

COURSE TITLE: EDUCATING CHILDREN'S SENSES: Waking up Young Minds

NO OF CREDITS: 2 QUARTER CREDITS
[Semester Cr Equivalent: 1.33]

WA CLOCK HRS: 20
OREGON PDUs: 20
CEUs: 2.0

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COMPLETION DATE: 3 months after date of registration

LEARNING ENVIRONMENT: This course requires assignment responses to be posted in a password-secured ONLINE website hosted by The Heritage Institute.

COURSE DESCRIPTION:

Research shows that active physical engagement with all the substances, smells and shapes of the real world is essential for young children's brain pathways to be properly activated. Yet the school day – and even children's life at home – can be abstract, electronic, and distanced from authentic experience.

Find out how to enliven your teaching and maximize learning with lessons that involve all the senses. Whether your young students are adventurous or squeamish, all the children you work with will respond eagerly to the kinds of activities, loving instructions and encouragement you will discover in this online course. Children's full physical involvement in learning—touch, smell, taste, sight and hearing – is vitally important and downright fun! This course shows you how to make it happen.

LEARNING OUTCOMES:

Upon completion of this course, participants will:

1. Have gained knowledge about the link between sensory experience and brain development
2. Have an appreciation for the differences in children's lived experiences now compared to the past
3. Have learned strategies for expanding and deepening lessons to incorporate sensory experiences

COURSE REQUIREMENTS:

Participants will complete assignments and post responses online to specific questions outlined for each assignment. Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participants their choice of 20 Washington State Clock Hours, 20 Oregon PDUs or 2 CEUs (Continuing Education Units), which translates to 20 hours. The Heritage Institute is an approved provider of Washington State Clock Hours, Oregon PDUs, and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).

UNIVERSITY QUARTER CREDIT INFORMATION:

• UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL

Teachers may opt to register for 2 (two) Antioch University, Seattle, 400 or 500 level quarter credits, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
3. Complete an Integration Paper by answering 5 questions (*Section C: Integration Paper*)

• REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (Upper Division) and 85% or better to issue credit at the 500 level (Post-Baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor

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| 1. Completion of Information Acquisition assignments | 30% |
| 2. Completion of Learning Application assignments | 40% |
| 3. Completion of Integration Paper assignment | 30% |

• CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

COURSE MATERIAL and/or TECHNICAL REQUIREMENTS:

You will need high-speed (DSL) Internet access in order to easily view online resources. Some of the reading materials may be provided in the online course environment as PDF documents, a format readable by computers with Adobe Acrobat Reader. You may download a free copy of Acrobat Reader from our website, if it is not already on your computer.

REQUIRED TEXTBOOK:

Amazingly, there is no up-to-date text on teaching or learning through the five senses. This startling fact is evidence that teaching has become as de-contextualized as we feared. While subjects like science and social studies might be taught through inquiry or problem-based learning, the five senses are given short shrift in instructional design even in these disciplines and are wholly missing from the teaching of reading, math, and other subjects. Therefore, our text steps back from the senses themselves and examines experience as a key element in education and an ideal driving force for curriculum. This classic details the relationship between experience and curriculum in a way that is still fresh today.

- *Experience and Education* by J. Dewey, (1938/1997). New York NY: Free Press. ISBN 0684838281. Available on Amazon.com, new \$9.00, used \$5.00.

GETTING STARTED:

- Once you have registered for the course, you will be sent an email that contains the website address, password and course key that you need to access your online course, along with instructions on how to log into the online system.
- The assignments listed in this syllabus are also listed at the bottom of each online course document. Access each assignment and enter your responses online. We suggest that you write your responses in a WORD document and then do a copy/paste function into the Responses box.

- When you have completed all assignments for the course, CLICK the 'ALL ASSIGNMENTS COMPLETED' option. The instructor will be notified that you have completed all assignments.
- The instructor will review your work and enter his/her responses online. You will be notified by email when the instructor has marked the course completed, and you will be instructed to log in and view the instructor comments. At that time, you can also SAVE a complete copy of the course assignments and responses.

