

T&L 2900 — Build School Communities: Brain Smart Classroom Management

Course at a Glance

Instructor: Dr. Ardys Reverman

Length: 30 hours, complete in 4 months

Dates: Enroll anytime

Number of Graduate Professional Development Credits: 2 GPD Credits

Introduction

This course helps teachers build genuine bonds between themselves and their students and between students and their classmates, to create “kindred classhomes” with a foundation of acceptance, respect, and shared purpose. For many of our students, our classrooms may be a safe, nurturing refuge...the eye of the hurricane they experience as life. This course will help you develop strategies, rituals, and environmental design skills to create these safe havens of learning: kindred classhomes where students and teachers work together in synergistic ways that benefit all members of the school family. Students will learn how to differentiate for classroom management and discipline similarly to differentiating for students’ diverse academic needs. One size does not fit all, but all sizes can fit together.

This online, self-paced program can be started and completed at the student’s own leisure **within four months from the UND assigned course start date after enrollment.**

Learning Objectives

You will have knowledge and thorough understanding of the following content:

- Traditional school relationships versus kindred school relationships
- Introduction and discussion of Bronfenbrenner’s Ecological Systems Model
- Introduction and discussion of Senge’s Theory of Learning Organizations
- Introduction and discussion of Gardner’s A-Typical Intelligence Types
- Introduction and discussion of Reverman’s Synergy Types – Think, Look, Talk, Feel
- Introduction and discussion of Myers–Briggs 16 Personality Types
- Brain-based behavior models
- How bullies are created, and how bullies can be healed
- Comparison/Contrast of Fred Jones’ Positive Discipline model with other classroom management systems
- How to create a nurturing, safe classhome

- Literature and lessons that reinforce positive relationship-building
- Songs and activities that reinforce positive relationship-building
- Cooperative games that reinforce positive relationship-building
- How to develop empathy in students
- How to help students self-regulate

Session Topics

This course is divided into four chapters.

Chapter 1: Traditional School Relationships versus Kindred School Relationships

Traditional school structures of power and authority are examined and contrasted with a new paradigm of relationship, collaboration, and synergy. The role of teacher as a coach, guide, or facilitator as opposed to the omnipotent dispenser of knowledge has developed gradually over the past thirty to forty years. Many educators have learned to not only accept, but also embrace, their role as “guide on the side” rather than the “sage on the stage.” Although most agree that this is a positive evolution in education, drawbacks accompany any change, and in this case the drawbacks may be time diverted from learning in the absence of sufficient discipline in the classroom. The key is helping students to develop self-discipline, rather than continuing the traditional model of authoritarian, top-down forms of discipline.

Chapter 2: Models of Social Learning & Differentiating for Diverse Needs

Several social learning models, personality types, and intelligence types are explored and discussed, with an emphasis on developing positive, synergistic relationships between diverse students and teachers. Learn about the many ways in which we differ, and how we can take advantage of those differences to be stronger, smarter, and more effective as teams working together than we could ever be on our own.

Chapter 3: Classroom Management Systems

Several well-known classroom discipline models are explored, compared, and contrasted. Current digital tools are demonstrated that make classroom management quick and easy for teachers, and fun for students.

Chapter 4: Designing the Classhome & Strengthening Family Bonds

Strategies are described for creating safe, nurturing classhomes where strong and positive relationships between students and between teachers and their students develop and thrive.

Course Materials

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course. There are NO required textbooks.

Assignments & Examinations

Assignments-

This course has two required writing components. All assignments are reviewed.

1) Essay Requirement: Critical Thinking Questions

There are four Critical Thinking Questions that you must complete. You will do research on the questions and write brief essay responses relating it to the course content (and your personal experiences, when possible).

2) Essay Requirement: Journal Articles

This task requires you to write a review of three peer-reviewed or scholarly journal articles (blogs and news articles are not acceptable) of your choice on a topic related to this course.

Examinations-

At the end of each course section, you will be expected to complete an examination designed to assess your knowledge. There are a total of four exams in this course. You may take these exams a total of three times.

Grading

This online course uses **Letter Grading (A, B, C, or F)**.

- Writing assignments for this course comprise 50% of the final grade.
- The remaining 50% of the grade will be the average from the four (4) course examinations.

Course Grading Scale for Letter Grades:

A = 90 - 100% of total score

B = 80 - 89%

C = 70 - 79%

F= below 70%

Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at:

<http://und.edu/student-affairs/code-of-student-life/>