

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™ is a 3-credit hour course that explores ways to increase student achievement by focusing on five of the brain's natural learning channels. Student Compelling Whys provide the foundation for a learning channels classroom based on Glasser's Control Theory and Maslow's Hierarchy of Needs. Strategies for utilizing the brain-compatible patterning process are discussed (compare, contrast, conceptualize, comprehend, and synthesis combining). The Kaleidoscope Profile® provides the foundation for discussing instructional strategies and differentiating learning activities based on sensory styles (kinesthetic, tactual, auditory, and visual); perceptual and organizational learning styles (global, sequential, abstract, and concrete); and temperament styles (intuitive feelers, intuitive thinkers, sensing judges, and sensing perceivers). Through experiential learning, participants apply concepts learned to the classroom to enhance teacher practice and expertise.

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. Evaluate course-related, research-based literature and resources, express opinions, and make correlations to the classroom and teacher practice.
2. Expand expertise and enhance teacher practice by researching, engaging in, and sharing methods, strategies, and activities related to learning and temperament styles.
3. Apply course concepts by reflecting on teaching and making correlations to the classroom and teacher practice.
4. Develop a classroom culture that addresses the student compelling whys for learning and working together successfully and effectively in the classroom.
5. Design a lesson that utilizes the brain-compatible pattern for learning.
6. Design a multisensory lesson that incorporates learning activities for each of the sensory styles.
7. Design a lesson that incorporates learning activities for each of the learning styles.
8. Design a lesson that incorporates learning activities that engage each of the temperament styles.

Course Topical Outline

	List of Concepts
Section 1: Course Overview	Welcome and introduction to the course; section overview, objectives, and research excerpts; how are we the same/different introductions; The Kaleidoscope Profile; course learning channels: compelling whys, the brain’s pattern for learning, sensory styles, organizational and perceptual styles, and temperament styles; relevant strategies for the classroom; reflect on content learned and make correlations to the

	<p>classroom and teacher practice; complete an assessment that requires the research and review of educational literature that correlates; complete an assessment that requires research of methods, strategies, and activities that expand expertise.</p>
<p>Section 2: Compelling Whys</p>	<p>Section overview, objectives, and research excerpts; student compelling whys: Maslow’s Hierarch of Needs; Glasser’s Control Theory; student compelling whys present and not present in school; teacher compelling whys; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires reflective practice; complete an assessment that requires an evaluation of student compelling whys in the classroom and makes suggestions for improvement.</p>
<p>Section 3: The Brain’s Pattern for Learning—5Cs</p>	<p>Section overview, objectives, and research excerpts; the 5Cs: compare, contrast, conceptualize, comprehend, combine; <i>Compare/Contrast</i>: the nonsense activity; <i>Conceptualize</i>: puzzle experience; <i>Comprehend</i>: geometry lesson; <i>Combine</i>: synthesis application to the real world; lesson that models the 5Cs: “Where’s Wendy?”; graphic organizer to plan a 5Cs lesson; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires the design of a lesson that utilizes the brain’s 5C pattern for learning.</p>
<p>Section 4.1: Teacher Sensory Styles</p>	<p>Section overview, objectives, and research excerpts; KTAV Inventory; analyze inventory results; sensory memory activity (KTAVOG), understanding one’s sensory preference; memories of learning; sensory live event discovery centers; debriefing sensory live event centers; characteristics of the kinesthetic, tactual, auditory, and visual learner; sensory styles in the school population; sensory styles incorporated into</p>

