



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 and evaluate paths to re-engagement
2. Develop and utilize a repertoire of responses
3. Identify the Boy Code and how it impacts boys
4. Create a unit using Active Learning Principles

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

Teaching Boys Who Struggle in School: Strategies that Turn Underachievers into Successful Learners (Cleveland, K., 2011). ASCD, 232 pages.

This course explains why some boys struggle in school, and how educators can effectively intervene without jeopardizing the achievements of other, more successful learners of both genders. Drawing from large-scale studies, contemporary insights on social and learning-style factors, lesson plans, and anecdotes from real teachers, the course equips educators with a flexible and practical framework for addressing the needs of struggling male students. The course focuses on the following: replacing underachieving boys' negative attitudes about learning; reconnecting boys to school, learning, and believing in being a competent learner; rebuilding learning skills that lead to success in school and in life; and reducing the need for unproductive and distracting behaviors as a means of self-protection. The author provides solutions that focus on academic success, contribute to positive school experience, enhance competence and persistence, and arranging the classroom to enhance success.

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 two required essays.

Grading Rubric:

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



Two Essays Required

Choose two of the following options:

Option 1: Use p. 59 in the text, Figure 4.2. Think about the Pathways to Re-Engagement in terms of your own classroom. Which Pathways are in evidence? Which may not play a large role in your room? What changes could you contemplate making in terms of what you've learned from the text?

Option 2: In each of the chapters that focus on Pathways, (Chapters 5 through 10) there is a box called "Take Five" and another asking you to "Build a Repertoire of Responses." Choose one of the Pathways and use the questions in those boxes from that chapter to support your thinking as you write your essay. In your introduction, tell why you chose to focus on the Pathway you selected.

Option 3: Reread p. 38-44, The Boy Code, and the vignettes that illustrate aspects of the Code's influence. Can you remember an underachieving boy who demonstrated that he understood the Boy Code? Describe the boy and the incident. After completing this course, how might you respond to him, in words or actions?

Option 4: Create a unit for something that you teach or update a unit that you've taught previously. In the unit, include appropriate Active Learning Principles, p. 176 in the text. Talk about the positive outcomes you expect from including the principle(s) that you selected.

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.

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

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.**