

Brain Power Syllabus

Course Number and Title	PEDU 9099 Brain Power
Instructor:	Dr. Ardys Reverman
Contact Information:	Via course site email
Delivery Method:	Self-Paced Online Course
Number of Credits:	1 or 2 Graduate Level, Semester Credits

Course Description

Teach to your strengths to build engaged schools. Identify triggers that may be causing conflicts to re-connect in positive ways. Learn how parents and teachers can guide students to develop their promise. An urgent new way of thinking explains why right brainers will rule the future. How changes in technology and globalization are going to impact the way we live, work and imagine our world. Coercion in any form undermines the emotional safety necessary for student to learn and for teacher to teach. Relationship Based teaching and learning discovers a whole new mind that will shape our children's future world.

Learning Outcomes and Objectives

Upon successful completion of this course, you will be able to:

- Implement new synergy way of making brain connections;
- Understand how to improve learning using rapport;
- Build positive relationships with the most difficult students;
- Create multiple intelligence learning stations for sensory driven curriculum;
- Increase awareness of the social brain needs in programs;
- Demonstrate critical thinking skills; mastery, involved, reasoning, and synthesis;
- Stretch students' learning potential with visual, auditory, kinesthetic, and analytical literacy in the content areas;
- Demonstrate sensory-based instruction, curriculum, and assessment;
- Understand the emotionally safe classroom;
- Evaluate students' for sensory preference;
- Match teaching strategy to learning objectives;
- Assess the level of quality, creativity and linear learning in core curriculum;
- Complete the subject Course Examination, showing a competent understanding;
- Read and critique four additional multiple intelligence source material;
- Understand and profiling positive differences to identify your students and to recognize their inner strengths, enduring and predictable.

Course Learning Objectives:

Instructional activities should appeal to different forms of intelligence. These forms include

Verbal-linguistic: the intelligence of words

Logical –mathematical: the intelligence of numbers and reasoning

Visual-spatial: the intelligence of pictures and images

Musical: the intelligence of tone, rhythm, and timbre

Kinesthetic- bodily: the intelligence of the whole body and the hand

Interpersonal: the intelligence of social understanding

Intrapersonal: the intelligence of self knowledge

All of which are explained in detail. To help teachers find appropriate instructional activities for each of these intelligences.

Currently, brain-based education embraces a more holistic view of the brain -- one that is more systems-based and gestalt -- the whole being greater than the sum of its parts.

Essential Academic Learning Requirements (EALRs) Addressed:

EALR 1: The student understands and uses the steps of Multiple Intelligence Learning Stations.

EALR 2: The student develops an interactive sensory plan for different modalities and purposes.

EALR 3: The student engages the whole brain clearly and effectively.

EALR 4: The student analyzes and evaluates the effectiveness of Multiple Intelligence Learning Stations.

Grade Level Expectations (GLEs) Addressed:

K/12 Studies and learns the principles of different management skills.

K/12 Uses at least one strategy for generating ideas and planning mentoring.

K/12 Produces mentoring strategies over time.

K/12 Revises SQ diversity by adding, deleting, substituting values.

K/12 Demonstrates understanding of different purposes for mentor guides.

K/12 Expands knowledge of and learns from each other in different belief systems, genres and forms.

K/12 Selects mentor topic, adds details, and elaborates.

K/12 Organizes and encourages mentor creativity.

K/12 Chooses mentor guide for audience and purpose.

K/12 Energize teachers with creative, hands-on tools for immediate success in mentoring.

Grade Level Expectations (GLEs) Addressed:

1.1.1 Uses at least one strategy for generating ideas and planning Multiple Intelligence Learning Stations.

1.1.2 Produces a draft of multiple intelligence learning stations over time.

1.3.1 Revises multiple intelligence diversity by adding, deleting, interactive values.

2.2.1 Demonstrates understanding of sensory differences of multiple intelligence learning stations.

2.3.1 Expands knowledge of and express in different genres and forms.

3.1.1 Selects core subject, adds details, and elaborates.

3.1.2 Actively engaging visual, auditory, kinesthetic and analytical understanding.

3.2.1 Creating learning stations; mastery, involved, reasoning, and synthesis.

3.2.2 Chooses sensory vocabulary for audience voice and purpose.

3.3.3 Applies Learning station with clear beginning, middle, and ending.

3.3.4 Applies standards and rules.

4.1.1 Applies established criteria to analyze and evaluate multiple intelligence learning stations.

Required Course Materials

Please obtain all required text materials before starting this course. Additional materials will be provided online within the course modules.

