

**Course Title:** Teaching the Diverse Brain

**Instructors:** Donna Walker Tileston

**Length:** 10 hours

**Dates:** Rolling admissions

**Prerequisites:** Bachelor Degree

**Number of credits:** 1 CEU

**Course Description:**

Students will be offered a set of intervention strategies that have proven effective in helping students learn new vocabulary items. These strategies encourage teachers to help their students adopt systematic approaches to data and texts. They also rely heavily on the use of organizers, both linguistic and graphic organizers. Students will be shown the importance of helping students understand the structure of language and how helping students use mental models can increase their ability to learn new vocabulary.

New suggestions will be offered for how to help students construct personal meaning for their learning and how to help them learn how to organize what they learn in class. Procedural knowledge, she argues, must be taught directly. Teachers can not depend on students picking up these skills on their own as they are presented with declarative knowledge. She suggests a number of questions teachers should ask themselves about their students command of process skills and about which process skills are important for students to master.

In conclusion, she provides models for how process skills can be taught and suggestions for how to assess student acquisition of process skills. She considers the following set of process skills: compare and contrast, classification, inductive thinking, deductive thinking, and generalization.

**Five Weekly topics students will focus on within this course:**

- Working With English Language Learners
- Putting It All Together
- Giving Meaning to Learning
- Teaching The Diverse Brain to Read and Understand
- Closing the Gap in Achievement

**Objectives:**

1. Knowledge –at the end of this course the student will be able to understand:
  - a. The brain research related to working with diverse learners
  - b. The importance of a positive climate for learning.
2. skills –after this course a student will be able to do
  - a. Create a lesson plan that includes modifications for diverse learners.
  - b. Develop lessons that include pluralizing.
  - c. Develop a plan for creating a positive climate for learning.
3. Dispositions – they will appreciate out of this:

- a. Examples on how to build and foster a sense of community within the classroom.

### **Instructor Overview**

Knowledge Delivery Systems maintains a online platform that automatically grades their pre and post assessments, monitors their participation in the lecture, and awards them credit when they complete the program. KDS also employs a team of educators to monitor the progress and quality of work students provide.

### **Methods of instruction:**

Methods of instruction will include:

- |                                    | <b>Percentage of Course Credit</b> |
|------------------------------------|------------------------------------|
| • 5 individual sections (10 hours) |                                    |
| • 5 pre assessments                | 10 %                               |
| • 5 graded post assessments        | 20%                                |
| • 5 Video Lectures                 | 70%                                |
| • Polling questions                | part of videos                     |
| • 5, 60-100 pages Study guides     |                                    |
| • Handouts                         | part of videos                     |

### **Texts (included in program)**

- 490 page study guide provided in the program

### **Assessments:**

5 Pre-assessments (5 questions Each)

5 Post-assessments (8 questions Each)

### **Grading criteria/system and evaluation activities:**

A course administrator will be reviewing students' answers and providing feedback. Students will be evaluated on their creativity and ability to incorporate techniques from the lecture into examples and lesson plans.

- Pass/No Pass

**Due dates of major assignments, projects, and examinations:** Online self-running programs can be started and completed at the participants own leisure within 2 months from the day they begin the course.