



**Course #:** EDU 1263 – Kagan: Brain-Friendly Teaching (Brain I)  
**Days/Unit/Cost:** 2-3 days; 1-2 units @ \$100/unit  
**Dates:** Ongoing  
**Instructor:** Peggi Kriegbaum, MA  
**Phone:** 559-453-2043  
**Email:** peggi.kriegbaum@fresno.edu

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## Course Syllabus

### Course Description

**NOTE:** Students must register for the course with Kagan PRIOR TO registering for college credit through Fresno Pacific University.

Brain science and research has direct applications to classroom teaching and learning. We ignore the research at the peril of our own success as well as at the success of our students. Teaching with methods that don't respect brain science is like swimming against the current: teaching is more exhausting, students learn less, and students like class and content less. When we align our teaching with how the brain best learns, we are going with the current. Students learn more, enjoy class more, and teaching is more effortless and enjoyable for us. In this workshop, learn six core principles of brain-friendly teaching. For each principle, you will come away with Kagan Structures, tools, tips, and techniques to make your teaching more brain compatible and more scientifically sound. For course related questions, please contact [Kagan](#).

### Learning Outcomes

- Participants will reflect on and implement concepts and structures learned during the workshop.
- Participants will design two lesson plans including structures and techniques learned during the workshop.

### Policy on Plagiarism

All participants in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalog.

### Registration for credit

- Graduate-level units of credit are available as follows:
  - 1 unit for attending 2 days plus Responses 1a, 1b and 2a, 2b
  - 1 unit for attending 3 days
  - 2 units for attending 3 days plus Responses 1a, 1b; 2a, 2b; 3a, 3b and 4a, 4b
- Please contact Yvonne Vogt if you have any questions regarding registration or grades.
  - [Yvonne.Vogt@fresno.edu](mailto:Yvonne.Vogt@fresno.edu) | 559-453-3673 or 1-800-372-5505

Register Online at <https://ce.fresno.edu/educator-workshops/open-enrollment-workshops/kagan-professional-development/>

**Course Assignment: Due within four months following Kagan Workshop**

- Attend and actively participate in 2-3 days of workshop sessions/learning activities.
- Attend 2 days: design and discuss two lessons that include a Kagan Cooperative learning Structure utilizing the planning/prediction templates provided for 1 unit, or attend 3 days with no extra assignment.
- Attend 3 days: design and discuss four lessons that include a Kagan Cooperative Learning Structure utilizing the planning/prediction templates provided for 2 units.
- Attendance at the workshop is required. Attendance will be worth 50%, and the Lesson Plans worth 50% of your grade. 80% is needed to earn credit, which is equal to a "B". Credit will be issued; no letter grades will be issued. Any coursework falling short of 80% will not receive credit.
- Coursework is to be submitted electronically to [peggi.kriegbaum@fresno.edu](mailto:peggi.kriegbaum@fresno.edu)
- You will receive an email from Peggi Kriegbaum when your coursework has been evaluated and the grade submitted. You will be able to view your grade by logging in to the CE website at <https://ce.fresno.edu/> and clicking on My Account, then View my Courses and Final Grade Report.
- If assignments are not received by due date, a grade of No Credit will be issued.
- You will not receive a reminder of your due date.

**Extensions:** Under certain circumstances or emergency situations, a student may need to request an extension beyond the time allotted to complete the assignment. If an extension is needed, login to <https://ce.fresno.edu/>, click on My Account then on the Request Extension link.

**Kagan Structures: A practical approach**

Doug Bartsch, an FPU administrator who was an educator and administrator in California for many years, utilized the Kagan structures throughout his career, and shares the following insights:

"Through the experiences of my career I have come to hold many beliefs, convictions and values, Among them are:

- Good teaching is hard...really hard. Perhaps only teachers (and perhaps their close family and friends) realize this.
- Good teaching is a complex activity that requires high levels of teacher thinking and decision making.
- Good teaching requires thoughtful preparation. This means significant time outside of the instructional day.
- Teachers are people with professional and personal lives. They have only 24 hours in their day in which to fit everything.
- Teaching is a job that can be a "bottomless pit for time." It is a job that potentially is never done. To avoid burn-out, effective teachers work hard but learn to establish appropriate boundaries with regard to time.
- We need to be realistic and practical in our approach to our work, making the most of the hours and minutes that we have."

Kagan advocates:

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- “Don’t do cooperative learning lessons; make cooperative learning part of the lessons that you already do.”
- “Don’t do a two hour or two week lesson” ... instead do a “two minute *Timed Pair Share* or a one minute *Rally Robin*.”

### **Structures – Planning a structure into a lesson**

1. Plan a lesson using one of the structures that you have learned at the Kagan Workshop. Some are simpler than others, so start with one that is less complex...often these are very universal and likely to be used often in your classroom, including:
  - Rally Robin
  - Rally Coach
  - Round Robin
  - Talking Chips (pencils may be used as a chip)
2. Select one engagement structure that you learned at the Workshop and plan to try with your students.
3. Complete Responses below:

### **Response 1a - Planning a structure into a lesson**

1. Which Structure will you use:
2. What will students learn? (academic objective, social skill, etc.):
3. Number of students in each group:
4. Function (Identify specifically the purpose of using this structure):

Class-building	Communication Skills	Procedure Learning	Thinking Skills
Team-building	Decision-Making	Processing Information	Presenting Information
Social Skills	Knowledge-building		

5. Create the directions that you will give to students...please be specific:

**Response 1b** - Predicting Student Response - Getting ready to teach by anticipating student response. Effective teaching requires us to have a clear learning target, a plan for getting to our target, and imagining our students’ responses to our lesson so that we might address potential barriers and challenges.

