



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. Identify executive function issues
2. Evaluate and intervene with behavior problems
3. Create brain “rest” opportunities in the classroom
4. Engage students to make emotional connections
5. Integrate emotions, learning, and the brain

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

Executive Function and Child Development, Yeager, M., and Yeager, D. (2013). Norton: New York, New York,

Emotions, Learning, and the Brain: Exploring the Educational Implications of affective Neuroscience

This course focuses on emotions as powerful motivators of learning because they activate brain mechanisms originally evolved to manage our basic survival. Meaningful thinking and learning are inherently emotional because we care deeply about things we think about. To motivate students for academic learning, produce deep understanding, and ensure the transfer of educational experiences into real-world skills and careers, educators must find ways to relate the emotional aspects of learning. Poor executive functioning can result in behavioral and attentional problems in school. Children without age-appropriate self-regulation are likely to move into adolescence and young adulthood less equipped to succeed academically, less socially competent, and less able to cope with frustration and stress. This course provides ways to improve executive function that allow children to gain essential self-regulating skills and succeed. It is a groundbreaking course in affective neuroscience.

Credit Options:

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

Grading Rubric:

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



Three Total Essays Required

One Essay Required for: Executive Function and Child Development

Option 1: Have you had experience with a child who exhibits difficulty with executive function in everyday life? Describe the kinds of things that child did and the process you engaged to intervene.

Option 2: Describe a student whose behavior is troubling to you and disruptive to your class. Focus on one behavior that is particularly troublesome. Observe the child in a variety of contexts, noticing when and why the behavior seems to occur. Can you see some contexts where it doesn't happen? What hypothesis can you make? What will you do next?

Option 3: Teach your class one or more of the games on pages 110-112 in the text. Play the game several times and watch what happens. Are any of your students noticeably challenged by the game(s)?

How? What can you hypothesize about the child's behavior. What might you do about it?

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: Emotions, Learning and the Brain

Option 1: If you believe that the brain needs rest from filtering out distraction and maintaining focus on a task, what can you do to provide some downtime for your students' brains? In your essay, talk about times you might want to provide "rest" and some things you might encourage your students to do at those times.

Option 2: Reread Strategy 1 on pages 101-102 in the text. Find ways to encourage student choice in a unit you regularly teach. In your essay, describe the unit as you usually teach it and then talk about ways you could encourage students to make choices, perhaps in demonstrating their learning, or learning in ways you haven't previously considered. Conclude your essay with your reflection on the results of engaging students with the material in ways that make emotional connections.

Option 3: Browse the internet looking for more information about emotions, learning and the brain. Report on your findings and the implication your research may have on your teaching.



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

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One Essay required from Emotions, Learning and the Brain and Executive Function and Child Development

Essay Option: You've read two books that talk about very specific activities of the brain and their relation to teaching. In your essay, talk about specific takeaways from these books about executive function and the relationship between emotions and learning. Specifically, how will what you've learned about these features of brain activity impact your teaching?

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 Emotions, Learning and the Brain, 2-3 pages each

One essay required for Executive Function and Child Development, 2-3 pages each

One essay required for both Emotions, Learning and the Brain and Executive Function and Child Development, 4-5 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.