



ArmchairEd Course Syllabus
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- **The course syllabus is provided for your preview. Please be sure to register PRIOR to completing any coursework. Registering for a course after coursework has been started violates accreditation standards and puts the University at risk; therefore, SPU reserves the right to not award credit if students are found to be in violation of this policy.**

Overview:

ArmchairEd.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. Stay current on educational themes and topics pertinent to teaching and education
2. Identify current research in education
3. Apply this knowledge to the student's current educational position

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

The Power of the Adolescent Brain

Armstrong, T. (2017). *The power of the adolescent brain: Strategies for teaching middle and high school students*. Victoria, Australia: Hawker Brownlow Education.

Medina, J. (2018). *Attack of the teenage brain!: Understanding and supporting the weird and wonderful adolescent learner*. Alexandria, VA: ASCD.

This thought-provoking course looks at the power and promise of the teenage brain from an empathetic, strength-based perspective, and describes what middle and high school educators can do to make the most of their students' potential. Thoroughly grounded in current neurological research, the course explains what we know about how the adolescent brain works and proposes eight essential instructional elements that will help students develop the ability to think, make healthy choices, regulate their emotions, handle social conflict, consolidate their identities, and learn enough about the world to move into adulthood with dignity and grace. It includes a bold redesign of educational practices and learning environments to deliberately develop teens' cognitive capacity to manage their emotions, plan, prioritize, and focus. practical strategies and real-life



Credit Options:

The course will be offered for five credits, based on the length and substance of the books. The five-credit course will include 50 multiple-choice questions and five required essays.

Grading Rubric:

Pass/Fail Coursework must be passed with 70% criterion

Letter Grade: 90% A grade

80% B grade

70% C grade

Multiple Choice Test: 25% of overall grade

Two essays required for The Power of the Adolescent Brain

Option 1: Look at the list of “Brain-Friendly” practices for adolescents on p. 33 in the text and reread the descriptions of the practices on p. 32-34 in the text. List those that you presently incorporate into your teaching. Select one that you seldom use or never use and plan a lesson that includes that practice. Include the lesson in your essay and summarize with a description of the success you encountered by using that practice, and what you would do differently.

Option 2: Use p. 56 in the text to access examples of self-assessment that could be used in conjunction with content you are teaching. Describe the content you are teaching and the ways self-assessment relates to and enriches student understanding. Summarize your essay with an evaluation of the use of a self-assessment. Connect student understanding to the content you are teaching.

Option 3: Copy Figure 6.1 on p. 92 in the text. Revisiting your own adolescence, check off the items that resonate with you. Based on your adolescent memories, consider what you could do now, as a teacher, to impact that adolescent. Incorporate items from the checklist. What can and will you incorporate into your teaching based on your reflection? Give two concrete examples of how you will address those issues and describe the results of focusing on those areas.

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

Two essays required for Attack of the Teenage Brain!

Option 1: Reread the paragraph at the top of p. 109 in the text. Begin your essay with a description of a lesson you are planning to teach. After you’ve taught that lesson, give some concrete examples of feedback you’ve given five students, discussing that feedback in the terms “defined, consistent and targeted to” your expectations. What learning are you taking away from this activity?

Option 2: Chapter 6 encourages the use of exercise to improve executive function. Are you open to adding exercise to your class? Research some physical activities appropriate for the classroom and create a schedule to make them part of class time. In your essay, describe the activities you’ve selected and how you will integrate them into the time you have with your students. Follow the schedule for one month and summarize your essay with a description of the specific benefits derived.



Option 3: Create a unit that focuses on affective empathy. How can you teach your students the value of feeling what another feels? After you've taught the unit, add a description evaluating the success of the experience in helping your students to understand the value of affective empathy.

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:

Two essays required for **Attack of the Teenage Brain!**

Two essays required for **The Power of the Adolescent Brain**

Each essay 10% of overall grade

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 Attack of the Teenage Brain and The Power of the Adolescent Brain

Combined: Both of these texts invite you to consider what neuroscience has learned about the adolescent brain and the kinds of things teachers of adolescents should be doing with and for their students. In your essay, identify two of the teaching practices that resonated with you as you read the texts. Plan ways to include those practices in your teaching for a month and describe how you will integrate them into your daily interactions with students. Summarize the essay with a description of how you feel the inclusion bettered your teaching.

Essay Scoring Rubric:

35% of overall grade

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 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.**

