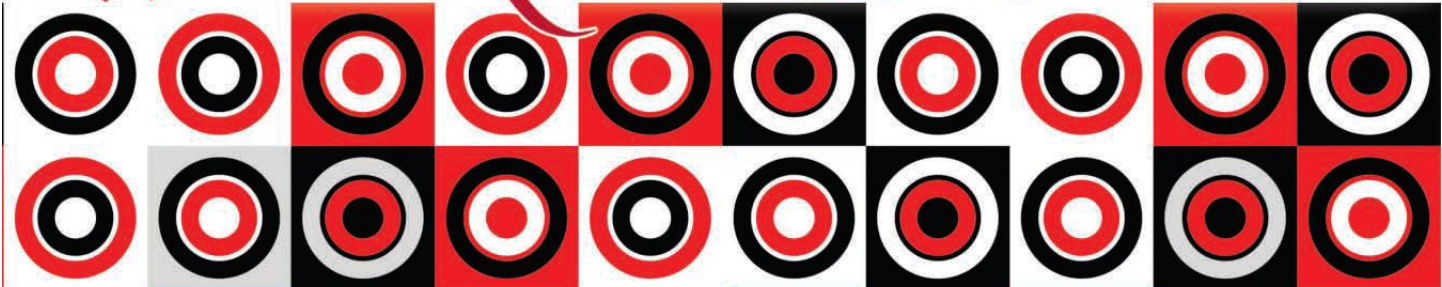


WESTERN STATE COLLEGE OF **COLORADO**™



Summer Teacher Institute

Overview

June 4-16, 2012

Graduate Credit Courses **in Gunnison, Colorado**

The **Summer Teacher Institute** provides opportunities for educators to enhance content knowledge, share pedagogy, and network with educators from throughout Colorado and beyond.

The **Summer Teacher Institute** offers a variety of content courses designed specifically for K-12 educators who want to enrich their existing curricula. Intensive seminars with qualified instructors will immerse participants in their subjects. Opportunities include hands-on, individualized activities, instructional enhancements, and outdoor classrooms.

Funds provided by the Ann Zugelder Endowment have allowed Western State College of Colorado to expand initiatives in offering graduate credit courses for teachers.

The U.S. Department of Education has set standards defining a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement. Western's assigned credit hours are consistent with the Federal definition of a credit hour and the Colorado Commission on Higher Education's established minimum class times for credit courses. Student achievement is an institutionally established equivalency that reasonably approximates a total of 45 hours of instruction between in class and out of class work per credit. The Teacher Institute courses have outside class requirements that meet these U.S. Department of Education standards.

SUMMER TEACHER INSTITUTE 2012 Course information

WEEK ONE, JUNE 4-9, 2012

Appreciating Geometry and the SHAPE of Things to Come

Linda Moore Owsley & Mary Rutledge
1 credit, \$135, CRN 13682, EDUC 510
Monday-Thursday; 8:00AM-12:00PM
Grading: A-F

The essence of geometry is to provoke wonder about the geometric spaces in which we live. There are infinite possibilities to puzzle about dimension, reflection, shadow, symmetry, and other intrigues. Come experience a world full of invitations to spatial reasoning so difficult to convey through the 2D pages of a text book. This class is delivered in a math workshop format.

Breaking Drawing Down into Easy Pieces

Donna Wagle
1 credit, \$135, CRN 13700, ART 510
Monday-Thursday; 8:00AM-12:00PM

Grading: Satisfactory/Unsatisfactory

Learn how to teach students the basics of shading, texture, and perspective using a minimal amount of materials. Participants learn how to use a light source, blend various tones, and add texture. One and two point perspective are demonstrated and each topic is developed into usable classroom lessons.

