

## **IQ-EQ CONNECTIONS (transcript title)**

### **"IQ-EQ Connections : Embracing the Link Between Cognitive and Affective Learning" (marketing title)**

Credit hours: 3 graduate semester hours through Walsh University

#### **Course Description**

This course will explore the connection between cognitive and affective learning. Benjamin Bloom, well known for his hierarchy of thinking skills, also proposed a hierarchy of affective skills. His work suggests that in order to help students reach higher levels of “thinking”, educators must also help students reach higher levels of “caring”. Using the theories of many respected neurologists and psychologists, participants in this course will work together to translate others’ research into our daily practice. Using dozens of classroom-tested strategies and a variety of learning activities, participants will experience the role that novelty, interaction and choice play in student learning. Educators will also explore practical ways in which our systems for grading, classroom management and discipline can help students learn life lessons while they also learn curriculum lessons.

The course is designed to inspire and equip educators to create “teachable moments” for students, so that school content can serve as a springboard for cognitive growth and for emotional growth. To the extent that we provide for both types of growth, students will be more apt to retain necessary information, and to develop the skills of lifelong learners, and the attitudes of responsible citizens. IQ-EQ Connections is premised on the belief that little things DO matter and little moments CAN be remembered for a lifetime.

#### **A FEW OF THE THINGS PARTICIPANTS WILL LEARN:**

- \*How to create practical applications for studies on how the brain learns and retains information
- \*How to recognize and experience the link between cognitive and affective thinking
- \*How to use your systems for grading, classroom management and discipline to teach life lessons
- \*How to develop proactive plans to address societal changes that affect our schools.
- \*The relationship between school success and adult success
- \*Practice differentiating lessons to address the needs of both eager and reluctant learners.
- \*Over 15 classroom games that can be adapted to a variety of age and ability levels
- \*A learning simulation to renew compassion for students facing difficult content
- \*Useful tips for dealing with kids, colleagues, content, and the community

**Praxis III Domains addressed:** Domains A, B, C, D

#### **Course Objectives:**

- Experience the role novelty, action and choice play in student learning, and to explore ways to increase our use of these important tools as we work with students of all ages.
- To identify the long-term skills and attitudes we believe will lead students toward adult success, while they also learn short-term skills and knowledge necessary for school success.
- To identify and/or create practical ways in which our systems for grading, classroom management and discipline can help students learn life lessons while they also learn school lessons.
- Use both Benjamin Bloom’s updated cognitive taxonomy, and his (less known) affective taxonomy, as rationale for merging “thinking” and “feeling” into lessons we design for learners of all ages.
- Use David Sousa’s model for How the Brain Learns to create more “brain-friendly” experiences for students, and to use these experiences as hooks and hangers for the acquisition of knowledge

- Use the concept of Primacy-Recency to create meaningful ways to use “down time” so that students can review and reinvest during the middle of a lesson, and retain more information after a lesson.
- Identify areas of the curriculum that may not be developmentally appropriate, and to create or share strategies for differentiating instruction to accommodate a range of ability and readiness levels.
- Use over 25 classroom-tested strategies as springboards for creating and sharing original materials that address unique problems with uniquely appropriate solutions.

### Course Content:

IQ-EQ Connections is designed to expose participants to the content and the process of brain-based learning. The intent is to give educators opportunity to practice Stephen Covey’s 7<sup>th</sup> Habit: Sharpening the Saw. Toward this end, participants will work together to generate meaningful applications for their work with kids, colleagues, content and the community. Because the course will model accommodations for energy level, time of day, relationships, and interest level, the flow of information will more resemble a spiral than a linear progression. Each day, participants will encounter topics related to all four areas of our work (with kids, colleagues, content and the community). This spiral progression will allow us to practice Benjamin Bloom’s belief that learners will gradually think at higher levels as they also learn to care more deeply about each other and the content. A Table of Contents will precede each day’s work, to help organize and integrate the information. A brief summary of each Table of Contents follows:

#### Unit 1

Problems to solve

Introduction to David Sousa’s How the Brain Learns to provide common language

Part One of a simulation “Teach Everything”, inspired by Harry Wong’s teaching

Creating Significant Emotional Events: Part One of “Coach Carter”

Introduction to Learned Optimism and the hope it offers to educators who may be discouraged

Opportunities to learn and/or adapt 3-4 educational games

#### Unit 2

Part Two of the simulation “Teach Everything”

“Helping Kids Face Today’s World”(Video by Foster Cline, of Cline-Fay Institute)

Designing grading systems that teach and reinforce our core values

Creating Significant Emotional Events: Part Two of ”Coach Carter”

Relationship of school success to adult success (Introduction to research by Douglas Heath)

The Road to Hope for discouraged learners

Emotional Bank Account

Opportunities to learn and/or adapt 3-4 educational games

#### Unit 3

Part Three of the simulation “Teach Everything”