Text:

Team Smart Sq: Redefining What It Means to Be Smart, Dr. Ardys Reverman (Friendly Universe Press, 2001)

ISBN-10: 0962538515; ISBN-13: 978-0962538513

Available from booksellers or through www.friendlyuniverse.com

Assessment and Evaluation

Your final grade will be determined using the point schedule below:

Grade	Points	Grade	Points
A	950 to 1000	C+	775 to 799
A-	900 to 949	C	725 to 774
B+	875 to 899	C-	700 to 724
B	825 to 874	D	600 to 699
B-	800 to 824	F	0 to 599

Grading Policy

Grades are based on the point scale shown above and represent the following:

- A = Excellent performance.
- B = Above average performance.
- C = Satisfactory performance. Accomplishes only the minimum requirements.
- D = Below Satisfactory performance.
- F = Below minimal standard.

Course Competition
You must complete all course videos, quizzes and assignments.
See Assignments on page 6.

Complete the subject Course Examination, showing a competent understanding;
Indicate your criteria for determining satisfactory completion of student work (A/F)

- One (1) course introduction video online
- Module lecture videos (introduces each module)
- One (1) quiz per module
- Completed assignments and module quiz
- 10 questions per quiz (multiple choice. other)
- Credit Variations Assignments

To receive your certificate, you must score at least 80% on each quiz, receive a score of at least 80% on all assignments and submit the Final Survey.

CLASS METHODOLOGY AND ROUTINE

This is a self-paced course. There is an instructor available but not present online at any given time. You are responsible for moving through and completing this class. The course is not expected to take more than 50 hours of clock time and should be completed within the term registered or within 6 months of the start of the course.

If you have questions about the educational content, then contact us through the online email system. Please allow at least 48 hours for a response.

For technical issues only, you are encouraged to use the Help ticketing system and Educadium customer support. The instructor will not assist you with technical issues. This course uses Educadium's EasyCampus learning management system. Student step guides and multimedia tutorials about EasyCampus are available through the course help system.

Please check with your university to make sure that you have the proper computer and Internet connectivity prior to starting this class. If required, please obtain additional e-learning support and training. If you require special accommodations, please inform your instructor immediately.

Each module includes a text file with instructions. Please read these instructions first and then complete the assignments as directed. You may go at your own pace, and there is no time limit for the modules.

At the end of the training modules, you'll have a short test. Upon successful completion all tests and the course survey and any assignments, each student will receive a certificate of completion and grade. All students must complete a course survey to receive course credit. You agree to follow your Student Conduct Code and maintain high ethical standards.

For Login or Course help contact Darren Boe Darren@ctcourses.net (503) 860-1934

ABOUT THE INSTRUCTOR

Ardys Reverman is called Dr. Ardy by her peers and associates. Dr. Ardy has a Ph.D. in a very hot new field. Psycho-Neuro-Immunology (P.N.I.), and in the path of fellow PNI professionals such as Depok Chopra, is using her background as an author and speaker to influence audiences nation-wide. Before her work in P.N.I. she was an NLP specialist and before that a Learning Disability Specialist AND before that, a "mom" bothered by the varied learning styles of each of her children. Not too long ago, Dr. Ardy introduced the "Synergy Pals" as a method of understanding whole-brain thinking. We make a good learning fit with each other when we nurture natural talents. She presents humor with a message. She believes that influence, the capacity to shift a person's perceptions, emotions, and actions, is the single most important skill we can master to increase the quality of our lives as well as the lives of all those we have the privilege to touch. Dr. Ardy believes life produces extraordinary rewards for those who give in extraordinary ways. She challenges us to make a joint commitment today, to participate together with a new level of intensity and passion, a level that goes far beyond anything we've ever done before. She challenges us to begin the process of taking our lives to the next level. How? Welcome this power simply by helping each other in the spirit of service, with love and laughter.

