



- **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. Describe how fixed messages impact abilities
2. Describe why failure, struggle and mistakes can be helpful.
3. Utilize a multidimensional approach to improve growth
4. Explain why flexibility is important

The following published book is currently being used as text for the ArmchairEd course:

Boaler, J. (2022). *Limitless mind: Learn, lead, and live without barriers*. HarperOne, an imprint of HarperCollinsPublishers.

Limitless Mind

From the moment we enter school as children, we are made to feel as if our brains are fixed entities, capable of learning certain things and not others, influenced exclusively by genetics. This notion follows us into adulthood, where we tend to simply accept these established beliefs about our skillsets, such as we don't have "a math brain" or we aren't "the creative type". These damaging—and as new science has revealed, false assumptions have influenced all of us at some time, affecting our confidence and willingness to try new things and limiting our choices, and, ultimately, our futures.

Limitless Mind explodes these myths and reveals the six keys to unlocking our boundless learning potential. Research proves that those who achieve at the highest levels do so not because of a genetic inclination toward any one skill, but because of specific keys explored in the course. Our brains are not "fixed," but entirely capable of change, growth, adaptability, and rewiring. Want to be fluent in mathematics? Learn a foreign language? Play the guitar? Write a book? The truth is not only that *anyone at any age can learn anything*, but the act of learning itself fundamentally changes who we are.

Credit Options:

The course will be offered for three credits, based on the length and substance of the books. The three-credit course will include 30 multiple-choice questions and three required essays.

**Grading Rubric:**

Letter Grade: 90%: A grade
80%: B grade
70%: C grade

Pass/Fail: Coursework must be passed with 70% criterion

Multiple Choice Test: 25% of overall grade

Essays: 75% of overall grade

Three essays required:

Option 1: At the beginning of each chapter are boxes labeled Learning Key. Choose one or more and reflect how it might impact your classroom practice.

Option 2: Take a few minutes to reflect on your own personal mindset or the mindset of students in your classroom. Have you had a situation where you needed to change your own or a student's mindset? Consider the information you are taking from this text. What might or will you do to create a more limitless perspective?

Option 3: Using specific examples, describe how fixed messages impact the learning outcomes for a specific student. Then, describe a specific plan to change those messages and implement it. Describe the outcome.

Option 4: Apply the multidimensional approach from the text to your own life for several days. Identify the goal and what you hope to achieve. Describe the outcome.

Option 5: 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:

Three essays required

Page requirements listed on course download

Each essay 25% 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.