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Discuss:

1. How you believe students will respond to this Structure and your directions
2. Barriers/challenges that you anticipate
3. Techniques/plans for overcoming barriers to help ensure success for all students

### **Response 2a** - Planning another Structure into a lesson

Select another of the Kagan engagement Structures that you have learned. Use the guide below to create an activity plan for use with your students.

1. Which Structure will you use:
2. What will students learn? (academic objective, social skill, etc.):
3. Number of students in each group:
4. Function (Identify specifically the purpose of using this structure):

Class-building	Communication Skills	Procedure Learning	Thinking Skills
Team-building	Decision-Making	Processing Information	Presenting Information
Social Skills	Knowledge-building		

5. Create the directions that you will give to students...please be specific:

### **Response 2b** - Predicting Student Response - Getting ready to teach by anticipating how students may respond.

Discuss:

1. How you believe students will respond to this Structure and your directions
2. Barriers/challenges that you anticipate

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3. Techniques/plans for overcoming barriers to help ensure success for all students

### **Response 3a** - Planning a structure into a lesson

6. Which Structure will you use:
7. What will students learn? (academic objective, social skill, etc.):
8. Number of students in each group:
9. Function (Identify specifically the purpose of using this structure):

Class-building	Communication Skills	Procedure Learning	Thinking Skills
Team-building	Decision-Making	Processing Information	Presenting Information
Social Skills	Knowledge-building		

10. Create the directions that you will give to students...please be specific:

**Response 3b** - Predicting Student Response - Getting ready to teach by anticipating student response. Effective teaching requires us to have a clear learning target, a plan for getting to our target, and imagining our students' responses to our lesson so that we might address potential barriers and challenges.

Discuss:

4. How you believe students will respond to this Structure and your directions
5. Barriers/challenges that you anticipate
6. Techniques/plans for overcoming barriers to help ensure success for all students

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**Response 4a** - Planning another Structure into a lesson

Select another of the Kagan engagement Structures that you have learned. Use the guide below to create an activity plan for use with your students.

6. Which Structure will you use:
7. What will students learn? (academic objective, social skill, etc.):
8. Number of students in each group:
9. Function (Identify specifically the purpose of using this structure):

Class-building	Communication Skills	Procedure Learning	Thinking Skills
Team-building	Decision-Making	Processing Information	Presenting Information
Social Skills	Knowledge-building		

10. Create the directions that you will give to students...please be specific:

**Response 4b** - Predicting Student Response - Getting ready to teach by anticipating how students may respond.

Discuss:

4. How you believe students will respond to this Structure and your directions
5. Barriers/challenges that you anticipate
6. Techniques/plans for overcoming barriers to help ensure success for all students

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## **Scoring Guide**

The following criteria will be used to assess quality and completeness of each Response

	4	3	2	1	
Accuracy	Response thoroughly addresses topic and reflects understanding and personal connection with assigned material	Response addresses topic and reflects some understanding and personal connection with assigned material	Response reflects limited understanding of and/or personal connection with assigned material	Response does not reflect understanding of or personal connection with assigned material	
Format	Typed, clearly referencing the appropriate Response sheet number, formatted clearly and professionally	Typed, clearly referencing the appropriate Response sheet number, formatted somewhat	Typed, clearly referencing the appropriate Response sheet number	Typed, unclear referencing of the Response and no formatting	

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From: Registrar  
 Re: **Description of the Fresno Pacific University  
 Center for Professional Development Workshops**

The following statements describe the Center for Professional Development workshops. Further inquiries may be directed to the Center for Professional office at 1-800/372-5505, 559/453-2043, or 559/453-3673.

### **FRESNO PACIFIC UNIVERSITY CENTER FOR PROFESSIONAL DEVELOPMENT**

Fresno Pacific University is accredited by the Commission for Senior Colleges and Universities of the Western Association of Schools and colleges and authorized to offer course work through the Fresno Pacific University, Center for Professional Development. The Center for Professional Development courses serve a distinct audience consisting of practicing pre-school through twelfth grade teachers and administrators. The primary goal of the Center is to meet the needs of school districts and provide courses that will strengthen the teachers, the school district, and the students they serve.

#### ***POLICY STATEMENT***

### ***1000 Series – Professional Development Workshops and Summits***

The Fresno Pacific University Center for Professional Development offers professional development workshops and summits that are primarily designed for students who have baccalaureate degrees and appropriate teaching credentials. These courses are post-baccalaureate, professional development units that are not part of a degree program, but are designed in collaboration with school districts to meet specific staff development needs. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. The FPU transcript legend reads as follows for workshops:

<b>Course Number</b>	<b>Course Category</b>
1000 - 1999	Graduate-level university credit offered through the Center for Professional Development for workshops and conferences, and not part of a degree program

#### **ENROLLMENT PROCEDURES**

**Enrollment:** Enrollment in workshops for which Fresno Pacific University Center for Professional Development units are offered is possible during the first two class sessions. Students must complete a Registration Form and return it along with payment, to either the course instructor or directly to FPU/CPD, whichever is applicable.

**Refunds:** A full refund for tuition, less a \$20 handling fee, will be granted if a course is dropped before the course is 50% completed. After the halfway point, a 50% refund will be granted; after the course is completed, no tuition refund will be issued.

**Grades:** A grade of **Credit/No Credit (CR or NC)** will be issued for all coursework. Credit is equivalent to a B grade or better. Letter grades are not issued. Login/create an account on the CE website at [ce.fresno.edu](https://ce.fresno.edu); click on My Account, then on View My Classes and/or Final Grade Report.

**Transcripts:** Official Transcripts may be obtained **AFTER** you have viewed your grade online. Login/create an account on our CE website at [ce.fresno.edu](https://ce.fresno.edu); click on My Account, then on Order Transcripts.

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