



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 an optimal classroom climate
2. Create a unit using the Six Facets of Understanding
3. Identify the Teacher's List of Habits and evaluate their presence in your teaching
4. Evaluate your current teaching and planning in terms of behavioral verbs and delivery formats

Making Classrooms Better (Tokuhamo-Espinosa, T., 2014). Norton and Company: New York, New York. 389 pages.

Designing educational experiences without knowledge of the brain is like designing a glove without knowledge of the hand. *Making Classrooms Better* takes this concept a step further, building from general knowledge of brain-based education science and current educational research to offer specific suggestions for how teachers can improve student learning outcomes. Covering a range of subjects, from creating an optimal classroom climate to maximizing metacognitive skill development, this well-researched, state-of-the-art course is an essential resource for highly effective practices that teachers, administrators, and curriculum planners can easily use.

The course provides a practical overview of teaching from a Mind, Brain, and Education perspective through an understanding of the intersection of the fields of neuroscience, psychology, and pedagogy. It shares 50 evidence-based classroom "best practices" that have a proven positive impact on student learning outcomes and explains why they work.

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

Option 1: At the end of each chapter are lists of books for further reading on the chapter's topic. Choose a topic and title that interest you, read the book and review it in your essay.



Option 2: Spend some time with Figure 3.1 on p. 85 on the text. Then go to your plan book for the last month or so. Make a list of the terms you find in your plans. What behavioral verbs are you using? What delivery formats? Basically, what are you asking your students to do? How often are the delivery formats at Level 5 or 6? Reflect on what you find in your plan book. Is it good enough to make your students critical, creative thinkers? Should you make some changes? Talk about changes you might consider.

Option 3: Revisit Six Facets of Understanding p 98-100 in the text. Use the six facets to plan a unit around something you are responsible for teaching. Find ways in the unit to have your students experience learning through the performance verbs on p. 100.

Option 4: Look at the Teacher's List of Habits on p. 224-5 in the text. In your essay, give examples from your own classroom that indicate those you've actually done in the last month or so. Are there any you don't have examples for? List those and talk about why you haven't done those. Should you? Will you?

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

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

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.