



The Learning Tree

PROFESSIONAL DEVELOPMENT NETWORK LLC

The Learning Tree Professional Development Network, LLC Course Syllabus

Course Title: The Holistic Classroom

Credits: 3 credits

Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

CATALOG DESCRIPTION:

This course will explore the neurological process of executive function (goal-directed behavior, planning, organization, and impulse control) and the negative impact that stress is having on student learning and achievement. Participants will evaluate and learn to implement activities for improving students' working memory, emotional regulation, and resilience. Topics covered will include the mind-body connection, mindfulness, grit, yoga, and movement-based learning, promoting pro-social behaviors and general well-being of learners. Participants will gain strategies for incorporating holistic components into their classrooms and schools.

COURSE PREREQUISITES: None

LEARNING GOALS:

GLOBAL GOALS OF THE COURSE:

1. Interpret and implement theories of the mind-body connection to the classroom.
2. Identify, model, and implement the essential components of the mind-body connection to the classroom.
3. Evaluate, devise, and implement the essential components of a holistic classroom.

INSTRUCTIONAL OBJECTIVES:

1. Critique and interpret the basic and current issues of research in the mind-body connection to the classroom.
2. Identify, model, and implement the essential components of Mindfulness, grit, movement-based learning, and yoga.
3. Synthesize the essential components of executive functioning on student learning and achievement.
4. Evaluate and interpret the impact of stress on student learning and achievement.
5. Interpret the impact of a student's learning environment on learning and achievement

TEACHING/LEARNING ACTIVITIES:

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Ebert, M. (Fall 2012). Yoga in the classroom. Green Teacher, 97.

Holland, E. (February 16, 2015). Can ‘mindfulness’ help students do better in school? The Wall Street Journal.

Louv, R. (December 2009/January 2010). Do our kids have nature-deficit disorder? Educational Leadership - Health and Learning. 67(4), pp. 24-30.

EVALUATION METHODS:

1. **One Page Response Journals:** Some week participants will be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it?
2. **Online Discussions:** Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.
3. **Final Assignment:** For the final assignment, participants will write a one to three page paper on a holistic classroom. This assignment is a written response of one to three pages, double spaced with 12 point font. Participants should write a one to three page response to course materials. Participants should respond to the course, not summarize their learning from it. How does this topic affect you as an educator? How can you implement this topic in your own educational setting? Would you want to implement this topic? What new ideas were sparked from this topic? What was interesting to you? What have you explored further?

TESTING AND GRADING:

- 40% Written assignments (one page response journals)
- 20% Online discussions
- 40% Final Assignment

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. As a student, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy*.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE

Week One

- Review Syllabus
- Topics Covered:
 - Overview of executive functioning
 - Impact of a student's learning environment on learning and achievement
 - Impact of stress on student learning and achievement

Other Assignments

Discussion Post.

Week Two

- Topics Covered:
 - Overview of Holistic Classrooms
 - Why is a holistic classroom important?

Required Readings

Louv, R. (December 2009/January 2010). Do our kids have nature-deficit disorder? Educational Leadership - Health and Learning. 67(4), pp. 24-30.

Other Assignments

One Page Written Response.

Week Three

- Topics Covered:
 - Mindfulness in the classroom
 - Grit in the classroom

Required Readings

Holland, E. (February 16, 2015). Can 'mindfulness' help students do better in school? The Wall Street Journal.

Other Assignments

One Page Written Response.

Week Four

- Topics Covered:
 - Movement-based learning (e.g. Brain Gym)

Other Assignments

Discussion Post.

Week Five

- Topics Covered:
 - Yoga in the classroom

Required Readings

Ebert, M. (Fall 2012). Yoga in the classroom. Green Teacher, 97.

Other Assignments

One Page Written Response.

Week Six

- Topics Covered:
 - o Designing a holistic classroom
 - o Designing a holistic school

Other Assignments

Discussion Post.

Final Assignment.

* Syllabus is subject to change.

TOPICAL OUTLINE

Instructional Activity	Description of Activity	Time Spent
Week One <ul style="list-style-type: none"> • Review Syllabus • Topics Covered: <ul style="list-style-type: none"> o Overview of executive functioning o Impact of a student's learning environment on learning and achievement o Impact of stress on student learning and achievement 	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
Other Assignments Discussion Post.		
Week Two <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Overview of Holistic Classrooms o Why is a holistic classroom important? 	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
Required Readings Louv, R. (December 2009/January 2010). Do our kids have nature-deficit disorder? Educational Leadership - Health and Learning. 67(4), pp. 24-30.		
Other Assignments One Page Written Response.		
Week Three <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Mindfulness in the classroom o Grit in the classroom 	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
Required Readings Holland, E. (February 16, 2015). Can 'mindfulness' help students do better in school? The Wall Street Journal.		
Other Assignments		

One Page Written Response.		
Week Four <ul style="list-style-type: none"> Topics Covered: <ul style="list-style-type: none"> Movement-based learning (e.g. Brain Gym) Other Assignments Discussion Post.	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
Week Five <ul style="list-style-type: none"> Topics Covered: <ul style="list-style-type: none"> Yoga in the classroom Required Readings Ebert, M. (Fall 2012). Yoga in the classroom. Green Teacher, 97.	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
Other Assignments One Page Written Response.		
Week Six <ul style="list-style-type: none"> Topics Covered: <ul style="list-style-type: none"> Designing a holistic classroom Designing a holistic school Other Assignments Discussion Post. Final Assignment.	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
		Total 135 hours