



- **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. Create and evaluate hands-on learning
2. Create and implement a plan to teach students vocabulary
3. Utilize high-level questions
4. Utilize strategies to extend and apply learning

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

The New Classroom Instruction that Works

Goodwin, B., Rouleau, K., Abla, C., Baptiste, K., Gibson, T., & Kimball, M. (2022). *The New Classroom Instruction That Works*. ASCD.

Built on a rigorous research base and to emphasize student diversity, equity, and inclusion, *The New Classroom Instruction That Works* provides a streamlined focus on the 14 instructional strategies proven to promote deep, meaningful, and lasting learning:

- Cognitive interest cues
- Student goal setting and monitoring
- Vocabulary instruction
- Strategy instruction and modeling
- Visualizations and concrete examples
- High-level questions and student explanations
- Guided initial application with formative feedback
- Peer-assisted consolidation of learning
- Retrieval practice
- Spaced and mixed independent practice
- Targeted support
- Cognitive writing
- Guided investigations
- Structured problem solving

These strategies—all of which are effective and complementary—are presented within a framework geared toward instructional planning and aligned with how the brain learns. For each strategy, you'll get the key research findings, the important principles of classroom practice, and recommended approaches for using the strategy with today's learners.



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: Describe hands-on learning experiences you've used in your classroom over the last two months. Check your plan book if you have difficulties remembering those experiences. Begin your essay with a discussion related to the number of hands-on experiences you counted and your reaction to that number. Are you surprised? In the remainder of your essay, describe next steps. Should you do more? Why or why not? Should you make changes to the kind of experiences you are providing? If yes, how might you change them? Summarize your essay with plans for the next two months.

Option 2: Reread pages 43 – 50 on the guiding principles for direct instruction of vocabulary. Create a week's plan for teaching your students specific vocabulary. The plan will be the body of your essay. After you've taught the plan for a week, summarize the essay with a description of the learning your students demonstrate at the week's end.

Option 3: Re-read pages 67-70 in the text to review the tips for asking high-level questions. Measure your wait time when you ask questions occasionally for a few days. Begin your essay with a description of what you discovered about your own wait time. In the body of your essay, describe your reaction to the suggestions for high-level questioning. Do you feel that you are proficient or is there room for improvement? After pre-determining what questions will meet the criterion for high-level questions for what you are teaching, use at least one question each day.

Option 4: Re-read pages 111-131, considering the strategies for extending and applying learning. Select one of the strategies to use with your students. In your essay, discuss the specific strategy you selected and why. Describe the interest and learning of your students as they applied their learning.

Option 5: The text Appendix, on pages 140 through 153 provides a snapshot of each strategy. Review the strategies using the Appendix. Select one strategy to focus on with the subject(s) that you teach. Describe some ways you can use the strategy several times throughout your day. After focusing on one strategy for a minimum of one week, assess the success.

Option 6: 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

- Submit all coursework together.
- You must order course and download coursework before starting the course.
- All essays must be fully completed, and the rubric followed to receive a grade. Essays not completed to the required length will not be processed and revisions will be required.