Comprehension for the Love of Reading

Kathy King-Dickman

1 credit, \$135, CRN 13708, EDUC 510

Monday-Thursday; 1:00PM-5:00PM

Grading: A-F

Do you have students in your classroom who can read fluently but cannot retain much of what they read? Can your students retell the basic details but fail to react deeply to the characters, setting, and plot in stories? Do your students struggle to comprehend expository text? Then this class is for you! Learn to instruct students in deep comprehension strategies. Learn the deep thinking strategies researched by David Pearson and Michael Pressley and shared by Debbie Miller, Stephanie Harvey, Anne Goudvis, Ellin Keene, Cris Tovanni, and others. Discover how to instruct students in monitoring their own reading - knowing when they are understanding and when they are not. Next, teach students what to do when meaning breaks down by: accessing background knowledge in order to connect with text, making inferences from clues given in the text, determining importance from expository reading, forming questions that set a purpose for reading, employing fix up strategies to repair reading when meaning breaks down, making sensory images that make text come alive, and synthesizing text into something meaningful for the reader. Spend the week laughing and learning with a group of teachers seeking answers to the questions listed above.

Cool Kids Keep Journals: Using Creative Writing in the Middle School and High School Classroom

Teresa Milbrodt

2 credits, \$250, CRN 13681, ENG 510

Monday, Tuesday, Wednesday; 8:00AM-5:00PM

Grading: Satisfactory/Unsatisfactory

This class discusses the craft of poetry and fiction, including topics such as plot, character, and dialogue for fiction, as well as, diction, line, and imagery for poetry. Participants read poems and short stories, do prompt based writing activities, and discuss how to use these techniques in the middle school and high school classrooms. Discuss how many of the same poems and stories can be used in grades 5-12 when accompanied by an age-appropriate introduction and lesson. Participants explore how to introduce a poem or story to a class, possible discussion points, and writing exercises to accompany the poem or story.

Engaging Students' Capacity for Leadership and Environmental Sustainability

Brooke Moran

2 credits, \$250, CRN 13698, ROE 510

Monday, Tuesday, Wednesday; 8:00AM-5:00PM

Grading: Satisfactory/Unsatisfactory

This course is designed to provide participants with the essential tools that engender the creation of a Strategic Sustainability Action Plan (SSAP) within their institution. One of the greatest barriers to a full scale sustainability initiative tends to come from the leadership team and dissenters within the institution itself. This course provides strategies for creating greater participation and buy-in within the faculty and parent body. Participants tour WSC campus, dissecting the 3 existing LEED buildings (and the 4th under construction), examining and the pros and cons of each, while discussing the obstacles (financial and otherwise) that presented themselves during the process. Participants create a wide list of resources, materials and support documents that will aid in the implementation of a SSAP.

Experiential Education: Capitalizing on the Student's Experience in the Traditional Classroom

Tom Zimmer

2 credits, \$250, CRN 13703, ROE 510

Thursday, Friday, Saturday; 8:00AM-5:00PM, Field Trip

Grading: A-F

Interested in using experiential education but don't think it can work in the classroom, or don't know how to use it? Experiential education has been extensively and successfully used in such fields as science, art, outdoor/adventure education and environmental studies. Unfortunately, this type of learning has not been traditionally used in a number of other academic fields. This course introduces educators to a variety of experience-based techniques and inductive teaching styles that can be used in any course curriculum. Starting by looking at experiential education

through the lens of outdoor/adventure programming, the course then moves to the classroom. Participants are introduced to and experience more techniques, initiatives, interventions, and methods that can foster meaningful and exciting experiential lessons in any classroom setting. The first 1/2 day is in the field sharing the common experience of rafting or rock climbing that is used as a model for the rest of the course. The class looks at various theories and research that clarify the power of this teaching model. A major component of this course is a workshop in which each individual creates an experiential lesson for his or her specific subject. Whether it is English, math, science, history, or even a foreign language, participants walk away with a practical lesson plan that they can be excited and confident to facilitate!

