



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 thousands of educators.

Course Goals/Student Objectives:

As a result of taking courses from the ArmchairEd website, the student will be able to:

1. Create lessons that include playful learning
2. Create and implement a lesson plan on *Rhythm*.
3. Plan a unit that focuses on social/emotional development

The following published books are currently being used as texts for the ArmchairEd course:

Thunder, K., Almarode, J., & Hattie, J. (2022). *Visible learning in early childhood*. Corwin.

Visible Learning in Early Childhood investigates the critical years between ages 3 and 6 and, backed by evidence from the Visible Learning® research, explores seven core strategies for learning success: working together as evaluators, setting high expectations, measuring learning with explicit success criteria, establishing developmentally appropriate levels of learning, viewing mistakes as opportunities, continually seeking feedback, and balancing surface, deep, and transfer learning. Using the Visible Learning research, teachers partner with children to encourage high expectations, developmentally appropriate practices, the right level of challenge, and a focus on explicit success criteria.

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

Credit Options:

The course will be offered for 3 credits, based on the length and substance of the books, and related activities. The course will include 30 multiple-choice questions and three required essays.

Three essays required:

Option 1: Look at page 20 in the text and the effect sizes they give for characteristics children in Ms. Davis's classroom demonstrated. Take those same characteristics and see if you can identify students in your classroom that exhibit those characteristics. Use your essay to discuss the students you identified and their interactions with teacher and other students that demonstrate their understanding of those six characteristics.



Option 2: Look at the “*Tips and Considerations for Playful Learning*” list on page 64 of the text. In your essays, discuss those items you are presently doing with examples that you have recently included in lessons. Identify one or two things that you have not considered. How can you include them? What learning do you expect your students to take away for the new inclusions?

Option 3: Plan a lesson around the suggestion at the top of page 123 for including lessons in *Rhythm*. The lesson plan will be your essay. Include your reasons for selecting the topic and the successful results of the lesson.

Option 4: Reread “*Social and Emotional Development Throughout the Day*” on p. 179-181 to plan a unit focused on an issue of social or emotional development that will enrich your classroom. The unit will be the body of your essay, with an introduction including why you selected that issue and a summary that describes the results of focusing instruction on that topic.

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

- **You must pay for the course before starting this coursework.**
- **Submit all coursework at the same time.**
- **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.**