Brain Based Tools for the Classroom

EDUO 9917 3 Semester Credits/Units

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Note: This is a partial syllabus. For a full syllabus, please email the course instructor.

Course Overview:

Teachers are continually faced with rapid change. Explore how todays' learners are unique. Garner success in the classroom by understanding people rather than content, emotions rather than test results, learning rather than teaching and having a broader range of skills and an understanding of how the brain, mind, and body function in the learning situation. Learn over 30 brain-based tools to help enhance the learning in any classroom.

Course Description:

This course allows teachers to obtain an understanding of proven methods of brain-compatible instruction into the K-12 Classroom. The course will help teachers understand how the brain, mind, and body function in the learning process; demonstrate methods to reinforce students' memory and concentration; and illustrate ways to enhance learners' outcomes across a broad range of skills.

Course Objectives:

Examine and identify the components of each level of brain-based learning activities.

Assemble materials to share techniques of brain-based Learning.

Design classroom activities to encourage the building of relationships.

Develop brain friendly patterns and coherence for the classroom

Create motivational strategies to use in the classroom.

Course Materials:

Excerpts from *40 Engaging Brain-Based Tools for the Classroom*. Thousand Oaks, CA: Corwin Press.

Course Relation to CCS or other Professional Standards:

SUPERINTENDENT'S STANDARDS FOR PROFESSIONAL LEARNING:

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Course Assignments/Modules:

Each completed assignment in this course is submitted to the instructor for review. **Follow directions in Google Classroom as to how to prepare and turn in completed work.** You will receive feedback from your instructor indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

BB1-Module 1

ASSIGNMENT	Overview of Brain Based Concepts	
OBJECTIVES	Evaluate 10 Macro Strategies for brain-based Learning	
ACTIVITIES	• Reading Assignment https://feaweb.org/brain-based-learning-strategies • Written Assignment: 3 paragraph essay after reviewing the reading.	

BB2-Module 2

ASSIGNMENT	**Enhancing Relationship** This module focuses on tools that work to enhance relationships and foster a classroom culture for learning that is brain friendly.	
OBJECTIVES	Students will examine and identify the components of enhancing relationships as a brain-based strategy.	
ACTIVITIES	**ARTIFACT CHOICE BOARD** • Create an artifact from the choice board on the 10 strategies of brain-based learning under the category of enhancing relationships. • Identify, reflect and apply 5 of the 10 strategies to their classroom setting using the template provided in the directions link.	

BB3-Module 3

ASSIGNMENT	**Developing Patterns of Coherence** This module focuses on tools that work to develop patterns of logic and consistency which are crucial for the brain to learn.	
OBJECTIVES	Students will examine and identify the components of developing patterns as a brain-based strategy.	
ACTIVITIES	**ARTIFACT CHOICE BOARD** • Create an artifact from the choice board on the 10 strategies of brain-based learning under the category of developing patterns of coherence. • Identify, reflect and apply 5 of the 10 strategies to their classroom setting using the template provided in the directions link.	

BB4-Module 4

ASSIGNMENT	**Promoting Understanding** This module focuses on tools that work to open pathways for the brain that make it easier promote understanding in a brain friendly manner.	
OBJECTIVES	Students will examine and identify the components of promoting understanding as a brain-based strategy.	
ACTIVITIES	**ARTIFACT CHOICE BOARD** • Create an artifact from the choice board on the 10 strategies of brain-based learning under the category of promoting understanding. • Identify, reflect and apply 5 of the 10 strategies to their classroom setting using the template provided in the directions link.	

BB5-Module 5

ASSIGNMENT	**Putting It All Together** This module focuses on tools that work to bring concepts and ideas together in a way that is brain compatible.	
OBJECTIVES	Students will examine and identify the components of putting it all together as a brain-based strategy.	
ACTIVITIES	**ARTIFACT CHOICE BOARD** • Create an artifact from the choice board on the 10 strategies of brain-based learning under the category of putting it all together. • Identify, reflect and apply 5 of the 10 strategies to their classroom setting using the template provided in the directions link.	

BB6-Module 6

ASSIGNMENT	Read and review some of the most recent research on Brain-Based Learning and create an annotated bibliography regarding the research	
OBJECTIVES	Review current research in brain-based Learning Summarize, reflect and analyze a current article pertaining to brain-based learning	
ACTIVITIES	Reading: http://www.jensenlearning.com/news/ ● Complete a literature review by choosing one of the articles from the brain-based learning or brain-based teaching section of Jensen' website.	

BB7-Module 7

ASSIGNMENT	Review the tools overall and answer the questions.	
OBJECTIVES	Analyze the tools introduced and reflect on what type of impact they will have in your classroom.	
ACTIVITIES	Write an essay reflecting on the impact these tools will have in the classroom.	

Course Assessment Rubric:

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses shows evidence of new knowledge evidenced by…completing the artifact of choice and reflecting on the activity with examples.	Most responses shows evidence of new knowledge evidenced by completing the artifact of choice and reflecting on the activity with examples.	Responses show little to no evidence of new knowledge evidenced by completing the artifact of choice and reflecting on the activity with examples.
Work submitted was organized and clearly articulated.	Most work submitted was organized and clearly articulated.	Work submitted was not organized or not clearly articulated.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
- For questions involving your registration or to change your address please contact us at support@dominicanCAonline.com or call (800) 626-5080.
- For Dominican Self-Guided course information go to http://dominicancaonline.com/Dominican-CA-Online-FAQ

Resources:

Excerpts from Scaddan, M. A. (2008). *40 Engaging Brain-Based Tools for the Classroom.* Thousand Oaks, CA: Corwin Press.

http://www.jensenlearning.com/news/
https://feaweb.org/brain-based-learning-strategies