

Ancient Wisdom For Modern Times—Practical Knowledge For 21st Century Education

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Credit Hours: 3 graduate credits

Course Number: EDUU 9083

Dates and Times: TBA

COURSE DESCRIPTION:

This course will look at ancient teachings from both Eastern and Western traditions that have educational values at its core. We will look at the true definition of knowledge and learning and how to implement these teachings into the 21st century classroom. This course will cover strategies for studying and learning at profound levels, keeping students engaged and motivated to learn not just for the grade or test score, but also for the essentials that were once at the basis of all education and learning.

In so many ways with the advent of academic standardizations, many aspects of our educational systems have gone rote. Even though advances in technology have allowed our students a wealth of knowledge almost instantaneously through the Internet, how much of this knowledge is being appreciated, let alone deeply learned or utilized in our academic curriculum on levels that secure academic excellence and evolution? In third world and many developing countries, education is on the one hand so much more valued and yet on the other, still less accessible to all individuals. How do we bring the essential component of true knowledge and learning back into the classroom?

The format of this course will include the study of ancient philosophers, scientists, mathematicians, literature giants and other historical figures and philosophies of knowledge from Eastern and Western traditions. We will explore the strategies that hold the keys to learning, curiosity and contribution and maintain a place of respect in history. We will focus on techniques and materials that can be applied in any academic subject that fosters a positive, creative and practical outcome for academic excellence, success and contribution.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the participant will be able to:

1. Identify and understand ancient wisdom and its place in 21st Century education.
2. Explore specific strategies to incorporate various teachings and masters of knowledge into the academic curriculum to improve learning and academic as well as personal success.
3. Promote greater awareness of these teachings through researching a master from various times and cultures such as: Socrates, Plato, Einstein, Pythagoras, Stephen Hawkins and Krishnamurti among others.
4. Identify five new methods and lesson plans for incorporating these teachings and philosophies into the classroom and academic environment for greater success.
5. Take the knowledge available through technological advancement to the next level so that it can be practically and deeply applied to all aspects of learning in and outside of the classroom.

Course Readings and Materials:

- Netter, Françoise. *Movement For The Mind: Dance That Awakens Healing, Inspiration and Wisdom*. Boulder, CO.: Body/Mind Dynamics, 2010.
- Netter, Françoise. *Redress Your Stress* CD. Boulder, CO: Body/Mind Dynamics, 2006.

- Netter, Françoise, *The Magic of Movement CD*. Boulder, CO: Body/Mind Dynamics, 2008.
- Articles/blogs available on www.body/minddynamics.org

In addition, choose at least one other book/web article for your research from the following list or you may choose a book of your choice with instructor approval pertaining to the subject matter of this course. The documentary film: *Meetings With Remarkable Men* is also suggested:

- Krishnamurti, *Think On These Things*, Harper & Rowe, NY, 1970
- High Education-Meta Education. <http://www.laetusinpraesens.org/docs10s/metaduca.php>
- Susantha Goonatilake (*Toward a Global Science: mining civilizational knowledge*, 1999) (*Enhancing the Quality of Knowing through Integration of East-West Metaphors*, 2000).

Course Requirements:

In order to receive credit for the course, participants must attend and actively participate in all class sessions unless alternative arrangements are approved in advance. All written and other assignments need to be completed by the due date assigned by the instructor.

1. In class activities:
 - a. Attendance and Participation in all classroom activities
 - b. Keep a log of hours and assignments
2. Outside activities: Each student will complete the following:
 - a. Assigned readings
 - b. Work with the CD and other exercises to be given in class.
 - c. Complete all written work: Including a research paper on a philosopher/teacher/scientist/mathematician in history relating to your teaching subject such as: Socrates, Plato, Einstein, Pythagoras, Stephen Hawkins and Krishnamurti among others and its effects on education and the academic environment. Included in the final assignment will be five new lesson plans incorporating methods on how to integrate strategies that identify five new methods for incorporating these teachings and philosophies into the classroom and academic environment for greater success.
 - d. Take the knowledge available through technological advancement to the next level through these teachings and integrate the knowledge so that it can be practically and deeply applied to all aspects of learning in and outside of the classroom. Also the completed paper will allow educators to share their own experiences in the classroom with these ancient teachings and how it relates to 21st Century education. Length of paper must be a minimum of 5 pages plus the written assignment of 5 new lesson plans for a B grade. A longer more extensive paper will qualify for an A grade (8 pages plus).

Course Assignment Rubric: Assignment Rubric will be based on attendance and participation at all class meetings as well as the completion of all assignments and the demonstration of being able to apply theories and practicum learned.

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

Attendance	20%
Class Participation and Discussion	20%
Assignments Completed: (Research paper on Philosopher/Teacher/Scientist including how these teachings relate and can be utilized in the 21 st century classroom)	30%
5 Lesson Plans and Strategies	30%

Grade Scale:

