

COURSE NAME and ID Number

Brain Based Teaching, ID# 411

DOMAIN

SOEE Directed Study Portfolio

COURSE STATEMENT

Utilize evidence-based practices based on research in neuroscience and psychology to create an effective brain-based lesson.

COURSE DESCRIPTION

In this course you will examine the research in various brain-based fields, such as neuroscience and psychology (cognitive, developmental, educational), and apply this information to classroom strategies and practices.

LEARNING OBJECTIVES

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

1. Identify the anatomy and functional areas of the brain.
2. Describe the physiology of learning.
3. Differentiate between the various memory stores.
4. Discover strategies that help students encode information to long-term memory.
5. Analyze the impact of emotion on learning.
6. Create a comprehensive brain-based lesson.

DEMONSTRATING MASTERY: A TWO-STEP PROCESS

Step One: Learning and Understanding

This course is broken down into **Learning Objectives** and related **Topics**. For each objective, you will participate in Learning Activities designed to enhance and reinforce understanding. **Learning Activities** include Interactive Discussions, readings, video and audio clips, slide presentations, Discussion Board prompts, Learning Journal prompts, practice exercises, demonstrations, as well as links to web and library resources.

Course Structure

The table below details the Learning Objectives along with their corresponding Topics.

Module	Topics
Brain-Based Teaching	<ul style="list-style-type: none">• What is Brain-Based Teaching?
The Physiology of Learning	<ul style="list-style-type: none">• Anatomy and Functions of the Brain• The Physiology of Learning• Strategies for Teaching About Learning
Memory and Learning	<ul style="list-style-type: none">• An Introduction to Information Processing Theory• Memory Stores and Levels of Processing• Strategies for Encoding to LTM
Emotion and Learning	<ul style="list-style-type: none">• Emotion and Learning• Stress and Learning• Cognitive Overload• Flow Theory• Strategies for Creating Emotionally Optimal Environments

Step Two: Final Assessment

Once you have successfully progressed through the Learning Activities, you are ready to demonstrate that you have mastered the course. In order to demonstrate mastery, you must be evaluated as proficient or exemplary on each rubric category for the corresponding performance-based assessment (paper, presentation, project, etc.). Please note that submissions may be checked for plagiarism.

STUDENT RESOURCES

Brandman Online Library Resources

Brandman University provides comprehensive online library services including access to books, journals, databases, and other resources. Librarians are available via email and phone to provide support. Students can access the library directly when logged into their courses.

Writing and Math Help

Brandman's Online Writing and Math Center (OWMC) offers subject-specific tutoring services, live workshops, video tutorials, tutorial office hours, and links to top academic

sites in order to ensure student success. Students can access the OWMC directly when logged into their courses.

Netiquette

Communicating in an efficient and respectful manner is critical to the learning process. Please view the following clip which provides netiquette guidelines:

http://www.youtube.com/watch?feature=player_embedded&v=6dRocIqDjh0

Standards of Academic Integrity

Academic integrity is a core Brandman University value which insures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. Students are required to read, understand, and apply the standards set forth concerning academic integrity found in the policy link below.

<http://www.brandman.edu/current-students/resources/catalogs>

Americans with Disabilities Act Statement

Brandman University is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided timely, efficient, and equitable accommodations and services that are in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA)/Americans with Disabilities Act Amendments Act of 2008 (ADAA). More details are available in the current Brandman University Academic Catalog.

<http://www.brandman.edu/current-students/resources/catalogs>