



- **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. Use best practices to impact child development
2. Utilize key theories of child development and brain research
3. Demonstrate knowledge of play pedagogy

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

Harding, J. (2024). *The brain that loves to play: A visual guide to child development, play, and brain growth*. Routledge, Taylor & Francis Group.

The Brain That Loves to Play

By drawing on the latest research in neuroscience and child development, this course discusses how the young child's brain not only craves play but also thrives on it. Through rich sensory experiences and playful exploration, children forge new neural pathways, laying a solid foundation for future learning and growth. The course contains tons of fly-on-the-wall films that illustrate the points and over 50 activities to utilize.

Credit Options: The course will be offered for three credits. 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: Throughout the text, there are references to "*Pointers for Digging Deeper*," accessible via the QR code on page 1 in the text. Dig deeper into a topic that is of particular interest. In your essay, describe the area you were interested in, and the pointers you found in relation to that subject. Was "digging deeper" helpful to you? How?



Option 2: Look again at the descriptions of the categories of social participation among young children in the middle of page 61. If you can, visit a pre-school or kindergarten classroom and observe children at play. Describe the kinds of play you observed in the class with examples of what you saw. How many different categories of play did you observe?

Option 3: At the end of each chapter are questions identified as “Discussion Starters.” Choose one or more from the end of a chapter and frame your essay around the starter(s) you selected. Introduce the essay with a description of the starter you selected and why you chose it for response.

Option 4: Write a review of this text. Begin your essay by describing your reasons for taking the course. In the body of the essay, describe what you appreciated in the presentation and learning of the material and what you didn't. Summarize the essay with your general impression of new learning you can take from this course.

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

The essay must demonstrate knowledge of the course and text, and direct application to your own educational position.

Essay scoring rubric:

Page requirements available on coursework download once course is ordered

Three essays required

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

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

- **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.**

- **Submit all coursework together.**

