

Syllabus

Online Course on Learning Styles and Beyond

Dates of Course

April 1st to May 15th

Course Description

How many times have you heard that a child is lazy????? Do you agree? Do you think that children are truly lazy and are choosing to do poorly in school? If you believe in this myth then this is the course for you! This course will attempt to unveil the Myth about Laziness. This course is designed to help the participant learn about the 8 neurological constructs of the brain that effect learning in children. This course will delve deeper into understanding the minds of children. Participants will learn why children behave as they do and learn strategies to help these children reach their fullest potential by learning effective differentiating strategies that can be used hands on in the classroom. These techniques will change the way you teach and change your thinking about each student.

Special notes:

- Dates are subject to change based on the number of participants.
- You will need Windows Media Player (free download)
- Flash (free)
- Microsoft Office

Course Objectives

Student will be able to

- 1) Learn about the 8 neurological constructs will help you in your classroom
- 2) Define and explain each of the 8 neurological constructs and explain how they can be useful in their classroom
- 3) Develop strategies that they can use in their classroom based on the constructs
- 4) Define the 3 types of attention and examine how attention deficits are prevalent in their classroom
- 5) Implement a new strategy to use with students with attention difficulties and utilize this strategy in their classroom. Students will report how that strategy has changed how they teach.
- 6) Examine language difficulties in their classroom. What are the signs of language difficulties and what can the teacher do to help build language more effectively.

7) Implement new strategies in the classroom

8) Determine what the “myth about laziness” actually is

Prerequisites:

All Participants should be familiar with Microsoft Office, have an e-mail address and have access to a microphone/head set. As we proceed through the course participants will be asked to go to particular websites and download specific articles and book excerpts.

NYS Standards addressed in this course are:

ELA Standard 1: Students will read, write, listen, and speak for information and understanding.

Key Idea 1: As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

PI:

- set purpose for reading by asking questions about what they need to know for their research
- Analyze and synthesize information from different sources by making connections and showing relationships to other texts, ideas, subjects, and the world at large
- employ a range of post-reading practices to think about new learning and to plan future learning

Standard 2: Students will read, write, listen, and speak for **literary response and expression.**

Key Ideas 2: writing for critical analysis and evaluation requires presenting opinions and judgments on experience, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.

PI:

- express judgments and support them through references to the text, using direct quotations and paraphrase
- engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives

ELA Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Key Ideas 1: As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

PI:

- Develop critiques from more than one perspective, such as historical, cultural, social, and psychological

- Form opinions and make judgments about literary works by analyzing and evaluating texts from more than one critical perspective, such as a social perspective
- Select, reject, and reconcile ideas and information in light of beliefs
- Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism
- Analyze and evaluate the intellectual and/or emotional impact of specific texts on the reader

Recommendation for in-service credit:

Participants must:

- Complete and/or amend all assignments in a professional manner. (Refer to assessment schedule detailed in the road map, throughout the course.)
- Demonstrate willingness to collaborate with fellow participants in friendly and polite manner. (Keep in mind that our objective is to assist one another to achieve success.)
- Maintain a satisfactory level of participation with other members of the class.