ABOUT UNIVERSITY OF THE PACIFIC / UNIVERSITY COLLEGE

CT Courses and the University of the Pacific/ University College take pride in working together to make available the opportunity for educators like you, to earn graduate-level university semester credits/units. We understand that being an educator takes time, energy and a lot of dedication so we

feel compelled to make this process affordable, practical and at the same time rewarding. All University of the Pacific/ University College courses offered through CT Courses are graduate-level semester, professional development courses, designed as professional growth for educators. The University of the Pacific is fully accredited by the Western Association of Schools and Colleges and all courses will appear on an Official Transcript from the Registrar's Office at University of the Pacific . Attending and participating in our CT Courses are a prerequisite to the course enrollment(s). Some school districts may require pre-approval prior to enrollment. It is your responsibility to know your district's policies."

Transcripts:

You can request official transcripts one of two ways. You can download the form and route it to the Registrar's Office with check as payment (go to <http://web.pacific.edu/x31133.xml> to get information about Requesting Transcripts).

Or you can request an official transcript over the Internet. Go to the website of the registrar's office: <http://web.pacific.edu/x7062.xml> and choose the National Student Clearinghouse option which is under the heading Former Students. This is an instant way to request transcripts online. You must pay with a credit card and there is a \$2 charge for using this service. Transcripts cannot be requested by email, through fax, or over the phone.

And don't forget to write your PEDU numbers on there very clearly so that they know you are requesting a transcript for professional development classes and make sure to include ALL CLASSES you wish to appear so it is not sent before it is complete. When requesting online, please write your classes in the fields marked "Degree/Certificate Title." You can write more than one class on a line if you have more than 4 classes.

Also, on the second page under the heading Delivery Options, choose the Processing Option After Grades Are Posted . If you do not, your transcript could be sent without important information and you will have to re-order/ re-pay.

Turn Around Time Regarding Grades:

Summer is our busiest time so we advise all students to endeavor to complete their coursework/ assignments as early as possible. An unofficial transcript takes 4-6 weeks to be generated, however an official transcript can be ordered at any time once grade submitted. There are provisions for RUSH transcripts at the request for transcript site for ordering transcripts.

Phone Contact:

For Registered Students: Dr. Allan Lifson 1-800 479- 1995 or 949 646-9696. I have dedicated office hours T W TH 8am -12noon Pacific Time.

PEDU 9099 Brain Power Assignments

1 Credit Course - Assignment 1 required

2 Credit Course - Assignment 1, 2, and 3 are required

Assignment #1 -

<https://docs.google.com/forms/d/1Ix57ccM6G9hTBP600s0Kx4DBnlTNnpg9LAUerEMbxI/edit?usp=sharing>

Take this multiple intelligence inventory to determine your intelligence strengths:

<http://literacynet.org/mi/assessment/findyourstrengths.html>

What is your reaction to the results of the assessment?

Did the results surprise you or confirm your preconception of your intelligence strengths?

What activities do you often participate in that are reflected in the strengths identified for you in the MI assessment?

What kind of instructional techniques do you tend to use with students, your own children, or others that reflect the strengths identified for you in the MI assessment?

What kind of instructional techniques do you seldom do with students, your own children, or others that reflect the intelligences identified as less pronounced for you in the MI assessment?

It is very easy and typical for teachers to habitually use some instructional techniques and avoid others. For example, a person strong in musical and verbal-linguistic intelligences would probably use music and songs to teach and help students memorize content; a person strong in visual-spatial intelligence would probably create diagrams and posters to instruct.

It is important to be aware of our personal learning styles and intelligence strengths in order to take advantage of them and use them, but also to ensure that we don't teach only in ways that are most natural for us, but may not be most natural and advantageous for our students. We must create lessons and plan for learning experiences that sometimes take us outside of our comfort zones in order to meet the needs of students who have intelligence strengths different from our own.

Create an account on CAST Universal Design for Learning Lesson Builder (FREE):
<http://lessonbuilder.cast.org/register.php>

You can create your lesson online through <http://lessonbuilder.cast.org> or use [CAST's Microsoft Word lesson template](#).