Fostering Intrinsic Motivation in the Traditional Classroom

Tom Zimmer

2 credits, \$250, CRN 13704, EDUC 510

Monday, Tuesday, Wednesday; 8:00AM-5:00PM, Field Trip

Grading: A-F

In today's teaching environment, the use of extrinsic motivation is widely used and difficult to ignore. However, students who are simply extrinsically motivated fail at learning when external rewards and consequences are not present. Therefore, fostering intrinsic motivation is highly important when seeking to instill a student's desire to learn for its own sake. This course reviews a variety of literature and research regarding intrinsic and extrinsic motivation and explores ways in which educators can promote an intrinsic learning environment. Ultimately, participants use the course material to develop syllabi, lesson plans, and course curricula to program towards intrinsic motivation in an extrinsically driven school system.

Geologic Principles for Educators

Mike Zawaski

2 credits, \$250, CRN 13701, SCI 510

Monday-Thursday; 8:00AM-5:00PM, Field Trip

Grading: A-F

The first skill in learning geology is making good observations of rocks. The stories behind the rocks are revealed through the application of a few important geologic principles. Learn about the past environments that existed when different Colorado rocks were forming and why those rocks are now at the tops of mountains. Participants are provided with lesson plans, including samples of rocks for their class to participate in the "Living Colorado's Geologic History" lesson, which connects students with rocks, the stories they tell about past environments in Colorado, and how those rocks are used in our everyday lives. Additional topics include plate tectonics, the rock cycle, evolution, and glaciers. The course includes an entire day devoted to analyzing rocks in the field.

History of the American West

Duane Vandenbusche

2 credits, \$250, CRN 13699, HIST 510

Monday, Tuesday, Wednesday; 8:00AM-5:00PM, Field Trip

Grading: A-F

Participants explore the history of the American West from the 1600's to the present, emphasizing Native Americans, Spanish, fur trading frontier, explorers, mining and cattle frontiers, and railroads. All sections of the American West, Great Plains, Rocky Mountains, California are covered. The "New West" of today is also emphasized including topics such as water, tourism, and development.

Introduction to Photoshop

Jim Digate

2 credits, \$250, CRN 13706, ART 510

Thursday, Friday, Saturday; 8:00AM-5:00PM

Grading: Satisfactory/Unsatisfactory

Adobe Photoshop is one of the most important computer programs used in modern photography and imaging. It literally has made photo editing a commonplace thing, something useful for the amateur as well as the professional photographer or artist. Yet, Photoshop can be an intimidating device with its many menus, palettes, tools, options and shortcuts as well as a vast array of add-ons and plug-ins. This introductory, basic course makes sense of Photoshop to help participants become familiar and comfortable with the basic operations in order to:

- Get images into Photoshop and back out again to save or print
- Scan and download images from cameras
- Crop images to fit specific print and frame sizes

- Print or post images on the Web
- Improve image appearance using layers

Introduction to Spanish for the Classroom

Marjie Foster

1 credit, \$135, CRN 13675, SPAN 510

Monday & Tuesday; 8:00AM-5:00PM

Grading: Satisfactory/Unsatisfactory

This class is an introduction to the Spanish language and culture focusing on basic Spanish communication: reading writing and oral communication. In class practice is done using various in seat games such as battleship, dice rolling, and timed events. Board games include mata mosca and a timed ladder game. Course includes a “walk about” to the local park to practice language in a fun real life setting with play ground equipment.

Let’s Get Physical 1: Active Learning Strategies and Games for Diverse Learners

Karen Hausdoerffer & Rita Merrigan

2 credits, \$250, CRN 13676, EDUC 510

Monday: 8:00am – 4:00pm & 6:00pm – 8:00pm, Tuesday: 8:00AM-5:00PM, Wednesday: 8:00am – 4:00pm &

6:00pm – 8:00pm

Grading: A-F

Gain many practical, low-prep strategies for incorporating physical activity into the classroom. Brain research shows that students learn best when they are moving and having fun. This class offers: theatre games, brain based learning strategies, team-building activities, magic tricks, balance and vision exercises, music and movement exercises, Total Physical Response Storytelling, Kagan Structures and other kinesthetic learning methods. These strategies are applicable to any age group and subject, and are particularly effective for ELL and other diverse learners with varied learning styles. They also align with the Responsive Classroom approach. Participants make realistic connections for how these techniques apply to each unique classroom setting. These activities boost student success in content knowledge, classroom management, social interaction, communication skills, intrapersonal skills, as well as critical and analytical thinking. Applications include, but are not limited to, the following subject matters: literacy, history, science, drama, writing, vocabulary, spelling, and content review for any subject, foreign language, classroom social interactions, problem solving, music, and mathematics. Participants should come willing to move around, laugh, take risks, and have fun together. On Monday and Wednesday evenings, students will work with an ELL family literacy class in Gunnison in order to observe and practice kinesthetic learning techniques.