100-90%	A
89-80%	B
79-70%	C
69-60%	D
Less than 60%	F

Grading Rubric for UMass global

	A (4)	B (3)	C (2)	D/F (1/0)
Focus: Purpose, And Presentation	Purpose and presentation of objectives and application of course are clear.	Shows awareness of purpose and presentation.	Shows limited awareness of purpose and presentation.	No awareness.
Main idea	Clearly presents ideas and objectives of course throughout the paper and assignments.	There are objectives and ideas supported throughout most of the paper and assignments.	Vague sense of a main idea, weakly supported throughout the paper and assignments.	No main idea or objective of course assignments.
Organization: Overall	Well-planned and well-thought out reflecting the objectives of the course.	Good overall organization reflecting the objectives of the course	There is a sense of organization.	No sense of organization
Content	Exceptionally well-presented. Ideas, observations and reflections are detailed, well-developed, supported with specific evidence, as well as examples, experiences and specific details.	Well-presented, Ideas, observations and reflections are detailed, developed and supported with evidence, examples, experiences and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, examples and experiences but usually of a generalized nature.	Content is not sound
Research (when applicable)	Sources are exceptionally well-integrated and they support claims articulated in the paper and assignments very effectively.	Sources are well integrated and support the paper's claims and assignments.	Sources support some claims made in the paper and assignments, but might not be integrated well within the paper's argument.	The paper does not use adequate research or if it does, the sources are not integrated well.
Lesson Plans	Lesson plans are clearly articulated to reflect the integrated knowledge of the course and the specific application to Educator's academic environment.	Lesson plans are articulated to reflect some of the integrated knowledge of the course and application to Educator's academic environment.	Lesson plans reflect a limited amount of the integrated knowledge of the course and application to Educator's academic environment.	Lesson plans are not clearly articulated to support the Educator's knowledge and application.

Grade Distribution and Scale:

Grade Distribution (please see above for details):

Attendance, Participation, Log (1a&b, 2a)	20%
Assignments Completed: (2c.) Research paper on Philosopher/Teacher/Scientist including how these teachings relate and can be utilized in the 21 st century classroom)	30%
5 Strategies and Lesson Plans	25%
Final Group Presentation (2d)	25%

Grade Scale:

100-90%	A
89-80%	B
79-70%	C
69-60%	D

CLASS SCHEDULE:

DAY ONE

1. Introduce the subject of ancient wisdom and its relevancy to 21st Century Education.
2. Identify research on master teachers and philosophers throughout history from both Eastern and Western traditions.
3. Introduce the creation and exploration of philosophies and techniques that can be readily used and integrated in the classroom.
4. Introduce exercises and action plans that can be utilized in a variety of classroom subjects and grade levels.
5. Introduce reading assignments and delineate in-class and written assignments including expectations for final presentation.
6. Include the article by Audrey Watters ([Sputnik, DARPA, Rosa Parks Moments: metaphors we reform education by](#), *The Huffington Post*, 12 February 2011): "I won't lie. I shudder when I hear President Obama talk about the challenges we face in education as a "Sputnik moment." ... And it's a matter of historical interpretation. These metaphors point to a specific moment in history when we faced challenges in education and innovation, And to echo George Lakoff and Mark Johnson, metaphors matter. The metaphors we use shape how we conceive of problems and by extension conceive of solutions. At this time of writing it is appropriate to note the coincidental themed issues of popular science magazines variously concerned with "boosting" intelligence (Linda S. Gottfredson, [Intelligence: Boosting brainpower](#), *New Scientist*, 4 July 2011; Douglas Fox, [The Limits of Intelligence](#), *Scientific American*, July 2011). Features of the quest for ultra-intelligence are summarized by Nigel Seel ([Ultra-Intelligence](#), *ScienceFiction.com*, 20 June 2011).

DAY TWO

1. Review of principles discussed on Day One and discussion of readings and homework assignment.
2. Share the homework assignment and specific application for various special need populations and grade levels.
3. Introduce new experiential exercises and techniques for incorporating some of these ancient based teachings that emphasize core learning and curiosity into the classroom.
4. Introduce specific techniques on how to use explicit teaching in conjunction with self-exploration as a methodology of applying these techniques in a variety of academic instances Assign readings, exercises on *both* CDs and a lesson plan that incorporates how to integrate these theories for specific grade levels and subjects.

5. All class discussion. Examine how these different philosophers/masters are relevant for 21st Century academia in engaging students and helping to improve core knowledge and learning. Our final goal in this class is to enhance a progressive, productive and profound academic environment.
6. Wrap up of class evaluation procedures, all turned in assignments, record keeping, and future in-service programs.

Course Process:

1. During the on-site meetings, the instructor will introduce the structure of the course through lecture, handouts, experiential exercises, discussions, small group activities and other materials.
2. Students will document their studies and non-contact hours by keeping a log of completed assignments including: reading assignments (from on-line research and reading list), practicing exercises given, working with CDs, and writing a research paper on a philosopher/teacher/scientist/mathematician in history relating to the educator's teaching subject such as: Socrates, Plato, Einstein, Pythagoras, Stephen Hawkins and Krishnamurti among others and its effects on education and the academic environment. Included in the final assignment will be five new lesson plans incorporating methods on how to integrate strategies that identify five new methods for incorporating these teachings and philosophies into the classroom and academic environment for greater success.
3. Students will examine how to take the knowledge available through technological advancement to the next level through these teachings and integrate the knowledge so that it can be practically and deeply applied to all aspects of learning in and outside of the classroom. Also, the completed paper will allow educators to share their own experiences in the classroom with these ancient teachings and how it relates to 21st Century Education. Projects completed by student are to be submitted via email.
4. The instructor will evaluate the completed work and give a grade upon receiving and reviewing log and completed materials.

Handout to be discussed in class:

7 Point Mind Training



1. Consider all phenomena to be dreams.
2. Be grateful to everyone.
3. Don't be swayed by outer circumstances.
4. Don't brood over the faults of others.
5. Explore the nature of unborn awareness.
6. At all times simply rely on a joyful mind.
7. Don't expect a standing ovation.