Dovetailing Benjamin Bloom’s Affective Taxonomy with his Cognitive Taxonomy

Issues in Education (role playing a debate format)

Making print more accessible to more students– A look at the complexity of reading

Differentiating content to address the growing range of ability levels in our classrooms

Using multiple intelligences to help students define themselves in terms of their strengths

Opportunities to learn and/or adapt 3-4 educational games

## Unit 4

Debate role play (presentations)  
Part Four of “Teach Everything”  
Video “How the Brain Learns” (David Sousa)  
Decision Making and Shared Leadership  
The educator as “middle manager”  
Changing behavior (ours and others’)  
“Hope for Underachieving Kids” (video excerpt from Jim and Charles Fay)  
Guidelines for helping kids with homework  
Opportunities to learn and/or adapt 3-4 educational games

## Unit 5

Creating a hierarchy of interventions that match both our style and student needs  
Part Five (and posttest) for Teach Everything  
Teaching students to reflect on their learning and on their behavior  
Turning Up the Dials (Adjusting any of these 5 dials will help differentiate instruction)  
“I Choose To Care” (video by Harry Wong)  
Opportunities to learn and/or adapt 3-4 educational games  
Concluding activities

### **CURRICULUM MATERIALS**

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Canton, Ohio

IQ-EQ Connections notebook containing approximately 120 pages of handouts and resources to assist participants in understanding and applying principles from the course. (These materials are included in the material fee and will be provided by the instructor on the first day of class.)

### **Teaching Method/Course Format**

Daily, participants will experience a variety of teaching methodologies. These will include large and small group discussions, videos and video excerpts, short lectures, simulations, role play, group presentations, and the sharing of educational games.

### **Student Evaluation**

Attendance, participation, and papers are required. See attached course requirement sheet for specifics.

See website ([www.communicateinstitute.com](http://www.communicateinstitute.com)) for course reading list.

**About the Author:**

Polly Ayers has been a classroom teacher since 1974, and doesn't plan to quit until she figures out how to do it. Though working mainly with middle school students, she also taught multi-age primary classes for 5 years, and served as co-founder and first board president of a local child care center. Concurrently with this work in public schools, the 20 years she spent helping to run a youth center for inner city teens, has been her greatest privilege and most humbling learning experience. She's coached volleyball, soccer, basketball and/or softball since 1980 and has served as a Facilitator with Communicate Institute since 1991, teaching over 70 graduate classes. She earned a Bachelor's Degree from Michigan State University, Master's Degree from Oakland University, is certified in all subjects for students in K-8, social studies and science for 9<sup>th</sup> graders, and as a Reading Specialist for students in grades K-12. Though grateful for this formal training, her best teachers continue to be her students and her colleagues.

Community recognition includes the Wells College Award for leadership, the Spirit of Detroit Award and the Jefferson Award for service to Detroit, and the 1991 Nell Jackson Award as Outstanding Female Alumnus from Michigan State University. She co-authored *A House-Full of Learning* (©1982) and enjoys daily opportunities to write learning materials to address a range of student needs.

# Course Requirements

for all 3 hr. Graduate Courses  
Walsh University and Communicate Institute  
Course Requirements "Checkbric"

## Requirements for a "B":

- ☞ Attend all Sessions.
  - Actively participate in discussions, activities, and watch all videos.
  - Fulfill the contact hour obligation and respect the time schedule.
  - Conduct self in a professional manner.
- ☞ Complete the Required Course Work.
  - Read assigned materials.
  - Write one application plan.
    - ☞ Criteria for the application plan:
      - 4-6 double spaced typed pages.
      - Font size of 12.---One inch margins.
      - Cover Sheet (name, course location, dates of course, title, and contracted grade)
      - Related to course content and applied to your professional development needs in your educational setting.
      - Make a connection between at least one of the Praxis III Domains and the course content. (Instructor will explain. By the end of the course you will have many practical ideas that you can use immediately!)

**Please note:** This should not be a description of something you have already done. It is about how you will use some of the information you learned in this course in your professional environment. Think in terms of lessons, projects, units, initiatives and/or relationships. You should not use any part of a plan you created for another course.

**A suggested "recipe" for your paper might be...** 1. Current situation you wish to improve-.What are the reasons why it needs changed, enhanced, or altered? 2. Impact on student learning- State what you will change and how it will be done. Be as specific as possible (who, what, when, where, how.) 3. Anticipated results--What will be the benefits to all of the stakeholders? ( you, the students, parents, colleagues, community) 4.Assessment of the effectiveness-What methods will be used to assess your success? (survey, observation, data tabulation, etc.)

- Postmarked no later than one week after completion of course.