Let’s Get Physical 2: Active Learning Strategies and Games for Diverse Learners

Karen Hausdoerffer & Rita Merrigan

2 credits, \$250, CRN 13677, EDUC 510

Thursday: 8:00AM-5:00PM, Friday 8:00AM-4:00PM & 6:00pm – 8:00pm, Saturday: 8:00AM-5:00PM

Grading: A-F

Learn ways to engage students in creative, interactive, physical learning for all aspects of the curriculum. Theatre games offer a marvelous method for constructive play for students of all ages. No acting experience is necessary. Let’s Get Physical 2 can be taken separately, or in conjunction with Let’s Get Physical 1. Theatre games work well with any age group and subject matter, and are particularly effective for ELL students, for varied learning styles, and for learners with diverse needs. Improvisation aligns with the responsive classroom approach to teaching. These games boost student success in content knowledge, classroom management, social interaction, communication skills, intrapersonal skills, as well as critical and analytical thinking. The class discusses the use of improvisation to teach to content standards. The class includes lesson plans and applications for subjects including, but not limited to, the following list: language acquisition, history, science, drama, writing, vocabulary, spelling, and content review for any subject, foreign language, classroom social interactions, problem solving, music, and mathematics. Participants should come willing to move around, laugh, act, take risks, and have fun together. On Friday night, the class will put on an informal “show” for one another and for friends and family..

Liberty Tea

John Spierling

2 credits, \$250, CRN 13693, HIST 510

Thursday, Friday, Saturday; 8:00AM-5:00PM

Grading: Satisfactory/Unsatisfactory

How did Sam Adams and James Otis form a political action group that sparked a revolution? In this course, participants examine the ideals of the Sons of Liberty and the Boston Radicals with the intent of comparing them to the Tea Party Movement. Along the way, pursue a solid grounding in the sequence of events that fomented the split with England and how the Sons of Liberty built support throughout the colonies for the separation.

Meteorological Principles for Educators

Mike Zawaski

1 credit, \$135, CRN 13702, SCI 510

Friday & Saturday; 8:00AM-5:00PM

Grading: A-F

Everyone talks about the weather, but most people are not sure why it occurs. Learn the basic concepts necessary to explain the weather and climate through a series of simple, yet very effective demonstrations and models. Participants gain experience with these models by explaining them to other participants during the workshop. Participants are provided with lesson plans and additional resources necessary to bring weather related topics to students of all grades.

School Gardening

Beth Coop

2 credits, \$250, CRN 13670, SCI 510

Monday, Tuesday, Wednesday; 8:00AM-5:00P, Field Trip

Grading: Satisfactory/Unsatisfactory

School gardens benefit student academic achievement and overall health. A school garden provides an active and engaging learning environment that is different from the classroom. School gardens can be used to teach a variety of subjects including art, science, math, and language arts. Through hands-on activities in the garden and nearby natural areas, participants learn how to design and implement kid-friendly outdoor lessons revolving around the garden in their everyday teaching. Many of these can be done with simple window or patio gardens, with resources that can help participants get a garden started in their school. Topics include worm composting, seed saving, pizza (& other themed gardens), raised beds, organic gardening, cooking with students, and lots of activities for getting kids engaged with what they eat and where it comes from!

