might you consider adding them, or some of them, to your environment? Why or why not?

Essay 2: Each of the chapters focused on centers ends with a checklist. Make a copy of the checklist for one of the centers in your learning environment and use it to think about that center. In your



essay, discuss the things that you checked and how they work for you. Should you do more? Will you? Include the copy of the checklist with your essay.

Essay 3: Creating environments for teaching and learning depends a lot on space: how much you have and how you use it. Draw a diagram of your teaching environment, labeling the centers or areas of the space. In your essay, talk about the design of your environment. How does it work for you? Are there changes you might consider after completing this course?

Essay 4: Look at Chapter 18 again, and as you do, think about your own space and its usefulness for families and staff. In your essay, talk about how it works for those two groups. Could it do better, both in welcoming families and supporting staff? How could you improve it? Or in what ways is it doing the job?

Option 5: 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

At the end of each chapter, there are sample application activities. Do one or more and discuss the activity in your essay

Action Research

Many chapters include a "Create Your Own" section. Follow the directions to make one or more of those teaching tools. In your essay, talk about how it when and how useful you found the tool.

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

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.