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Brain-Based Teaching for the Adolescent Learner
Adolescent Learning Strategies
An Online Graduate Course
Syllabus

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Course Description

The focus of this course is on addressing adolescent learning, curriculum design, and research - based instruction in the context of brain development. Learners will be expected to identify conditions that support adolescent learning, developmental tendencies, personal development, social development and intellectual development (Beamon, 2001; Lambert & McCombs, 1998). Teachers will identify essential components of inquiry lessons and plan lessons that reflect the Adolescent-Centered Teaching (ACT) Model (Crawford, 2007). Teachers will create class profiles to target instruction based on the learning styles of their students. Related issues such as classroom management, motivation, and building a learning community will be addressed. Alternative methods of assessing learning will be introduced and incorporated into practical and classroom-friendly activities.

Required Text

The required textbook for this course is <u>Brain-Based Teaching with Adolescent Learning in Mind</u> by Glenda Beamon Crawford. (ISBN 978-1-4129-5019-0). The textbook, course materials, and an extensive Recommended Reading List will be provided for all students. In addition, online readings and Web site reviews (including journal articles and best practices from the body of educational research) will be assigned during the course to enhance learning. These readings will be presented as annotated Web sites (Must See) within the course content.

Learner Outcomes

Students will:

- Utilize resources found on the Internet.
- Collaborate with other educators from across the country participating in the online course through an online community.
- Facilitate methods to improve the adolescent's learning by teaching with specific activities aligned with their neurological development..
- Determine how to appropriately interact and respond to adolescent behaviors and coping mechanisms.
- Critique articles from print and internet resources.
- Acquire a basic knowledge of the existing body of research dealing with adolescent learning. Ascertain developmental tendencies of the adolescent learner.
- Examine the learning conditions of students and create a stuent profile.
- Analyze the need for adolescent-centered teaching.
- Examine the strategic role of the teacher in structuring thinking and inquiry.
- Discuss motivational factors that engage adolescents in the learning community.
- Create lessons that challenge the adolescent brain through inquiry.
- Evaluate characteristics of a learning community and create a community of learners.
- Create a learning environment that is conducive to adolescent thinking and learning

while meeting personal, intellectual and social needs of learners.
- Utilize technology appropriately as a tool to enhance student thinking and learning.
- Design integrated lessons to deepen content and promote transfer of knowledge.

Curriculum Design
The instructor systematically presents a series of major assignments, requiring the reading, understanding, and application of content presented in the text and the required Web references. Each concept acts as a building block to form a basic understanding of adolescent learning, which teachers will integrate into lesson plans, classroom strategies and best practices. This is a forty-five hour, three credit graduate level course completed over a thirteen-week period. Modules One through Ten will be completed according to the posted schedule. The final integrated assignment will allow two weeks for completion; all others are scheduled at one week intervals.

Hardware & Computer Skills Requirements
Computer and Internet access required. Students must have regular access to a computer and be able to use computer skills to successfully complete this course. Many problems instructors and students run into stem from mis-configured browsers, incorrect software versions, pop-up blockers, and other issues. Most of these issues can be prevented by performing the browser tune up before the course or once a problem arises. Often students find it easier to use *Mozilla Firefox*, *Google Chrome*, or *Safari* rather than Internet Explorer; for some applications Internet *Explorer* may work well.

Student Requirements
1. Actively participate in all Forum discussions.
2. Online submissions must be on time, complete and scholarly.
3. Complete all readings and reflection assignments.
4. Complete all Web readings..
5. Students are required to complete all course work assignments including a culminating course project, on the due dates posted.

Course Evaluation

Assignment	Points	Grading Scale	
Forum Participation	25	100-93	A
Assignments	55	92-85	B
Final Project	20	84-77	C
Total Points	100		

Student Academic Integrity
Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and are subject to disciplinary action.

Course Schedule

Module One: Developmental Tendencies of the Adolescent Learner
Content:
1. Attendance, course materials distribution
2. Instructor introduction
3. Member introductions and individual and group expectations
4. Establishing class rules and expectations
5. Course sessions, resources and requirements
6. Creating a Professional Learning Community
7. Introduction to Adolescent Learning Strategies
8. Assignment

Module Two: Examine Adolescent Learning Conditions and Create Class Profile
Content:
1. Self- Assessment Learning Style
2. Students learning styles inventory
3. Students Learning Community
4. Instructional Strategies
5. Assignment

Module Three: Analyze the need for adolescent-centered teaching
Content:
1. Social Interactions
2. Group Dynamics
3. Instructional implications
4. Assignments

Module Four: Examine the strategic role of the teacher in structuring thinking and inquiry
Content:
1. From teacher to facilitator
2. Questioning Techniques
3. Inquiry based instruction
4. Checking for understanding
5. Assignments

Module Five: Motivational factors that engage adolescents in the learning community
Content:
1. Building on student strengths
2. Giving students ownership of learning
3. Motivation that Works
4. Assignments

Module Six: Challenge the adolescent brain through inquiry
Content:
1. Rigorous and Relevant
2. Problem-solving, and critical thinking skills
3. Real World Connections
4. Ownership
5. Assignments

Module Seven: Creating a Learning Community
Content:
1. Individual responsibility
2. Groups vs. Teams
3. Responsibility to the team
4. Team Expectations & Commitment
5. Assignments

Module Eight: Assessing a Learning Community
Content:
1. Begin with the End - Standards & Objectives
2. Aligning Rubric & Instruction
3. Examining good work & Effective feedback
4. valuating Individual & Group
5. Assignments

Module Nine: Use technology appropriately as a tool to enhance student thinking and learning
Content:
1. Affirming Diversity
2. Learning accommodations for individuals and teams
3. Instructional Technology
4. Meeting students where they are: Web Quest, Social Networks, Blogs, Podcast, etc
5. Assignments

Module Ten: Design integrated lessons to deepen content and promote transfer of knowledge
Content:
1. Final Project