Create an instructional lesson for a specific grade level for a specific theme example: 4th Grade - Social Studies - The Oregon Trail). Choose a grade level and topic that is most relevant for you.

Create a lesson that includes learning activities and assessments that are associated with each of the multiple intelligences:

- Verbal-linguistic: the intelligence of words
 - Logical -mathematical: the intelligence of numbers and reasoning
 - Visual-spatial: the intelligence of pictures and images
 - Musical: the intelligence of tone, rhythm, and timbre
 - Kinesthetic- bodily: the intelligence of the whole body and the hand
 - Interpersonal: the intelligence of social understanding
 - Intrapersonal: the intelligence of self knowledge
 - Naturalistic: the intelligence of the natural world (plants, animals, chemicals, environment, biology, anatomy, earth science, etc.)
- Use the attached [rubric](#) to evaluate and self-assess the lesson plan that you created.

Because your lesson plan will address each of the eight multiple intelligences, it will not be feasible to complete all the activities in just one class period.

Assignment 2:

https://docs.google.com/forms/d/1-rqgy04lx7pBnyrOuslThwKhH8FJafsqsoFI_fJQCLU/edit?usp=sharing

Stress Indicators for Synergy Pals

Download the "Creative Brain Assignment - Stress Indicators" word document below, fill out, save it, then upload.

OR

If you can, copy and paste the Stress Indicators portion of this page into a document and then fill it in, save it, and upload it. If you can't do that, just provide a document with your answers.

Circle/Underline/Highlight the actions that are most like you when you feel stressed:

Thinkabout Owl

When stressed, Owl acts

Picky

Deliberate

Bored

Stubborn

Suspicious

Lookabout Lion

When stressed, Lion acts

Bossy

Blunt

Unfeeling

Serious

Demanding

Feelabout Koala

When stressed, Koala acts

Lonely

Afraid

Gullible

Sneaky

Guilty

Careless

Impulsive

Talkabout Chimp

When stressed, Chimp acts

Scattered

Let down

Overwhelmed

Pushy

Naïve

Worried

Next, imagine a time when you typically get stressed. What need is not being met when you are stressed and how do you feel?

For example:

When I get stressed, I act scattered and let down, and I feel frustrated and withdrawn. Often, my need for connection or integrity is not being met when I'm stressed.

Follow the example by filling in the blanks:

When I get stressed, I act _____, and I feel _____.

Often, my need for _____ is not being met when I'm stressed.

Practice writing down your needs. You can use the format if you want:

I need _____ so I don't feel _____ or act _____.

Assignment #3

Read *Turning Points: Journey of Self Discovery* by Dr. Ardys Reverman and then complete the following exercises:

1. Review the Action Chart on page 22 (below so you can make photocopies of it). Circle the activities you prefer and then determine which column contains the most of your preferred choices, identifying the Synergy Pal that most strongly represents your personality.

Activities	Thinkabout	Lookabout	Talkabout	Feelabout
A play	Edit	Direct	Perform	Cheer
A kite	Test	Design	Fly	Build
Your room	Organize	Plan	Transform	Personalize
How to help	Give facts	Ask experts	Start ideas	Cooperate
A report	Research	Write	Present	Critique
Promptness	Arrive on time	Want others to be on time.	Usually on time.	Sometimes on time.
Ways to learn	Practice	Experience	Discover	Imitate

2. Give the chart to other people (your students, family members, friends, coworkers, etc.) and have them do the same thing until you find three people with different preferences.
3. Choose an activity either in the left-hand column or a different one to do in a group of four, with each of the four Synergy Pals represented.
4. Pay close attention to the interactions within the group and make notes.

Synergy Pal	Notes (behaviors, attitudes, actions, speech, facial cues, body language, etc)
Thinkabout Owl	
Talkabout Chimp	
Lookabout Lion	
Feelabout Koala	

Analysis and Reflections on Synergy Group Activity

Write a one page paper:

What insights did you gain from doing the Synergy Group Activity with four different personality types represented?

How do you think the experience was different from an activity done with four similar personality types or two of the four types represented?

What are the advantages and challenges involved in doing a group activity with people whose personalities and learning styles are very divergent?

Interactive Form links are available on the assignment page.