

The Adolescent Brain™

GRADES 6–12

GRADUATE CREDIT: 3 SEMESTER HOURS

Adolescence can be a perplexing time not just for teens but for their educators as well. Educators in this graduate-level course examine the mysteries of the adolescent brain and ways that teens learn best. Educators start by building a practical understanding of the brain's anatomy and its transformation during adolescence. Then, they discover how to create a learning environment that respects teens' unique social and emotional needs as well as how to encourage them to become active learners. Additionally, educators teach students how their brains work and what they can do to enhance their own learning.

This course is designed for middle and high school classroom teachers, lead teachers, department chairs, instructional coaches, curriculum coordinators/developers, and administrators.

COURSE TOPICS

- Introduction to neuroeducation
- Student and teacher mindset
- Basic anatomy of the brain
- Characteristics of the adolescent brain
- Setting the climate for thinking and learning with adolescents
- Teaching adolescents the skills of thinking
- Structuring meaningful interactions with thinking
- Guiding adolescents to “think about thinking”
- Learning assessment that matches the adolescent brain

COURSE OUTCOMES

By the end of the course, educators will:

- Examine the emerging field of neuroeducation, a combination of neuroscience and education research.
- Explore the concepts of “fixed” vs. “growth” mindsets and how to help students adjust how they view themselves as learners.
- Become familiar with the basic structures of the human brain and how it processes information and stores it in memory.
- Identify the developmental, physical, and personality characteristics that affect how adolescents learn.
- Develop the knowledge to show students how their decisions about sleep, nutrition, and exercise affect their ability to learn.
- Analyze current instructional strategies for compatibility with the workings of the teen brain.
- Build a plan for creating or improving the three areas of a brain-compatible learning environment: physical, intellectual, and socioemotional.
- Understand how fear, peer pressure, and other emotional situations can influence learning and develop strategies for addressing these situations.
- Learn to help students become conscious of their own learning processes.
- Become aware of the importance of metacognition to learning and understand how to help students think about their thinking.
- Explore which technology tools resonate with the adolescent brain and why.
- Learn to design assessments that motivate rather than intimidate.
- Understand why teens learn best from immediate feedback and how to offer it constructively.

METHODS OF ASSESSMENT

This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Study Team Discussions (print & DVD) or Dialogue Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion and then describe how their understanding of the topic has been enhanced or expanded.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- **Quizzes** provide educators with instant feedback (online only) on their understanding of the course material. There are three quizzes, each reviewing several sections of content.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

COURSE MATERIALS AND FORMAT

Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

PRINT & DVD FORMAT

Educators in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

- The print study guide:
 - *The Adolescent Brain*™
- The DVD:
 - Laureate Education, Inc. (Executive Producer). (2010). *The adolescent brain*. Baltimore.
- The course textbook(s):
 - Philp, R. (2007). *Engaging 'Tweens and Teens*. Thousand Oaks, CA: Corwin Press.
- The other required readings

ONLINE FORMAT

Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. The online course includes:

- Access to the online classroom for:
 - The Adolescent Brain™
- Access to the video programs in the online classroom as well as a backup DVD:
 - Laureate Education, Inc. (Executive Producer). (2010). *The adolescent brain*. Baltimore.
- The course textbook(s):
 - Philp, R. (2007). *Engaging 'Tweens and Teens*. Thousand Oaks, CA: Corwin Press.
- Access to the other required readings

SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

Note: If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at www.mozilla.org.

Trademark Information

- Microsoft, Windows, Windows Vista, Internet Explorer, and Word are registered trademarks of Microsoft Corporation in the United States and/or other countries.
- Mac OS and Macintosh are trademarks of Apple Inc., registered in the United States and other countries.
- Mozilla and Firefox are registered trademarks of the Mozilla Foundation.
- Adobe, Flash, and Acrobat Reader are registered trademarks of Adobe Systems Incorporated in the United States and/or other countries.

EDUCATION EXPERTS

Carol S. Dweck, Ph.D.

Dr. Carol Dweck, the Lewis and Virginia Eaton professor of psychology at Stanford University, is one of the world's leading researchers in the field of student motivation. She has held professorships at Columbia and Harvard universities and has lectured to education, business, and sports groups around the world. Her numerous honors include election to the American Academy of Arts and Sciences, and her recent book, *Mindset: The New Psychology of Success*, has been translated into 17 languages.

Robin J. Fogarty, Ph.D.

Dr. Robin Fogarty is the president of Robin Fogarty & Associates, Ltd., an educational publishing and consulting company. A leading proponent of "The Thoughtful Classroom" approach, she has written numerous articles and books and has trained educators throughout the world in curriculum, instruction, and assessment strategies. She has taught students from kindergarten to college, served as an administrator, and consulted with state departments and ministries of education in several countries.

Mary Helen Immordino-Yang, Ed.D.

Dr. Mary Helen Immordino-Yang is a cognitive neuroscientist and educational psychologist who studies the brain bases of emotion, social interaction, and culture and their implications for development and learning. A former junior high school teacher, she is an assistant professor of education at the Rossier School of Education and an assistant professor of psychology at the Brain and Creativity Institute, both at the University of Southern California. She is also the associate editor for North America for the journal *Mind, Brain and Education*.

Judy Willis, M.D., M.Ed.

Dr. Judy Willis is a board-certified neurologist and middle school teacher in Santa Barbara, Calif. She has taught at the elementary, middle school, and graduate school levels. Dr. Willis has published two books for education professionals, *Research-Based Strategies to Ignite Student Learning: Insights From a Neurologist/Classroom Teacher* and *Brain-Friendly Strategies for the Inclusion Classroom*.

Pat Wolfe, Ed.D.

Dr. Patricia Wolfe, a veteran educational consultant and staff-development trainer, has developed expertise in the study of brain functions and their implications on teaching and learning. She has published many articles and books and has developed videotapes for educators.



ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

FOR MORE INFORMATION

For more information about Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

ABOUT OUR PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter’s quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.[†] Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org. Canter and Walden University are both subsidiaries of Laureate Education, Inc.

*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden’s programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

[†]It is each student’s responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.