Yoga in the Learning Environment: Encouraging a Calm and Harmonious Classroom

Susan Searle

1 credit, \$135, CRN 13690, ESS 510

Monday-Thursday; 8:00AM-12:00PM

Grading: A-F

Effective education requires meeting the physical, mental, and emotional needs of students and the adults who work with them. Research shows that reducing students' stress, developing social and emotional skills, and enhancing a sense of well being can benefit not only the health but the academic achievement of students. Yoga is currently practiced in many educational institutions worldwide and has helped many students control their energy so they can focus and concentrate better. Yoga also gives students the skills to practice being non-competitive and peacemakers in their schools. This course provides K-12 educators with creative ideas to use movement as an integrative method for learning. Teachers learn fundamental yoga postures, yoga-based learning games, visualization, and breathing techniques. The course provides reasons and methodology for incorporating "yoga breaks" into the daily classroom schedule. Participants practice these techniques and should come dressed appropriately (comfortable workout clothing). No prior yoga experience required.

WEEK TWO, JUNE 11-16, 2012

Advanced Spanish for the Classroom

Marjie Foster

2 credits, \$250, CRN 13673, SPAN 510

Monday, Tuesday, Wednesday; 8:00AM-5:00PM

Grading: Satisfactory/Unsatisfactory

This class a continuation of Intermediate Spanish for the Classroom incorporating more advanced speaking, reading, and grammar. The class continues to work on the subjunctive, expanding what was presented in Intermediate Spanish. The use of short 8 – 10 minute films aid in the development of listening skills and further cultural awareness. Participants enjoy "Walk Abouts"; one to a Mexican Restaurant for more Spanish practice and another to a grocery store to practice comparatives in a real life setting with prices and brands. In

class practice includes using games and a language board game using dice and cards. Participants must have familiarity with Spanish language basics.

Are We Safe Here? Geology and the Geologic Hazards of Colorado

Holly Brunkal

1 credit, \$135, CRN 13668, SCI 510

Monday-Thursday; 8:00AM-12:00PM, Field Trip

Grading: Satisfactory/Unsatisfactory

Participants explore the connection between Colorado's geologic history and the geologic hazards that are currently experienced in the state. This course provides a unique perspective on the study of the geology and the landscape of Colorado. Participants study numerous geologic hazards, including landslides, rock fall, avalanches, earthquakes, flooding, debris flows, swelling and collapsible soils, subsidence and sink hole development, using various models to explain the location and nature of the geologic hazards in the state. These models include the influence of plate tectonics and specific material properties of rocks and minerals. The focus is on hazards specific to Colorado, but the class also compares these hazards with recent geologic events worldwide. Exploration into these events illustrates similarities and differences in geologic settings. Participants also learn about geologic hazard mitigation techniques, addressing how to decrease risk of geologic hazards within the built environment.

Fire in the Mountains: Tertiary Volcanism in Colorado

Allen Stork

2 credits, \$250, CRN 13695, SCI 510

Monday-Friday; 8:00AM-5:00PM, Field Trip

Grading: Satisfactory/Unsatisfactory

Colorado has a rich history of volcanism throughout the Tertiary. This course looks at modern ideas about the origin and distribution of volcanic features in Colorado. The course also reviews modern concepts for the emplacement of both lavas and pyroclastic rocks and the generation of volcanic landforms. Field trips look at the large volcanoes and calderas of the San Juan and West Elk Mountains.

Fool Proof Art Projects for Any Teacher

Melissa Mason

2 credits, \$250, CRN 13680, ART 510

Monday, Tuesday, Wednesday; 8:00AM-5:00PM

Grading: A-F

Do you want to learn how to bring visual art projects in a variety of mediums into the classroom? In this course, participants explore how art can enrich the classroom. Participants study the criteria for choosing meaningful and engaging art projects, and learn how to facilitate art projects to maximize critical thinking and problem solving. The class also explores the educational benefits of fostering creative endeavors, the importance of balanced-brained teaching, and how to tie art into the curriculum. In learning this method, participants leave with the tools to enhance their classroom across the curriculum with art. The class spends a large chunk of time getting their hands dirty and trying out art projects in a variety of mediums and styles in order to be better prepared to implement ideas in the classroom.

