

Brain-Based Education

60 Inservice Points

Component No. 2 411 001

General Objectives

1. To assist teachers to become facilitators of learning to help their students to go beyond the surface knowledge frequently achieved through rote memorization of unconnected content.
2. Integrating the curriculum to connect isolated facts and concepts into meaningful units to enhance the brain's quest for patterning.
3. Develop skills in the contextual approach to brain-based education.
4. To employ the theories of multiple intelligence in the classroom.

Specific Objectives

1. Outlining the principles of brain-based learning.
2. Discussing the fundamental issues of education comparing them with the neurological needs of children.
3. Describing neurological structures of the brain; the theories of making connections.
4. Describing and comparing the two memory systems.
5. Describing and comparing brain-compatible and brain-antagonistic educational activities.
6. Describing the problems and symptoms of learned helplessness and what happens when the brain is confronted by threat.
7. Exploring the renewal of the unit lesson plan: Orchestrated immersion in the curriculum.
8. Exploring the principles of relaxed alertness and how these principles produce a high challenge/low threat environment.
9. Developing lesson plans that employ multiple intelligences in the classroom setting.
10. Understanding the theories of multiple intelligences: spacial, mathematics, linguistic/verbal, interpersonal, intrapersonal, musical, bodily-kinesthetic.

Activities

1. Lecture, demonstrations, role-playing, field onsite visits, brain-storming sessions.
2. Seminars on brain-based education and the underlying theories.
3. Handouts and videotapes.

Evaluation

1. Verification by designated personnel through performance appraisal process.
2. Following a preassessment, achieve 80% or more of the identified component objectives as determined by post test or other valid measure of achievement; verified by leader/consultant.
3. Provide a written summary and analysis of the benefits of the activities as they relate to student achievement of job performance.
4. Implement new skills, ideas, or concepts with success as observed documented by immediate supervisor or training leader.
5. Participants will complete the workshop evaluation form.