## Requirements for an "A":

- Must complete ALL requirements for a "B".
  - <AND **ONE** OF THE FOLLOWING OPTIONS:>
  - Option #1: Write a longer application plan (10-12 pages).
  - Option #2: Write a second application plan. The criteria is the same as the first application plan. Please create a separate cover sheet, and staple your application plans separately.
  - Option #3: Write an analysis paper on a book from the reading list (located on our website and also included in your manual). You may also read a related book approved by the instructor.
    - ☞ Criteria for the analysis paper:
      - Must be a new reading.  4-6 double spaced typed pages.  Font size of 12.--One inch margins.  Cover Sheet (name, course location, dates of course, title, and contracted grade)
      - The first page should be a summary of the book.
      - The next 3 to 5 pages are an analysis of how the content of the book relates to you as a professional educator.

Same postmark date as for the application plan (☞ mail them together, in the same envelope, but be sure to have separate cover sheets and to staple them separately.) **If you wish to have your paper(s) returned, please include a self-addressed stamped envelope. The paper will be returned within 4 weeks.**

# Attendance Policy, Grades, & Transcripts

## For All 3 hour Graduate Courses

### Walsh University & Communicate Institute

#### EMERGENCY ABSENCES

Due to the interactive nature of the course, attendance is very important. Since unforeseen circumstances do arise from time to time, the following policy has been agreed upon by Walsh University and Communicate Institute.

**If the participant misses 1/2 day or less**, s/he must write a response to all of the material covered during the missed time and submit it. Also, see the instructor about additional reading/written response or video viewing that may be required.

**If the participant misses more than a half day and up to a full day** s/he may make up the missed session at another location. If this is not possible, he must write a response to all of the material covered during the missed time and see the instructor about additional reading/written response, video viewing that may be required. This make-up paper must be submitted with their other work at the end of the course. The student will not be able to obtain an "A" if he misses more than a half day.

**If a participant misses more than a full day up to 2 days**, s/he is required to make up the missed session at another location/date. If this is not possible, s/he must speak with the instructor about writing a response to all of the material covered during the missed time. The instructor will require additional reading/written response, and video viewing. S/he must also read a book from the reading list and write a 4-5 page typewritten reaction paper for a "B". If s/he does not write the book report, he will receive a "C". The student cannot receive an "A" if he misses more than a half day. If the student does not complete the required work mentioned above s/he will receive an incomplete. **For more than 2 days an incomplete will be given until the course is made up in another location.**

All requirements for the class must be completed within one year of the last day of class. If not, the student will not be given credit or a refund for the class. Those who have not paid in full or made arrangements to do so within 30 days of the last day of the class will be withdrawn from the class without credit or refund of any portion they have paid.



#### WEATHER CLASS CANCELLATION POLICY

Since class participants are counting on the class, we want to avoid cancellation except for the most severe conditions. Since it is difficult to reschedule it is our policy to **only** cancel the class on the day(s) where the class location area is experiencing a **Level 3 (also referred to as a Code 3 storm warning or Level 3 alert.)** *FYI--"Level 3 /or Code 3" is a term used all over the state by radio stations, weather stations, etc. to indicate that people should be on the road for emergency purposes only. It is determined by the county Sheriff's department.* If the location is experiencing a level 1 or 2 storm warning/alert the course **will be held**, however if you are not able to attend due to road conditions in your area, we will gladly transfer you to a later class, or give you some make up work for the hours or day missed.

#### GRADES & TRANSCRIPTS

**Grades** are turned in to the University approximately 2 weeks from the end of class. **Transcripts** will be available per schedule below and are not sent automatically. For transcripts, send a check or money order for \$5.00 per transcript made payable to Walsh University along with a completed transcript request form or a letter including Name, address, social security number, date of birth, daytime telephone where you can be reached and exact address of where you want the transcript sent. Make sure you include your signature on the letter and indicate that they not send the transcript until the conclusion of the semester you are taking the course. All courses you have ever taken from Walsh will be listed on your transcript. Send to: **Registrar, Walsh University, 2020 Easton N. W., North Canton, OH 44720.** *(If you have specific questions about transcripts, call the Walsh Registrar at 330-499-7090. Please do not call Communicate Institute about transcripts.)*

For written proof of course completion prior to the issuance of transcripts, a letter of completion can be provided by Communicate Institute's instructor.

#### **Grades & Transcript Issue Dates:**

Spring 1 (Courses starting Jan 1 - Feb 1) will be mailed Mar 15.

Spring 2 (Courses starting Feb 2 - Mar 2) will be mailed Apr 15.

Spring 3 (Courses starting Mar 3 - May 15) will be mailed June 15.

Summer 1 (Courses starting June 1 - June 30) will be mailed Aug 1.

Summer 2 (Courses starting July 1 - July 31) will be mailed Sept 1.

Summer 3 (Courses starting Aug 1 - Aug 31) will be mailed Oct 1.

Fall 1 (Courses starting Sept. 1- Nov. 30) will be mailed Jan. 1.