



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. Refurbish space to accommodate sensory information
2. Integrate brain-based learning into the classroom
3. Engage students in frequent exercise
4. Identify practices of new learning
5. Plan lessons to engage thinkers
6. Integrate brain-based and experiential learning

The following published books are currently being used as a text for the ArmchairEdClockHours course:

Brain-Based Learning

Jensen, E., & McConchie, L. (2020). *Brain-based learning: The new paradigm of teaching*. Thousand Oaks, CA: Corwin Press.

Crouch, D., & Cambourne, B. (2020). *Made for learning: How the conditions of learning guide teaching decisions*. Katonah, NY: Richard C. Owen.

This course outlines brain-based educational theories and techniques that can be used to transform classrooms and help children learn better. It presents experiential learning techniques that teachers can use to create an environment and enriched curriculum that take into account the needs of the developing child's brain and allow both boys and girls to gain maximum learning opportunities, increase academic opportunities, and improve behavior. It provides the latest scientific research on the differences between boys' and girls' brains, neurological development, hormonal effects, behavior, and learning needs.

Credit Options:

The course will be offered for 60 clock hours, based on the length and substance of the books, 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. All coursework must be completed.



One essay required for Brain-Based Learning

Option 1: Revisit p. 50-59 and think about the sensory information that present in your classroom. In your essay, write a critique of your classroom. Discuss things you might consider adding or removing and your reasons for each. Live with your students in the refurbished space and see what kinds of differences you notice in your students' learning. Summarize the essay with comments about the changes you incorporated.

Option 2: Throughout the text, there are blue boxes labeled "*In The Classroom.*" Each box contains suggestions of things you might try that relate to the chapter subject. Try one or more of the suggestions. In your essay, identify the suggestion(s), describe how you integrated it into your lesson and the result you observed in class.

Option 3: Do you believe that physical activity results in students who have better attendance, exhibit better classroom behavior and perform better academically? Make time for some online research. Look for activities and games suitable for the classroom. List the sites you visit and the useful activities you discovered. For a month, make time to engage your students in frequent exercise. In your essay, describe the kind of activities you used and the benefits you observed.

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

Essay scoring rubric:

One essay required for Brain Based Learning, 2-3 pages each

One essay required for Made for Learning, 2-3 pages each

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

One essay required for Made for Learning

Option 1: Do you set aside time for independent reading? Do you allow your students to discuss what they're reading with others? If you do not, try setting aside twenty minutes or so a day for two weeks and encourage students to discuss their reading with a partner. Listen in to some of the discussions. Do you discover examples of new learning as partners confer? Describe such incidents in your essay.

Option 2: Look at p. 50 in the text and the *Key Prompts for Engaging Thinkers* at the bottom of the page. Plan at least three lessons where you use prompts that require thinking rather than an "answer." In your essay, talk about the lessons you followed up using thinking prompts and the responses from your students. Are they demonstrating real thinking? How do you know?



Option 3: Look for signs of engagement in your students. Describe an activity or lesson engaged many of your students. What were the students doing? How could you tell they were engaged? What learning did you observe? How can you replicate that experience of engagement?

Option 4: Reread the chapter about *intention change* (second to the last paragraph on p. 152 in the text.) Find at least two phrasings from this text that are unfamiliar to you but you feel may be effective. Write them down and use them purposefully in your teaching for two weeks. In your essay, talk about the phrases you selected, why you chose them, and the results of using them.

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

Essay scoring rubric:

One essay required for **Made for Learning**, 2-3 pages

One essay required for **Brain Based Learning**, 2-3 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

One essay required for Made for Learning and Brain-Based Learning

Combined: Both of these texts present information that may be unfamiliar to you. In each text, identify a suggestion for teaching that you've not thought of before, but that interests you enough to consider integrating it into your practice. Identify something from each text that you plan to include in your teaching and why you made that selection. Describe the way you will use it and after you've incorporated both.

- **You must download the coursework before starting this course.**
- **Submit all coursework at the same time.**
- **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.**

