

IND-1192A: The Art of Teaching

Course Syllabus

- **Instructor: Dr. Maryam Torbati**
- **Number of Credits/Units: 3 Semester Credits/Units**
- **Format: Online Self-Paced Course**
- **You will have 3 months from your date of registration to complete the course.**

Course overview:

Are you a new teacher, veteran teacher, or an aspiring substitute teacher? If so, then this is the course for you. In this course, participants will learn successful approaches to effective instruction in the classroom. You will meet and get to know the brilliant mind of Dr. James Zull, Professor of Biology and Biochemistry at MIT, Director of UCITE (The University Center for Innovation in Teaching and Education), and Professor of a Human Learning and The Brain class. You will gain from Dr. Zull a love for learning, and for teaching, and how to **build connections**. He has spent years building bridges **between neurobiology and pedagogy**, as a result of which he wrote “**The Art of Changing the Brain**”: Enriching the Practice of Teaching by Exploring the Biology of Learning, which shows how neurobiological research can inform and refine some of the best ideas in educational theory and teaching .

Areas covered include lesson planning, the classroom environment, instructional methods, learner engagement, professional reflection, and growth mindset. Participants will simulate the cycle of planning, executing and reflecting on a lesson using techniques studied in this course. Through this process participants will: become aware of the theoretical and research foundations of teaching and learning, develop skills for using current brain research related to teaching and learning, and learn how to critically evaluate current approaches to teaching and learning.

You will learn how students learn and apply knowledge. You will become familiar with Dr. Gardener’s, Robert Marzano’s, and Dr. Judy Willis’s research that has revealed a set of key strategies teachers can utilize to hone their skills and help their students succeed. Synthesizing

the Common Core Standards in the Art and Science of Teaching, you will learn to create innovative programs for **K-12 teachers** including study guides, activities, with immediate, real-world classroom application.

Required Text:

The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning by James Zull

ISBN-10: 1579220541

Free Download available

Course Objectives and Outcomes:

Participants will be able to:

1. Determine an understanding of the **neurobiology** of human learning.
2. Discover how we learn, and why we learn.
3. Explore how we can change the brain and why we remember and learn?
4. Compare/contrast different types of learning
5. Classify elements of their own learning process and style and how to recognize student's learning styles.
6. Generate the ability to organize and synthesize information and research findings in any project in the area of human learning.
7. Explore what is learning, what is intelligence, and what is smart?
8. **Improve student learning** and understanding based on Common Core.
9. Engage students in **active participation** based on Common Core.
10. Help students **develop critical thinking** skills based on Common Core.
11. Match **teaching strategies** to specific student needs.
12. **Apply theory and practice** directly to the classroom based on Common Core
13. Understand how we can change the brain.
14. Monitor learning.
15. Teach multisensory.
16. Build learning connections? \.
17. Ask critical questions (art of questioning).
18. Teach with the brain in mind.
19. create learning environments.

CCSS Standard for the Art & science of teaching

- Describe and define learning
- Recognize types of learning styles
- Utilize steps of the cycle of learning
- Create learning environments.
- Compare & contrast multisensory learning vs traditional learning.
- Development of critical thinking
- Why strategies are important
- Explore active learning

TAKEAWAYS:

- Definition of learning
- Cycles of learning
- Learning styles & why they are important
- Learning environments
- Critical thinking skills
- Learning strategies
- Active learning techniques
- Multi-sensory strategies
- Methods for changing the brain through leaning

Assignments

Assignment 1.1 Reflection and Goals

Reflect on your past experience with The Art of Teaching and describe your future goals for teaching.

Assignment 2.1: Readings to acquaint you with The Art of Teaching

This assignment will help you to understand and reflect on what you have read about The Art of Teaching and how you can transfer this knowledge to your classroom.

Assignment 3.1 &3.2: The Art of Teaching Pre-Planning

Produce creative activities demonstrating Teaching is an Art

Assignment 4.1 & 4.2: Lesson Plan and Presentation

Create a detailed, multi-paged, 3-Day lesson plan for applying “teaching is an art” concepts in your classroom. Create a 10-slide *PowerPoint* project based on 5 articles of the 12 Extra Readings found in Moodle, to present to an audience of peers.

Forum Posting

Share your experience with other course participants

Course Assessment Rubric:

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives:	Majority of Work Meets Course Objectives	Needs Considerable Improvement: Resubmit Work Suggested
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

Resources:

- Multiple readings provided in the course syllabus and Moodle
- Extra Readings. There are 16 articles located in the course Moodle page.

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