



ArmchairEdClockHours
Susan Kane-Ronning, Ph.D., Director
Post Office Box 29137
Bellingham, WA 98228-1137

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:

1. Describe how to apologize to a student
2. Describe ZPD scenarios
3. Describe how to promote autonomy in learners
4. Describe mindfulness and how to implement

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

How Risk-Taking Transforms Student Engagement

Rockower, D. (2022). *The power of teaching vulnerably: How risk-taking transforms student engagement*. Heinemann.

Silver, D. (2021). *Fall down 7 times, get up 8 raising and teaching self-motivated learners, K-12*, second edition. Corwin.

Perhaps more now than at any other time in modern history, our students need a feeling of connectedness at school. They need to feel seen, heard, understood, and *known* in our classrooms. And it begins with us. As middle and high school teachers, we have the power to inspire a whole new level of engagement with the students in front of us. This course describes the positive student relationships that lies in our capacity to teach with vulnerability—to bring our authentic selves into the classroom.

Failure is not only a possibility for learners during these challenging times, but a productive, concrete way of gaining ground. How can parents and educators teach kids to turn failure into progress toward success? Learn what to say and what not to say to truly help kids self-motivate and become independent, lifelong learners. Create a deeper understanding of how motivation works along with new, practical, research-driven strategies for spurring learners to thrive. Kids are bound to stumble and fall, but by capitalizing on knowledge and the latest research on motivation, we can equip them to stand up and move forward, pointing them on the route to success.

Credit Options: The course will be offered for thirty clock hours, based on the length and substance of the books. The thirty-clock hour course will include 30 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 The Power of Teaching Vulnerably

Option 1: Each chapter ends with Looking Back/Looking Ahead questions. Answer the questions that interest you to summarize your reaction to the chapter.

Option 2: Have you ever apologized to a student? Focus your essay on the experience of apologizing: what happened that made you feel an apology was in order? How was the apology received by the student? What was the end result for both you and for the student?

Option 3: Browse the Barwe215.org website referenced on page 75 in the text. Discuss the features you looked and their usefulness to you in your teaching situation. Will you have a use for the information available on the site? Why or why not?

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 Fall Down 8 Times Get Up 7

Option 1: Reread the ZPD situations, pages 32-36 in the text. Describe ZPD situations that you have encountered in your classroom. If possible, describe a situation with a student where the situation was beyond ZPD, not far from ZPD and a scenario where you felt the ZPD was appropriate. If you can describe the ZPD scenarios for a single student, do. If you encountered these ZPD situations with three different students, write scenarios for each.

Option 2: Reread the green section on pages 49-52 in the text, "Promoting Autonomy in Learners." Begin your essay by identifying and describing those items that you feel you are already doing. What new suggestions can you try? Describe how and when you'll use it and describe the results of making it part of your repertoire.

Option 3: Mindfulness is mentioned in the text as a method teachers and parents are using to help learners grow and control their brains in a particular way. If you are not familiar with mindfulness, explore the topic online with at least three resources. If a teacher in your building is using mindfulness, interview the educator(s) on why and how it is used in their classroom. In your essay, summarize what you've discovered about mindfulness, your interest in putting some form of it into action in your classroom, and what you hope it would achieve.

Option 4: If you choose to explore any of the QR Code offerings in the text, you can focus an essay on your choice. Begin by describing the QR code you selected and why. In your essay, describe the information you are taking away and how you will put it to work for 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



Essay scoring rubric:

One essay required for 2-3 pages each for [The Power of Teaching Vulnerably](#)
One essay required for Fall Down 7 Times Get Up 8, 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 from **Fall Down 7 Times Get Up 8** and **The Power of Teaching Vulnerably**

Essay Option: You've read books written by teachers who want to share strategies of their teaching success. Select one suggestion from each of the texts that you feel will improve your own teaching. In your essay, describe the suggestions you selected and the reasons for choosing those strategies. Based on the strategies you've selected, how do you expect your teaching to be even more successful?

Scoring Rubric for both **Fall Down 7 Times Get Up 8** and **The Power of Teaching Vulnerably**

Three to four 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

- **You must order and pay for this course before starting.**
- **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.**