

Teaching Through Learning Channels™

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Overview

This document contains information specific to the course. For general information on PLS Classes including our academic integrity policy and more, please visit this URL: PLSClasses.com/our-courses/syllabi.

Course Description

Teaching Through Learning Channels™ Online explores our natural channels for learning and models strategies for designing and presenting lessons that use the various learning modalities and styles. As an educator, you will gain insight into your own channel preferences and processes and learn to recognize and identify the preferred learning channels of your students. You will explore information, strategies, and techniques about learning channels that you can share with students and parents in order to maximize student success and help students become more competent and effective learners. This course integrates current research from many fields, from teacher expertise, and from PLS 3rd Learning's experience in teacher education.

Course Materials

For on-site and remote learning courses, each participant will receive a folder of materials along with access to digital materials. Upon registration, participants may choose to receive a printed participant manual in addition to the digital version.

Participants will receive access to digital materials prior to the first day of class. For remote learning classes, printed materials will be sent to the participant's provided address. For on-site classes, printed materials will be distributed on the first day of class.

Online class materials will be accessible through the learning management system (LMS).

Course Outcomes

Upon completion of this class, the learner will be able to:

1. Discuss how educational research supports the topics of this course.

2. Identify and explain five basic needs that, when met, become the compelling whys of learning (survival, affiliation, power, freedom, and fun).
3. Recognize and evaluate how the compelling whys are operating in his or her own school, and then use these findings to inform and improve instructional practice.
4. Identify and explain the four senses in the KTAV model (kinesthetic, tactual, auditory, and visual) and how to assess them in students.
5. Identify and explain classroom instructional approaches based on meeting students' needs to acquire and process classroom content and skills in a multisensory way.
6. Analyze multisensory approaches implemented in his or her own classroom.
7. Use the elements of compelling whys and effective multisensory teaching as criteria to design, present, and critique a classroom lesson.
8. Identify and explain the cognitive processes in the 5Cs model that a teacher can use to help students process, recall, and apply learned content and skills (compare and contrast, conceptualize, comprehend, and combine).
9. Use the 5Cs model to design original lessons for his or her classroom.
10. Use the 5Cs as criteria to evaluate existing curriculum materials.
11. Identify and explain the two perceptual styles (Concrete and Abstract), the two organizational styles (Global and Sequential), and overarching characteristics of the four teaching and learning styles resulting when they are combined (Concrete Global, Concrete Sequential, Abstract Global, and Abstract Sequential).
12. Identify and explain specific instructional strategies based on each of the four combined GASC styles.
13. Adapt, implement, and evaluate a classroom lesson using concrete-sequential and abstract-sequential strategies.
14. Adapt, implement, and evaluate a classroom lesson using concrete-global and abstract-global strategies.
15. Identify and explain the four temperament styles (intuitive feeling, intuitive thinking, sensing judging, and sensing perceiving).

16. Identify and explain specific instructional strategies based on each of the four temperament styles.
17. Adapt, implement, and evaluate a classroom lesson using temperament style strategies.
18. Generalize this course content to reflect how the multicultural and diverse populations within classrooms have their needs met via the application of the skills, strategies, and knowledge of this course.
19. Reflect on and continuously evaluate personal practice, adjust accordingly, and actively seek out opportunities to grow professionally using the knowledge and skills of this course.
20. Work collaboratively to share knowledge, skills, and experiences, refine understanding of content, give and receive feedback, and improve expertise.

Course Topical Outline

	List of Concepts
Compelling Whys	The five learning needs teachers can meet to create compelling whys for student learning (survival, affiliation, power, freedom, and fun); teacher control over compelling whys; what happens to students when compelling whys are not addressed; research on the five compelling whys; The Kaleidoscope Profile®
The 5Cs	Meaning of the letters in the 5Cs model (compare, contrast, conceptualize, comprehend, and combine); how 5Cs thought processes help the brain integrate knowledge and skills; the concept-mastery process using 5Cs processes
Stimulating the Senses (KTAVOG)	Identify and address the six senses in the KTAV model in lessons; understand memory and how it works as the senses are engaged and as information processed in the brain; define episodic and semantic memory and explain the part that sensory information plays in each

KTAV (Teachers)	The KTAV model of multisensory teaching (kinesthetic, tactual, auditory, visual); KTAV in the classroom; how teachers often teach using their own primary sensory preferences; teaching simultaneously to more than one sense; compelling whys for multisensory teaching
KTAV (Students)	The KTAV model of multisensory learning (kinesthetic, tactual, auditory, visual); each type of learner is addressed by what they are natural at doing, how they solve problems, testing and assessment needs, learns best by, and what difficulties they may experience in schools
GASC (Teachers)	Defining GASC; the ways humans perceive the world (concretely or abstractly); the perceptual continuum; the two ways humans organize information (globally or sequentially); the organizational continuum; combined learning styles using both continua (concrete global, concrete sequential, abstract global, abstract sequential); teaching and learning characteristics associated with each style; instructional strategies preferred by each style; processes of lesson planning and implementation typical of each instructional style; compelling whys for using GASC teaching strategies
GASC (Students)	Defining GASC; the ways humans perceive the world (concretely or abstractly); the perceptual continuum; the two ways humans organize information (globally or sequentially); the organizational continuum; combined learning styles using both continua (concrete global, concrete sequential, abstract global, abstract sequential); learning characteristics associated with each style; instructional strategies preferred by each style; processes of lesson planning and implementation typical of each instructional style; compelling whys for using GASC teaching strategies

Temperament Styles	Defining temperament styles; teaching and learning characteristics associated with each style; instructional strategies preferred by each style; processes of lesson planning and implementation typical of each instructional style
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Course Portfolio Assessments

Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Participants will complete a course project designed to strengthen professional practice and extend knowledge related to the specific content of the course. This project is divided into multiple grade activities to be completed throughout the term.

Additional learning activities include whole-group and small-group discussions and assessments for a total of 920 points.

Course Portfolio	Pts.	Correlations to Course Outcomes
Module 1: Overview of the Five Channels in TTLC	112	1, 2, 3
Module 2: Brain-based Learning and the 5Cs	106	7, 8, 9, 10, 18, 19, 20
Module 3: Sensory Styles Introduction	79	1, 4, 6, 18, 19, 20
Module 4: Students' Sensory Styles	85	4, 5, 6, 7, 18, 19, 20
Module 5: GASC Introduction	80	11, 12, 13, 14, 19, 20
Module 6: Students' GASC	95	11, 12, 13, 14, 18, 19, 20
Module 7: Temperament Styles	93	15, 16, 17, 18, 19, 20
Module 8: Our Journey Through the Learning Channels	115	7, 9, 13, 14, 17, 18, 19, 20
Course Project	155	1, 18, 19, 20

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Additional Information

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