

Movement For The Mind® For Educators: Integrating Right and Left Brain Learning

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| COURSE INSTRUCTOR: | Françoise E. Netter, MA |
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| CREDIT HOURS: | 3 graduate credits |
| COURSE NUMBER: | EDUU 9082 |
| DATES AND TIMES: | TBA |

COURSE DESCRIPTION:

This course will explore the principles of movement from a unique perspective. Educators will learn how “dance” and movement can be utilized not only as a physical activity, but also as a tool for right and left brain integration, creativity, problem solving and learning.

Through a format that includes lecture, research data and documentation, discussions, and experiential exercises, educators will learn how this creative kinesthetic approach can be utilized in early childhood education, with special needs students, and gifted learners. We will also examine the importance of addressing both sides of the brain in learning and how movement can be used as an integrative tool in any academic subject and level of education.

Educators will experience this unique movement program personally and learn how to adapt the technique professionally in their own academic environment.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, participants will be able to:

1. Examine the cognitive differences between right and left brain learning.
2. Describe the significance of how different learning styles can impact concentration, academic performance and success.
3. Use creative movement as an integrative tool in learning.
4. Create resources for special needs in the classroom.
5. Incorporate techniques that help provide a creative and physical (kinesthetic) paradigm for learning.

COURSE READING AND MATERIALS:

Required Reading and Materials:

- Netter, Françoise. *Movement For The Mind®: Dance That Awakens Healing, Inspiration and Wisdom*. Boulder, CO.: Body/Mind Dynamics Inc, 2013.
- Netter, Françoise. *The Magic of Movement CD*. Boulder, CO: Body/Mind Dynamics Inc, 2004.

Suggested Additional Bibliography:

- Capaccione, Lucia. *The Power of Your Other Hand*. North Hollywood, CA: Newcastle Publishing Company, Inc., 1988.
- Duncan, Irma. *The Technique of Isadora Duncan*. New York: Dance Horizons, 1970.
- H'Doubler, Margaret N. *Dance*. Madison: The University of Wisconsin Press, 1940.
- Levy, Fran J. *Dance Movement Therapy*. Reston, VA: American Alliance For Health, Physical Education, Recreation, and Dance, 1988.
- Mettler, Barbara. *Materials of Dance As A Creative Art Activity*. Arizona: MettlerStudios, 1960.
- Myss, Caroline. *Anatomy Of The Spirit*. New York: Crown Publishers, Inc., 1996.
- Ray, Michael & Myers, Rochelle. *Creativity in Business*. New York: Doubleday, 1986
- Todd, Mabel. *The Thinking Body*. New York: Dance Horizons, 1957.
- Winters, Shirley J. *Creative Rhythmic Movement*. Iowa: WM C Brown Company Publishers, 1975.

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. Assignments need to be completed by the due date assigned by the instructor.

1. In class activities:
 - a. Attend each class session and participate in class discussions, projects, movement sessions and other activities.
 - b. Keep a log of hours and assignments
2. Outside activities: Each student will complete the following:
 - a. Assigned readings in the book, *Movement For the Mind*.
 - b. Work with the CD and exercises
 - c. Complete all written work:
 - Written Paper on incorporating *Movement For The Mind* in the classroom, using application chapters in the book and application of principles learned incorporating movement in specific classroom and subject. . 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 (10 pages plus).
 - 5 personal lesson plans and strategies.

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:

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|------------------------------------|-----|
| Attendance | 20% |
| Class Participation and Discussion | 20% |
| Written Paper | 30% |
| 5 Lesson Plans and Strategies | 30% |

Grade Scale:

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|---------|---|
| 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. |

CLASS SCHEDULE :

DAY ONE:

1. Introduction to the basic principles of Movement For The Mind and its role in education.
2. 2 Introduction to the concept of right and left-brain learning and integrating those concepts in the classroom curriculum.
3. Experiential movement session that introduces Educators to the work and its role in the classroom.

4. Assign readings in Introduction and first two chapters in *Movement For The Mind* for next meeting.

DAY TWO

1. Review of principles discussed on Day One and discussion of readings and homework assignment.
2. Introduce themes that integrate movement in the curriculum and enhance the integration of right and left-brain learning. As well as use with specific populations.
3. Experiential exercise that utilizes theme discussed and academic integration.
4. Assign readings of Chapter 3, 4 and 5 (the importance and incorporation of creativity in the classroom) in *Movement For The Mind eBook*, exercises with *The Magic of Movement CD* and assign lesson plans incorporating learned strategies.
5. Continue discussion of applications of principles learned and integrated specifically to demonstrate how we can engage students, utilizing kinesthetic learning and movement and apply them to different subjects, levels and special needs.
6. Share contents of the class information, activities completed, and any other aspect of the class that were of importance personally and of value to their own classrooms.
7. Wrap up of class evaluation procedures, all turned in assignments, record keeping, and future in-service programs.

NON-CONTACT HOURS

1. Educators will read from assigned and recommended reading list. (10 hours)
2. Educators will research and write paper final paper answering the Questionnaire and sharing their own experiences in the classroom that support this evidence as well as techniques that can specifically be utilized for individual and group success. Papers should reflect how integrating stress management can positively impact education today and in the future. (6 hours)
3. Educators will do exercises specified in classes that are on the CD including movement exercises. (4 hours)
4. Educators will write 5 lesson plans designed for personal classroom use on the application of principles researched and learned in class—see above. (5 hours)
5. Educators will implement lesson plans in classroom and academic environment and document results. (5 hours)

COURSE PROCESS:

- During the on-site meetings, the instructor will introduce the structure of the course through lecture, handouts, experiential exercises and other materials.
- Students will document their studies by keeping a log of completed assignments including: reading assignments, practicing exercises given, working with CDs and writing a research paper on specific elements of *Movement For The Mind*, exercises with *The Magic of Movement* as it relates to focus, learning, integrating right and left brain knowledge 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. Also the completed paper will allow educators to share their own experiences in the classroom as it relates to the principles in *Movement For The Mind*.
- Educators will do exercises specified in classes. Projects completed by students are to be submitted via email.
- The instructor will evaluate the completed work and give a grade upon receiving and reviewing log and completed materials.

