



ArmchairEd Course Syllabus  
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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:

**Boys and Girls Learn Differently**

Gurian, M. (2011). *Boys and girls learn differently!: A guide for teachers and parents*. San Francisco: Jossey-Bass.

Reichert, M., & Hawley, R. (2010). *Reaching boys, teaching boys: Strategies that work and why*. San Francisco, CA: Jossey-Bass.

This course outlines brain-based educational theories and techniques that can be used to transform classrooms and help children learn better. It presents experiential learning techniques that teachers can use to create an environment and enriched curriculum that take into account the needs of the developing child's brain and allow both boys and girls to gain maximum learning opportunities, increase academic opportunities, and improve behavior. It provides the latest scientific research on the differences between boys' and girls' brains, neurological development, hormonal effects, behavior, and learning needs.

**Credit Options:**

The course will be offered for five credits, based on the length and substance of the book. 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

Essays: 75% of overall grade



## **Two Essays Required for: *The Boys and Girls Learn Differently Action Guide for Teachers***

### **Essay Options:**

Option 1: Revisit Chapter 4, which focuses on teaching, math, science and spatial learning. Select a topic in one of those areas that you are responsible for teaching. Read the suggestions specific to the grade level that you teach. Create a unit that includes the text's suggestion for making the learning accessible to boys and girls at your grade level.

Option 2: If you use books when teaching language arts, make a list of the titles you are accustomed to using. Look at the list and in your essay, talk about the gender bias you see or don't see. Are you using titles that have gender bias? Who are the main characters in the books you use? What are the problems the characters face? Should you make changes in the titles you use? Why or why not? Include the list of books you created with your essay.

Option 3: Reread Chapter 8 which encourages you to plan your own experiential activities. Rework a unit you are used to teaching. Make a conscious effort to include a variety of experiential activities and try to make some of the activities focused on the kind of learning that is specific to boys and some specific to girls. In your essay, describe the changes you made to the previously taught unit and the ways you think it's been improved.

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: *Reaching Boys Teaching Boys***

### **Essay Options:**

Option 1: Think of a TV game show or a board game that you could adjust to teach something difficult for your students. Identify the show or game and describe how you used it to impact your students' learning. Describe the results. Did you use it with your whole class or a group?

Option 2: Plan one or more lessons that include physical activity in the teaching. Talk about the activity that you selected and why. What was the end result of student learning by making the lesson movement friendly?

Option 3: Are you ready for an honest self-appraisal? Answer the questions on p. 225-6 in the text. In your essay discuss what you learned about yourself as a teacher by reflecting on your answers. What do you do well? What areas should you improve? Can you? Will you? Set some goals for yourself and describe the action you will take to achieve them.

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 from *Reaching Boys Teaching Boys* and *The Boys and Girls Learn Differently Action Guide for Teachers***

**Essay Option:** *Reaching Boys and Teaching Boys* offers many examples of transitive lessons taught in boys' schools. These factors are identified as working with boys. Select one of the "transitive factors" described in the text. (The chapter titles of Chapters 1 through 9 describe the transitive factors.) How would they succeed working with girls? Identify the factor you chose and plan a lesson around that factor to use with a group of girls or a group of boys and girls. Report on the lesson in terms of its benefit for girls, using what you learned about the way girls learn in *The Action Guide*. Did your lesson work as well as it might have with just boys? Are there things about girls' learning you took from the *Action Guide* that

might explain the success (or lack thereof) of the factor you chose? What did you learn from planning the lesson using a transitive factor?

You may e-mail [info@armchairedclockhours.com](mailto:info@armchairedclockhours.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 for *Reaching Boys Teaching Boys*,

Two essays required for *The Boys and Girls Learn Differently Action Guide for Teachers*,

Each essay 10% of overall grade

One essay required for both *Reaching Boys Teaching Boys* and *The Boys and Girls Learn Differently Action Guide for Teachers*

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

- **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.**
- **You must download the coursework before starting this course.**
- **Submit all coursework together.**