



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. The program has been operating since Fall, 2000, and has provided continuing education to hundreds of educators.

Course Goals and Objectives:

As a result of these courses, the student will be able to:

1. Develop a unit to address the five 'Cs'.
2. Describe and develop mindfulness activities
3. Evaluate online resources on mindfulness
4. Assess and evaluate stress reduction

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

Cultivating Happiness, Resilience, & Well-Being Through Meditation, Mindfulness & Movement

Mason, C. Y., Donald, J., Khalsa, K. K., M., R. M. M., & Brown, V. L. (2022). *Cultivating happiness, resilience, and well-being through meditation, mindfulness, and movement: A guide for educators*. Corwin.

As the pandemic recedes and the world gradually returns to “normal,” it’s more important than ever to make your classroom a place that supports mental health and improves overall wellness. In this course, you’ll discover the why and the how of using techniques to reduce stress, improve executive function, and set the stage for increased memory and attention, better self-regulation, and improved cognition and academic learning.

With this practical, research-based course, you’ll incorporate age- and grade-appropriate meditation, breathing, mindfulness, and secular yoga activities into your teaching, in ways that work for in-person as well as virtual and hybrid settings. The course includes the following:

- Adaptations for special populations, including those who have experienced trauma
- Recommendations for family involvement in social emotional learning
- Guidance on self-care for teachers and school staff
- Data from successfully implemented programs
- Dozens of illustrations, QR codes, and reflective questions

Mindfulness isn’t just a buzzword-it’s a time-tested, teacher-tested technique for reducing anxiety and improving you students’ outcomes. Incorporate it into your classroom and see for yourself how much good a deep breath can do.



Credit Options: The course will be offered for thirty clock hours. The thirty-clock hour course will include 30 multiple-choice questions and two required essays.

Grading Rubric:

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

Two Essays Required:

Option 1: Select one of the five C's and develop a unit for teaching your students the importance of that C. Begin your essay with the reason for your choice of the C. The body of the essay will be the unit. If possible, teach the unit and summarize your essay with your estimation of the value of teaching one or more of the C's.

Option 2: Use Figure 3.1 on page 47 to frame an essay relating to your personal stress reduction. If you were teaching during the pandemic you may begin with a description of your teaching duties at that time and the kinds of self-care you used then. Or pick a different stressful teaching time. Focus the balance of the essay with the practices you are using now to reduce stress.

Option 3: Each chapter ends with a "Mindful Reflection" box. Use the questions at the end of a chapter that was of particular interest to you. Introduce your essay with a description of your reasons for selecting the chapter. Use the questions to guide your reflection.

Option 4: Each chapter also ends with a short list of Online Resources. Browse the websites listed at the end of a chapter that interested you. In your essay, report on the sites that you visited, describe and discuss what you learned at those sites.

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:

Two essays required

One essay two to three pages

One essay three to five 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.
- You must order and pay for this course before starting.
- Submit all coursework together.