In the Classroom-Outside the Box: Innovative Teaching

Renata Sieck

1 credit, \$135, CRN 13691, EDUC 510

Thursday, Friday 8:00AM-5:00PM

Grading: Satisfactory/Unsatisfactory

Teachers play a crucial role in the development of a student's creative potential. The course is designed to encourage participants to engage in creative problem solving, discussions and simulations. Take a look at the brain and brain functions; examine creativity, critical thinking, divergent thinking and problem solving. Explore learning styles and intelligences. Incorporate new ideas, innovation and creativity into the curriculum. Participants create an action plan to encourage and develop "outside the box" thinking for their subject area. Teachers share their "best out of the box" lesson. This is a cross-curricular course for all grade levels and subjects.

Introduction to Photoshop

Jim Digate

2 credits, \$250, CRN 13671, ART 510

Monday, Tuesday, Wednesday; 8:00AM-5:00PM

Grading: Satisfactory/Unsatisfactory

Adobe Photoshop is one of the most important computer programs used in modern photography and imaging. It literally has made photo editing a commonplace thing, something useful for the amateur as well as the professional photographer or artist. Yet, Photoshop can be an intimidating device with its many menus, palettes, tools, options and shortcuts as well as a vast array of add-ons and plug-ins. This introductory, basic course makes sense of Photoshop to help participants become familiar and comfortable with the basic operations in order to:

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- Print or post images on the Web
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Mathematics and Bikes

Madeline Mulliken

2 credits, \$250, CRN 13683, MATH 510

Monday, Tuesday, Wednesday; 8:00AM-5:00P, Field Trip

Grading: A-F

This course examines the relationship between mathematics and bikes. Kids and bikes seem permanently attached during the summer, so why not attach bikes to mathematical concepts throughout the school year. Progressive engineers have taken biking to a whole new level by applying mathematical concepts to the design of bicycles. In the past, riders may have been limited to the option of the Stingray or a ten-speed, yet today have the option of spinning on BMX bikes, hybrid bikes, downhill bikes, and many more categories to suit different desires. The goal of this course is to demonstrate how math explains the differences between these bikes - the geometry of the bikes, the distances they travel, the uses of the bikes, the gearing of the bikes, and the pricing of the bikes. Participants have the opportunity to explore these concepts at a local bike shop and then follow up with the development of an applicable lesson plan according to the appropriate level of math.

Natural History Field Study: Observation, Reflection, and Cultivating a Sense of Place

Jonathan Coop

2 credits, \$250, CRN 13705, SCI 510

Monday, Tuesday, Wednesday; 8:00AM-5:00PM, Field Trip

Grading: Satisfactory/Unsatisfactory

This course is an introduction to the study of natural history in the Gunnison Basin. Participants use field journals to record their observations, responses, and reflections of the natural world around them. Because nature journals may incorporate art, writing, history, and science, this course would be appropriate for teachers from a variety of disciplines. The focus throughout is on learning through lectures, direct observation, and personal reflection of the natural world around us. Readings include examples of field journals, essays and art based on observation and reflection. Lectures and field assignments in nearby natural areas in the Gunnison Basin allow participants to learn the basics of botanizing, birdwatching, learning animal tracks, examining geology, becoming more familiar with landforms and geography, weather, and learning the summer stars and constellations. The class visits sites in ecosystems ranging from high-desert sagebrush to the alpine tundra. In each setting participants learn basic identification skills and ecology and make use of variety of field guides. Outside of class, participants have opportunities for guided observation/journaling activities as well as ample time for just going out and immersing themselves in the natural world, seeing, hearing, feeling, recording, and reflecting on what it all means. Finally, share and discuss observations and thoughts, and consider the effectiveness of these activities and topics in a "natural" education intended to cultivate a sense of belonging to a place on earth. The course includes assignments intended to promote the use of natural history skills back in the places that the participants live and teach.

