

SUNY Oswego
Course Outline for Project SMART 2014-15

- I. COURSE NUMBER AND CREDIT: EDU 525 - 3 SH
- II. COURSE TITLE: Attention and Intention: Empowering Learners
- III. COURSE DESCRIPTION: Participants will examine current research and experience practices of social and emotional learning, individual awareness, and self-regulated learning. They will explore being mindful, mindful teaching, and teaching mindfulness.
- IV. PREREQUISITES: Acceptance in Project SMART.
- V. JUSTIFICATION FOR COURSE: Recently NYS adopted the Common Core Learning Standards; school districts are in the process of aligning curriculum and assessments to these standards. For the past 2 years, Project SMART has focused on unwrapping the standards to develop curriculum and formative assessment strategies. In the third year of this grant cycle, Project SMART will support school-based teacher teams by providing ongoing, sustained, collaborative, and inquiry-oriented experiences for teachers and college faculty on how holistic, present-based practices can support teacher and student learning. Integrating research from neuroscience, eastern and western practices, and holistic curriculum, participants will develop a research project implementing some aspect of these practices in their classrooms/lives. Participants will include K-12 teachers from Oswego County schools, the Syracuse City schools, the Onondaga Nation School, Albany, Rochester, and other schools across the state - supported by higher education faculty.
- VI. COURSE OBJECTIVES: As a result of taking this course, participants will be able to:
 1. Experience mindfulness-based practices as learners and reflect on the impact of these practices on teaching and learning including cognitive, moral, social and emotional development. (AUTHENTIC LEARNING, REFLECTION)
 2. Review research and curriculum on mindfulness in education, metacognition, and self-regulated learning. (KNOWLEDGE)
 3. Develop strategies for engaging in mindfulness practices as teachers, and for engaging students in mindfulness practices. (AUTHENTIC LEARNING)
 4. Help K-12 students understand and formulate learning outcomes, expand metacognitive awareness, and use data to track their progress to become more self-regulated learners. (AUTHENTIC LEARNING, PRACTICE)
 5. Plan, implement, and assess instruction that incorporates mindfulness practices to support and scaffold student learning in all subject areas. (AUTHENTIC LEARNING, COLLABORATIVE, PRACTICE)
 6. Utilize classroom-based data collection strategies to inform decision making to improve teaching and learning for all students. (REFLECTION, SOCIAL JUSTICE)

- VII. COURSE OUTLINE: Teacher study group teams will:
1. Examine definitions of present-based, mindful, holistic teaching, and self-regulated learning.
 2. Examine research and practices focusing on present-based, mindful, holistic teaching, self-regulated learning, and impacts on cognitive, moral, social and emotional development.
 3. Experience and explore various present-based practices, including breath work, movement, attending, integration, and interconnection with others, and reflect on these experiences and their impacts.
 4. Develop language around body awareness, emotions and non-emotions, conflict resolution, including research and practices in neuroscience, cognitive psychology, and socio-linguistics (Vygotsky), and use in reflecting on one's own experiential learning.
 5. Formulate professional development goals and an action plan for implementation of present-based practices.
 5. Implement, reflect, and report using the team final report format.

VIII. METHODS OF INSTRUCTION: Readings, writings, present-based practices, reflection, and team discussions.

IX. COURSE REQUIREMENTS: Each student will work (individually, or) on a team to (1) review, reflect, and share the past year's professional development activities; (2) learn more about present-based practice, self-regulated learning and the Common Core Learning Standards to support student learning; and, (3) complete a personal action plan and team report on one's own and/or the group's practices.

X. MEANS OF EVALUATION: 33% action plan for infusing mindfulness education into practice; 33% teacher and student learning outcomes final report; and, 33% attendance and participation.

XI. RESOURCES: This course will place no additional demands upon the Department or the College. All costs for personnel and materials will be defrayed through a Project SMART TLQP grant to the Institute for Interdisciplinary Educational Studies at SUNY Oswego.

XI. FACULTY REQUIREMENTS: The course will be instructed by an interdisciplinary team of teacher educators, Project SMART teachers, and consultants involved in Project SMART.

XII. BIBLIOGRAPHY:

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