



**Focus on Education:
Brain-Friendly Learning
1 credit hour**

Course Description

The following themes will be explored: brain development, information processing, memory and retention, transferring learning, and critical thinking.

Course Prerequisites

There are no prerequisites for this course.

System Requirements

- Internet access connection
- Online video viewing capabilities
- Software capable of reading PDF files

Text Books/Supplemental Reading

There is no textbook required for this course. Refer to the reading assignments and supplemental resources within each Milestone to support course content.

Global Goals of the Course

1. Evaluate course related research, literature, content, and strategies and make correlations to teacher practice.
2. Analyze how environmental, emotional, and social influences shape brain development and impact learning.
3. Design instruction using brain-based strategies to enhance memory, transfer, and executive function.
4. Develop an action plan for implementing brain-based learning in the classroom.

Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards

The Interstate Teacher Assessment and Support Consortium's work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels. All teachers should meet the following standards: (1) learner development, (2) learning differences, (3) learning environments, (4) content knowledge, (5) application of content, (6) assessment, (7) planning for instruction, (8)

instructional strategies, (9) professional learning and ethical practices, and (10) leadership and collaboration.

Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a self-paced, online distance-learning model.

- Online methodologies include presentations, skill practice, assessment completion, and the synthesis of new knowledge and skills.
- Course content and assignments are organized into modules that participants may complete at their own pace during a 4-week span of time.
- Online assignments are facilitated using a variety of research-based instructional approaches appropriate for adult learners in an online setting, which allow teachers to acquire, practice, apply, and evaluate course content and skills.
- Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skill to their own teaching situation.

Final Projects

Throughout the course, participants will engage in both informal and formal assessments. Formative assessment of learning objectives is conducted throughout the course via milestone questions requiring participants to make sense of new knowledge and/or skills within their realm of influence.

In keeping with best instructional and assessment practices, the course also requires participants to demonstrate synthesis and application of course knowledge in an applied final project linked to the instructional objectives of this course.

Final projects are due and will be submitted to the instructor within the 4 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

Assessment of the work will not be limited to the quantity of work submitted but will carefully consider the quality and intellectual value of the work. To receive full credit for completion, all work must be completed at a level of "Proficient" or above.

1. Formative Assessments:
 - Complete all readings and online video viewing within a 4-week time frame.
 - Complete Formative Assessment Portfolio at a level of Proficient or above.
 - Complete all general assignment(s) related to course objectives at a level of Proficiency or above.
2. Summative Assessment: Design a brain-based lesson plan.

- Based on the brain-based information presented in this course, discuss your strengths and what you already do that supports brain-based learning.
- Based on the brain-based information presented in this course, discuss your challenges and areas in which you need to do more to incorporate brain-based learning.
- Develop a lesson by providing a general overview of the lesson, the activities and process of the lesson, the standards, and the objectives. Describe how you will provide multiple pathways for learning by utilizing brain compatible strategies.
- Summarize the highlights of your lesson plan. Include your “compelling why” for implementing brain-based learning in the classroom.

Grading

Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one’s own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual’s personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in “Distinguished” on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author’s own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in “Proficient” on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in “Basic” on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author’s own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The

assessment meets the specific criteria delineated in “Unsatisfactory” on the course rubric.

Grade Distribution:

Forum Portfolio	50%
Summative Assessment	50%

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant being removed from the course; no partial credit will be granted.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance, Late Work, and Make-Up Policy

Participants will have 4 weeks from the time of their first date of login to complete the course requirements. Failure to complete all work in this time frame will result in an incomplete; no partial credit will be granted. Please contact The Connecting Link directly at (888) 550-5465 if seeking an extension for any reason.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.