NOTES TO ALL PARTICIPANTS:

- Unlike a live workshop, you are not required to be present (i.e. online) at specific days or times, participants will work at their own pace.
- All responses will be posted online. Large documents or files may be attached as part of your response by using the "Share A File" option.

ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1:

Read the text, *Experience and Education*.

For each chapter write a very brief synopsis of Dewey's argument and a slightly longer reflection on this. Make a final summary of what you gleaned from this book and how its ideas might influence your teaching practice. Paper length should be 3-4 pages total. Post your response in the online response box.

Assignment #2:

Increase your own awareness of your senses by setting yourself a series of sensory experiences. Find a way to challenge and delight your sense of vision, hearing, touch, taste, and smell.

Suggestions for Sensory Experiences:

Vision: spend time at the paint store noticing variations in color of the paint samples and making comparisons among them; try various optical illusions; spend time in the dark and see how long it takes for your vision to adjust, and so on.

Hearing: listen to a piece of classical music and pick out various instruments and pitches; listen to someone speak a language you do not know and see if you can distinguish the separate words and sounds; test your own thresholds by making a recording quieter and quieter until you can no longer hear it; close your eyes and move around using only sound.

Touch: identify objects by feel, test sensitivity on your fingers, cheeks, lips, elbows, and so on, rate various materials on a continuum of smooth to rough while blindfolded.

Taste: identify the flavor of jellybeans without seeing their color; visit an ethnic restaurant and try new foods; pick out different flavors and spices in a dish you eat blindfolded.

Smell: test various perfumes and figure out what scent notes appeal to you; identify scents you find pleasant or comforting; compare your scent preferences with someone else (perhaps of the opposite sex) and see what differences there are; trying eating one food while smelling another.

Report your experiences in some way, either in a written paper, an audio file, video file, or illustrations (maybe a comic book panel?). With which sense did you have the most difficulty finding a challenging and delightful task? For which sense did you have the most trepidation in experiencing new sensations? Which of the five tasks you set yourself did you enjoy most? Post your response in the online response box.

Assignment #3: *Vision*

Pay attention to color. Ask students to name their favorite color and then supply them with paint sample cards from the hardware store corresponding to that color but presenting an array of shades and tints. Of all the blues (for example) which is your favorite now... and what does it make you think of?

Turn the exercise around and from the array of all the paint sample cards ask children to find the color that is the same color as the sky today or the same color as a particular leaf. Discuss the subtleties of color beyond those included in a box of eight crayons.

Write a 2 to 3 page paper describing what you learned about children's ability to link colors to real things and their ability to identify the specific shades of real things? What kinds of discussions did this experience inspire? (Alternatively, post a video, audio file or illustration than conveys your findings.) Post your response in the online response box.

Assignment #4: *Touch*

Texture is a major selling point for everything from fancy clothes to toilet paper. Explore texture and the sense of touch with your students by selecting a single domain (e.g., types of paper, types of cloth, types of tree bark) and collecting and comparing samples that differ by texture. Use a blindfold to isolate texture from other attributes of each sample and try touching one sample with different parts of the body (fingertips, toes, lips, knees) to determine what areas of the body are most sensitive to touch and texture. Pick a favorite texture from among the samples and explain why. Try doing schoolwork on papers of different textures. Does that increase student interest in the work?

Do all this with your students and write a 2 to 3 page paper describing what happened and what unexpected discoveries were made. Alternatively, post a video, audio file or illustration than conveys your findings. Be clear and detailed so your reader can "see" what went on.

Post your response in the online response box.

