Overview:
ArmchairEd.com currently provides continuing education to educators, using Educational Leadership magazine and premiere published books on cutting-edge educational themes and topics. The program has been operating since Fall, 2000, and has provided continuing education to hundreds of educators.

Course Goals and Objectives:
As a result of these courses, the student will be able to:
1. Stay current on educational themes and topics pertinent to teaching and education
   - Identify current research in education
   - Apply this knowledge to the student’s current educational position

The following published books are currently being used as texts for the ArmchairEd course:


The Creative Classroom: Integrating the Visual Arts

This Creative Classroom Presents an original vision where teaching and learning are creativity-centered. Curricula and classrooms practices help educators develop and implement a new style of teaching where students are given freedom to explore within structures provided by the teacher. Asking questions and posing problems spark curiosity and encourage learners to think deeply and make meaningful connections across the curriculum standards at the same time as they increase their creative potential.

The Creative Classroom:
- Presents a research-based approach to teaching and learning for creativity.
- Identifies which learning outcomes support creativity and offers practical advice for how to teach for these outcomes.
- Shows how students learn content-area knowledge while also learning to be creative with that knowledge.
- Describes principles and techniques that teachers can use in all subjects.
- Demonstrates that a combination of school structures, cultures, incentives, and leadership are needed to support creative teaching and learning.

Credit Options:
The course will be offered for three credits, based on the length and substance of the books. The three-credit course will include 30 multiple-choice questions and three required essays.
Grading Rubric:
Pass/Fail: Coursework must be passed with 70% criterion.
Letter Grade:
90%: A grade
80%: B grade
70%: C grade
Multiple Choice Test: 30% of overall grade
Essays: 70% of overall grade

One essay required for The Creative Classroom
Option 1: Read the Teacher Mindsets Associated with Creative Learning on p. 36 in the text and as you read, think about yourself teaching your class. Check each of the mindset items you believe best describes your teaching style. Check to see how well you know yourself as a teacher! With the list of mindsets you’ve checked, for the next week or so describe a classroom incident you experienced that matches each item. In your essay, describe something that occurred in your classroom that illustrates your creative mindset. To summarize the essay, talk about the number of mindsets you affirmed and what you learned about your own teaching by doing this exercise.
Option 2: Try a lesson planned for guided improvisation. Begin your essay with your flexible lesson plan: Be sure to state your learning outcome for the lesson, and try to keep the structure of the lesson to a minimum. The main body of your essay will be your description of the guided improvisation. Summarize the essay with your evaluation of the success of the improvisation and the learning outcomes for your students.
Option 3: Record your class for at least four lessons across at least two subjects, keeping track of the questions students ask. Using the recordings, make three columns, one labeled “instructionist questions”, one, “creative questions” and the third “non-instructional questions.” As you listen to the recording, write your students’ questions in the column that matches the question type. Your essay will relate to this exercise. What did you learn about your classroom by doing this exercise? What did you learn about your students? Your teaching? What will your response be to the learning you take away from this exercise?
Option 4: Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.
   Plan a unit with assessment
   Action Research
   Extended learning, including research and developed activities
   Compare/contrast your current education practice to that of the text
   Create forms or systems for use in your classroom including assessment tools
   Plan an ‘event’, meeting or other pertinent program and report/reflect on it
One essay required for **Integrating the Visual Arts Across the Curriculum** 2-3 pages

**Option 1:** Reread p. 38-39 in the text. Consider a science unit you are responsible for teaching. How can you enrich the learning and experience by having students make art that represents their learning? Make a lesson plan for connecting art and the science topic your students are engaged in. Include your plan with your essay and describe student learning and engagement.

**Option 2:** Revisit the Keys to Understanding on p. 58 in the text. Choose a social studies unit that you teach and choose one of the suggestions for Creative Art-Based inquiry listed there. Make a plan around the key that you choose. The plan will be your essay. In your summary discuss the learning your students took away from the inquiry.

**Option 3:** Students are often asked to illustrate their own stories. Try something different! Find an interesting picture and have students write a story for the picture. Have students share their stories with peers to see the variety of ideas for stories developed. In your essay, describe the picture you used and comment on the quality of your students’ stories and their reaction to the stories of their classmates.

**Option 4:** Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

- Plan a unit with assessment
- Action Research
- Extended learning, including research and developed activities
- Compare/contrast your current education practice to that of the text
- Create forms or systems for use in your classroom including assessment tools
- Plan an ‘event’, meeting or other pertinent program and report/reflect on it

**Essay Scoring Rubric:**

One essay required for **Creative Classrooms**, One essay required for **Integrating the Visual Arts**
Each essay 20% of overall grade

- Single Spaced, 10 to 12 size font
- Use of introduction and summary statement (even when a unit is developed)
- Demonstration of grammar, spelling and writing skill
- Demonstration of applied knowledge

**One essay required from the Creative Classroom and Integrating the Visual Arts Across the Curriculum**

Essay Option: These texts both encourage teachers to be aware of and make an effort to put an emphasis on creative knowledge in their classrooms. The **Creative Classroom** discusses creative knowledge in math, science and history on p. 26-32 in the text. Those subjects are discussed in **Integrating the Visual Arts** on p. 29-58. Choose a topic from one of those subjects that you are comfortable teaching and make a plan for teaching that topic for creative knowledge. Remember that your plan must be flexible. The plan should include resources, ideas for visual arts and hands-on activities. **Integrating the Visual Arts** compares the learning to following a trail and The **Creative Classroom** likens the learning to following a river’s course. See if you can let the learning of your students develop like that, letting them find out what you want them to learn in different ways to develop an understanding that matches your stated outcome. Your flexible plan will be one part of your essay, plus a description of the learning your students came to as they explored the topic.
Essay Scoring Rubric:
30% of overall grade
Single spaced, 10 to 12 size font
Use of introduction and summary statement (even when a unit is developed)
Demonstration of grammar, spelling and writing skill
Demonstration of applied knowledge

➢ You must download the coursework before starting this course.

➢ Submit all coursework at the same time.

➢ All essays must be fully completed and the rubric followed to receive a grade. Essays not completed to required length will not be processed and revisions will be required.