



ArmchairEd
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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 book is currently being used as a text for the ArmchairEd course:

Purposeful Play: A Teacher's Guide to Igniting Deep and Joyful Learning Across the Day (Mraz, Porrcelli, & Tyler, 2016). Heinemann, Portsmouth, NH. 167 pages.

Play helps students reach standards and goals in ways that in-seat instruction alone cannot. Play provides a type of environment that allows for rigorous learning, enabling practical ways to carry that mindset into all aspects of the curriculum. In this course, you will learn how the following:

- Optimize and balance different types of play to deepen regular classroom learning
- Teach into play to foster social-emotional skills and a growth mindset
- Bring the impact of play into all your lessons across the day.

The course provides a host of lessons, suggestions for classroom setups, helpful tools and charts, curriculum connections, teaching points, and teaching language. Each fosters mature play and makes every moment in your classroom instructional.

Credit Options:

- ❖ The course will be offered for three credits, based on the length and substance of the book, and related activities. The three-credit course will include 30 multiple-choice questions and two 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: 20% of overall grade

Two Essays Required

Option 1: Reread p. 142-147 in the text to review The Inquiry Process. Think about the process in terms of Figure 9.3. Develop a unit for something you teach based on this description of The Inquiry Process. In your essay, talk about how you came up with your focus, how you will use your students' curiosity and observation to come up with questions and theories and how you will develop new concepts and "share with the world."



Option 2: Observe two or more of your students engaged in play together. As you observe, think about the learning that is going on in their play. In your essay, describe what you saw in terms of student learning. See if you can identify collaboration and/or negotiation in their play. What about communication, self-regulation or problem solving? What kind of teaching could you do to improve the skills that the children were using? Or should you step into it?

Option 3: Look at p. 158 in the text, Appendix C, Reading Partner Games. Choose one or more of the games to try in your classroom. Talk about the games you tried and what you observed about the learning of the children as they played the reading games.

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

- Appendix G, p. 162 in the text lists books about reading. Choose one and review it

- 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

You may combine any of these or develop your own. You may e-mail info@armchaired.com if you desire specific permission for your topic. The essay must demonstrate knowledge of the course and text, and direct application to your own educational position.

Essay scoring rubric:

- Two essays required

- Three to five pages each

- Each essay 40% 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

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.