Assignment #5: *Taste*

Recently I overheard a middle aged woman in a trendy part of town explain to her companion: "I don't like Thai food. It's just rice with a mess of stuff on top. I like food with French fries." If you suspect your students only like food with French fries, see what happens when you sharpen their taste buds just a bit. Show the portion of the film *Ratatouille* where the hero rat Remy introduces his brother to the careful tasting of food. Then have a tasting of different varieties of the same (healthful) food – like different varieties of apples. Rather than asking the usual question ("which do you like?") ask instead that children describe the different tastes they discern without including value judgments. And rather than labeling each apple by its varietal name (Red Delicious, Gala, and so on), do not reveal the varietal names but have children create their own labels based on the tastes they detect ("sour and crispy"). Ask children to tell you what they found out about their own abilities to appreciate tastes.

Write a 2 to 3 page paper describing what you did and what you found out. Alternatively, post a video, audio file or illustration than conveys your findings. What do you think about what you found out? Post your response in the online response box.

Assignment #6: *Smell*

Aroma therapists believe that mood and motivation can be influenced by ambient scents. Consult a professional aroma therapist to find out more. Enlist this person's help in selecting scents that might increase the pleasure students have in being in your classroom or might be calming or motivating. Experiment with the choices recommended to you, being careful to select essential oils (not manufactured air fresheners) and striving for subtlety over stinky.

It's not possible to be an unbiased observer of the effects of fragrances, since anyone observing children's behavior will notice the fragrance too. Do report what you found out from the aroma therapist,

what you tried in your classroom, and the students' (and your own) reactions. (And before you try scents in your classroom, spend some time in it just noticing its "natural aroma." Does your classroom, before you try some scents, smell like an attractive place to be?)

Write a 2 to 3 page paper or alternative report, making certain you communicate clearly to a reader/viewer. Post your response in the online response box.

Assignment #7: Hearing

The "Mozart Effect" on children's IQ scores has been demonstrated to be only wishful thinking but music certainly has an effect on people's affect. Conduct a mini research project in your own classroom by examining the effects of different types of music on some aspect of the school day. Do this:

- Select a variable that you think might be influenced by background music (time on task, social interaction, whatever).
- Select a daily activity to serve as the arena for your study (independent reading, study hall, free play time, whatever). Find a measurable task or observation that can be made of each child.
- Identify four pieces of music that represent different styles (classical, jazz, R&B, whatever) or different tempos (fast, slow) or keys (major or minor). It is best to choose instrumental music, not vocal music, to eliminate the confounding of lyrics.
- Run your study, alternating music daily (including no-music one day) for at least three weeks and measuring performance on the target task or observation.

Write a 2 to 3 page paper describing what you did, what music you choose, the age group or grade of your students. Include a summary of what conclusions you can draw from the research. As usual, you may choose alternative ways of communicating your findings, if you prefer. Post your response in the online response box.

Assignment #8:

Complete one (1) of the following:

1) Hyper-sensitivity to sensations – sometimes called sensory integration dysfunction – is a modern condition that has become an almost fashionable diagnosis of young children. The emergence of this condition seems to coincide with what Richard Luov calls "Nature Deficit Disorder" (*Last Child in the Woods*, 2006) - a lack of interaction with the natural world in all its buzzing blooming confusion.

Find out more about hypersensitivity to sensations, from reading, interviews with pediatricians, parents or teachers. Determine how this condition might affect your inclusion of sense-based learning and if sense-based teaching might be therapeutic or problematic for affected kids.

Write a paper of 2 to 3 pages describing the research you conducted and the conclusions you reached. Post your response in the online response box.

OR

2) Sensory deprivation is a classic punishment, though it's also an experience stressed-out 21st century types pay good money to have. Find out more about sensory deprivation by reading, asking experts, and even experiencing it yourself.

Write a paper of 2 to 3 pages describing what you learned and what you can conclude about limiting sensory experience. Post your response in the online response box.

This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.

Continue to the next section for additional assignments required for University Quarter Credit

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

Assignment #9: (Required for 400 and 500 Level)

A wiki site has been created for our course at <http://sites.google.com/site/learningthroughsenses> . Log in as skillfulteacher@gmail.com with the password *bemoreskillful*. There you will find the slide presentation *Integrating Senses in Instruction*. Review this and notice how a simple, 15-minute picture book reading can become the basis for sensory exploration over many days. Every page of the book provides multiple possibilities for real-life interaction and sensory involvement.