	<p>a lesson; design a multisensory lesson; sharing a multisensory lesson; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires the design of a multisensory lesson.</p>
<p>Section 5: Stimulating the Senses</p>	<p>Section overview, objectives, and research excerpts; inductive activity: poetry picks; experience a multisensory lesson: <i>Kinesthetic</i>: Model of the Earth; <i>Tactual</i>: tactual hooks; <i>Auditory</i>: using sensory words to enhance learning; writing multisensory classroom rules; <i>Visual</i>: using graphic organizers to enhance learning; add tactual and/or movement to graphic organizers; <i>Olfactory</i> and <i>Gustatory</i>: stimulating these sense in a lesson; experience a multisensory lesson: president’s activity; how does memory work; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; share a multisensory lesson with colleagues.</p>
<p>Section 6: Perceptual and Organizational Styles—GASC</p>	<p>Section overview, objectives, and research excerpts; Gregorc Style Delineator; perceptual style: what do you see; organizational style: how do you organize; brain facts, brain hemispheres; brain lobes; GASC: sequential terminology and activities, global terminology and activities, concrete terminology and activities, abstract terminology and activities; synthesis, analysis, induction, and deduction terminology and activities; teaching style and learning style analysis.</p>

<p>Section 6:</p> <p>Perceptual and Organizational Styles—GASC</p>	<p>Four GASC Learning Styles: <i>Concrete Sequential</i>: concrete sequential learning activities; concrete sequential teaching and learning; concrete sequential response; <i>Abstract Sequential</i>: abstract sequential learning activities; abstract sequential teaching and learning; abstract sequential response; complete a synthesis assessment that requires the design of a GASC lesson (Concrete/Abstract Sequential Learners); <i>Concrete-Global</i>: concrete global learning activities; concrete global teaching and learning; concrete global response.</p> <p><i>Abstract Global</i>: abstract global learning activities; abstract global teaching and learning; abstract global response; complete a synthesis assessment that requires the design of a GASC lesson (Concrete/Abstract Global Learners); golden rule/platinum rule discussion; GASC lesson card sort; GASC behaviors in situations; GASC integrated lessons; group design of GASC integrated lesson; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice.</p>
<p>Section 7:</p> <p>Temperament Styles—TS</p>	<p>Expand expertise and enhance teacher practice in a networking exchange of methods, strategies, and activities; section overview, objectives, and research excerpts; temperament styles inventory; temperament style characteristics: intuitive feelers, intuitive thinkers, sensing judges, sensing perceivers; learning environment for each temperament style; Kaleidoscope analysis; temperament styles under pressure; understanding one’s temperament teaching style; GASC lesson sharing with colleagues; complete an assessment that requires the design of a lesson that engages each of the temperament styles; teaching to various temperament styles; understanding student temperament styles; group design of temperament styles lesson; temperament style interventions; temperament styles problem-solving</p>

	scenarios; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; course conclusion: learning channels review.
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Course Portfolio Assessments

Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, participants complete a Course Portfolio which includes a multicomponent Action Research Project comprised of several Action Research Assessments, as well as multiple Application Assessments aligned to Course Outcomes. The Action Research Assessments comprise 50% of the final grade and the Application Assessments comprise the other 50% of the final grade in accordance with the Course Portfolio Assessments table shown here. Grades are assigned in accordance with the criteria for each corresponding rubric.

Course Portfolio	Pts.	Correlations to Course Outcomes
Assessment 1: Resource Reviews	30	Outcome 1
Assessment 2: Expanding Expertise	35	Outcome 2
Assessment 3: Reflection Connection	20	Outcome 3
Assessment 4: Student Compelling Whys	15	Outcome 4
Assessment 5: Patterns for Learning—The 5Cs	20	Outcome 5
Assessment 6: Multisensory (KTAVOG) Lesson	20	Outcome 6
Assessment 7: Learning Styles (GASC) Lesson	35	Outcome 7
Assessment 8: Temperament Styles Lesson	25	Outcome 8
Action Research Assessments Total	100	

Application Assessments Total	100	
Course Portfolio Total	200	
Supplemental Assessment 1: Teacher Sensory Styles	[20]	Outcome 4
Supplemental Assessment 2: Teacher Learning Styles	[20]	Outcome 6
Final Course Portfolio Total		

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Additional Information

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