Reduce Reverse Readicide

Beth Perney

2 credits, \$250, CRN 13687, EDUC 510

Thursday, Friday, Saturday; 8:00AM-5:00PM

Grading: Satisfactory/Unsatisfactory

"Read-i-cide n: The systematic killing of the love of reading, often exacerbated by the inane, mind-numbing practices found in schools." This quote from Kelly Gallagher's book is the crux of his message. In this class, participants discuss how teachers instill a love -- or a loathing -- of reading in students, and learn how to nurture those literacy skills that are essential for students to fully participate in and expand their understanding of today's global society. The new standards require reading for all purposes: functional texts, reference materials, print and non-print literary texts. How can one do that while improving students' reading comprehension and reading

engagement? What strategies best incorporate informational text with the present reading materials? Examine these issues and prepare classroom exercises and lesson plans which may be tailored for the appropriate grade level....and do some reading for fun!

Speak the Speech

Beth Perney

2 credits, \$250, CRN 13688, COTH 510

Monday, Tuesday, Wednesday; 8:00AM-5:00PM

Grading: Satisfactory/Unsatisfactory

How can teachers best develop students' speaking and listening skills and reduce the fear of public speaking and raise confidence? Want better oral presentations, both content and expression from students? Then help them learn to "Speak the speech I pray you..." (Hamlet). The new standards require students to have increased proficiency in oral expression and listening skills. Participants learn through hands-on detailed demonstrations, discussions, and implementation of simple, fun, and effective techniques that immediately engage students. This course provides the opportunity to prepare classroom exercises and lesson plans which may be tailored for the appropriate grade level.

Spark: Stimulate the Brain through Exercise in the Classroom

Madeline Mulliken

2 credits, \$250, CRN 13684, MATH 510

Thursday, Friday, Saturday; 8:00AM-5:00PM

Grading: A-F

Today's classroom has engineered movement right out of the learning environment and for many students that continues in every aspect of their lives. To keep the student's brain (and our own brain) at peak performance everyone must keep moving. "Spark: Stimulate the Brain through Exercise in the Classroom" is a course which is designed to help teachers discover and understand the revolutionary new science of exercise and the brain. This course is based off the book *SPARK*, which presents a ground breaking investigation of the connection between exercise and the brain's performance. Exercise itself does not make a genius, but rather puts the brain of the learner in the optimal position to learn. Throughout this course teachers learn about the brain, how to grow brain cells, the challenges of stress, anxiety, depression, addiction, attention deficit, hormonal changes, and how to help their students' brains grow. The class goes through multidisciplinary teaching strategies to efficiently and effectively integrate exercise into any classroom. Join this class to explore and learn more about how physical exercise encourages brain cells to bind to one another, and how to implement this in the classroom.

Using Film and Short Video in the Classroom for Critical Thinking

John Steele

1 credit, \$135, CRN 13694, COTH 510

Monday-Thursday; 1:00PM-5:00PM

Grading: A-F

Feature films, documentaries and short video clips can be an engaging and innovative way to involve students as active viewers and critical thinkers. The class uses a variety of visual media to construct lesson plans, discussing criteria for a good visual text, how to get students to view it actively and critically instead of just passively, and how to use visual texts as a springboard for broader discussions and assignments. Come prepared to watch and discuss visual texts and to do some critical writing.

Yoga in the Learning Environment: Encouraging a Calm and Harmonious Classroom

Susan Searle

1 credit, \$135, CRN 13707, ESS 510

Monday-Thursday; 8:00AM-12:00PM

Grading: A-F

Effective education requires meeting the physical, mental, and emotional needs of students and the adults who work with them. Research shows that reducing students' stress, developing social and emotional skills, and enhancing a sense of well being can benefit not only the health but the academic achievement of students. Yoga is currently practiced in many educational institutions worldwide and has helped many students control their energy so they can focus and concentrate better. Yoga also gives students the skills to practice being non-competitive and peacemakers in their schools. This course provides K-12 educators with creative ideas to use movement as an integrative method for learning. Teachers learn fundamental yoga postures, yoga-based learning games, visualization, and breathing techniques. The course provides reasons and methodology for incorporating "yoga

breaks” into the daily classroom schedule. Participants practice these techniques and should come dressed appropriately (comfortable workout clothing). No prior yoga experience required.