Create your own unit or series of explorations based on a different picture book than the one presented in the slides. Then create a page of your own on the wiki site (label it with your name and year – “John Smith 2008”) and on your page post your work for the edification of everyone who takes this course. Note: this wiki is private and does not require a personal log-in. Therefore, you can use it with confidence. In the online response box, indicate the date and name of your page on the wiki site and the name of the picture book you used.

Assignment #10: For 400 Level – Complete Part A only For 500 Level – Complete Part A and Part B

Part A: (400 & 500 Level)

Implement your picture book unit with your own group of students or with another group of children with whom you can have repeat, ongoing interaction.

In a paper of about 4 pages describe what happened and how you might change things or add to your plans in the future. Include digital photos and examples of children’s work. (Be sure to keep the student’s identity anonymous by referring to them as “Student A” or “Student B”). Post your response in the online response box.

Part B: (500 Level only)

Interview at least six people, representing children (10 years old is a good target age), adults your own age, and adults your grandparents’ age (and if you can interview someone from your great-grandparents’ era, so much the better!). Ask them the kinds of things they remember liking most to do when they were young (again, about age 10 is a good target). Get as much detail as you can, so you can sort and categorize what you hear across a range from highly sensory to limitedly sensory. Analyze your data to determine if children of different generations have had different play experiences with differing amounts or types of sensory involvement.

In a paper of 3 to 5 pages describe your process, something about your subjects (no need to name names), your data, and your analysis. What can you conclude? Is there a difference in the sensory component of children’s day-to-day activities? Post your response in the online response box.

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

C. INTEGRATION PAPER

**Assignment #11: Integration Paper
(Required for 400 and 500 Level Credit)**

Complete the requirements for university quarter credit by submitting a final Integration paper (2-3 pages). A heading is required; please use the following format.

Your Name:	Date:
Course Name:	Course Number:
# of Credits:	Level: (400 or 500)
Advisor Name:	

Respond to each of the 5 questions below. (First list the question and then write your answer)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:

Be sure to mark the “All Assignments Completed” section in the online course environment as this will notify the instructor that you have completed the course.

Upon receiving notification of your completion of all course assignments, your instructor will provide written comments online.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Patricia Nan Anderson, Ed. D. is an Educational Psychologist specializing in human development and learning. She has extensive experience as a professor of Early Childhood Education and has taught educational foundations, human development, and research courses to graduate teacher education candidates at all certification levels, including special education. Dr. Anderson is a consultant on early development, working directly with parents and with social service agencies, as well as with teachers of children from birth to age eight.

EDUCATING CHILDREN'S SENSES: Waking up Young Minds
BIBLIOGRAPHY

Davis, B., Sumara, D. J. & Luce-Kapler, R. (2000). *Engaging minds: Learning and teaching in a complex world*. New York NY: Routledge ISBN 978-0805862874

What is the relationship between learning and interest and how can what we have to teach be interesting to kids raised in the complex modern world?

Duckworth, E. (2006). *The having of wonderful ideas: And other essays on teaching and learning*. New York NY: Teachers College Press. ISBN 978-0807747308

Inspiring essays by an inspiring master teacher and thinker, whose work is well-grounded in the theories of Jean Piaget.

Perkins, D. (1992). *Smart schools: Better thinking and learning for every child*. New York NY: The Free Press. ISBN 978-0028740188

What's a smart school? A school where using information results in understanding information. Perkins argues that if we would have effective education we have to get more authentic.

Sousa, D. A. (2006). *How the Brain Learns*. Thousand Oaks CA: Corwin Press. ISBN 978-1412936606
Everything you wanted to know – and more – about brain structures and learning.

Renninger, K. A., Hidi, S. & Krapp, A. (1992). *The Role of interest in Learning and Development*. New York NY: Lawrence Erlbaum. ISBN 978-0805807189.

This compilation of several studies from different authors examines the effect interestingness has on learning in a wide range of learning areas.