

The ABCs of Motivation, Inspiration and Application in K-12 Education

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Credit Hours:	3 graduate credits
Course Number:	EDDU 9472
Dates and Times:	TBA
Credit Type Requested:	Letter Grade

COURSE DESCRIPTION:

This course will explore the keys to academic motivation and inspiration. Utilizing a combination of acronyms and language, we will first define the need for these qualities and then implement them utilizing a variety of intellectual and experiential techniques. Educators will be asked to personally uncover their own tools to creating motivation and inspiration and then apply these principles to their classroom. In a simple and powerfully effective format that includes lecture, inter-active discussion, small group work and experiential exercises including theater games, educators will discover and implement effective strategies that they can integrate into their lives and translate to their classrooms for effective and enjoyable classroom achievement.

STUDENT LEARNING OUTCOMES:

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

1. Identify, strategize and create awareness of the need for motivation and inspiration in the academic environment.
2. Assimilate and integrate these qualities as an integral part of the curriculum.
3. Reach both high and lower achieving students and help them actualize greater academic success.
4. Create specific strategies to apply in the classroom to increase both academic and personal achievement while stimulating the inspirational aspects of learning.
5. Decrease anxiety and acting-out behavior in students while improving test scores and other academic indicators.

COURSE READINGS AND MATERIALS:

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

Choose at least one other book of your chose for your research from the Following List or you may choose a book of your choice with Instructor approval pertaining to Motivation and Inspiration:

- Abt, LE and Rosner, S. Copley, Arthur. *Creativity In Education And Learning*.
- Byrne, Rhonda, *The Secret*.
- Covey, Steven R., *The 7 Habits of Highly effective People*, NY: Simon & Schuster, 1989.
- Craft, Anna, Jeffrey, Bob and Leibling, Mike. *Creativity In Education. Creative Experience*. NY: Grossman Publishers, 1970.
- Cameron, Julia. *The Artists Way*. NY: Jeremy P. Tarcher/Putman Books, 1992.
- Capaccione, Lucia. *The Creative Journal For Children*. Boston& London: Shambala, 1989.
- Davalos, Diane. *Activities To Expand Learning*. Denver, CO., 1984
- Diaz, Adrianna. *Freeing The Creative Spirit*. CA.: Harper San Francisco, 1992.
- Frankle, Viktor, *Man's Search For Meaning*.
- Fritz, Robert. *The Path Of Least Resistance*. NY: Ballantine Books, 1
- Gladwell, Malcolm, *The Outliers*, N.Y., Little, Brown and Company, 2008.

COURSE REQUIREMENTS:

In class activities including onsite and distance learning:

1. In class activities:
 - a. Attend each class session and participate in class discussions, projects, and 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 exercises to be given in class.
 - c. Complete all written work: 5 new lesson plans incorporating experiential exercises and materials learned in class and in readings. A paper that both describes why motivation and inspiration are essential to successful learning and the creation and application of the Acronyms and their meanings introduced in class. 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).
 - d. Share one lesson plan and integrated application with group. As a culminating project and applied understanding of principles learned.

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

Attendance	10%
Class Participation and discussion (including onsite & distance learning)	10%
Written paper	40%
5 Personal Lessons	25%
Presentation of Applied Principles	15%

Grade Scale:

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

EVALUATION PROCESS:

1. During the onsite (or online) meetings the instructor will introduce the content of the course through lecture, handouts, experiential exercises and other materials.
2. Students will follow through with 45 hours of contact and non-contact hours including assignments using the materials introduced in classroom as well as on-line research and reading list
3. They will document their studies by keeping a log of completed assignments including: reading assignments (from handout and reading list), practicing exercises given, working with CD, creating lesson plans utilizing materials learned in course, implementing and integrating lesson plans in the classroom, and writing a paper on the practical application of these materials in the academic environment.
4. Projects completed by student are to be submitted by email or mail by the end of the course sessions.
5. The instructor will evaluate the completed work and give a grade upon receiving and reviewing log and completed materials.