

Course number: PRDV.73526
Title: Mindfulness for Young Learners
Meeting Dates & Times: TBD
Credit: 1
Location: Online
Visiting Instructor: Katherine Kaczynski
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(Note: When contacting me by email, please state the course name in the subject area.)

Course Overview

Course Description:

This course is designed for educators and specialists. Through *Special Topics*, participants examine mindfulness, its history, its implications for learning, and how schools are using mindfulness to increase students' attention and concentration. Participants complete all readings (Read, Watch, Listen) prior to the online discussions, and complete a final project.

Course Objectives/Outcomes

Participants will:

1. Explain the connection of Mindfulness, to the Massachusetts Comprehensive Health Curriculum Framework - October 1999: Social and Emotional Health Strand
2. Define mindfulness
3. Explain the implications of Mindfulness on executive functioning
4. Name at least three different ways mindfulness looks in the K-12 classroom
5. Demonstrate Mindfulness in the classroom

Course Expectations:

- a) Online attendance is mandatory, posting several times throughout the week. Refer to the Discussion Board Rubric. In the event of an unplanned absence, it is the responsibility of the student, at the discretion of the instructor to complete all missed work. Note: Discussions cannot be made up.
- b) Participants will come to the Discussion Board, prepared for in depth discussions and ready to participate actively in the online discussion forum, throughout the four weeks including the final week.
- c) One grade will be deducted for any late assignments not cleared by the instructor.
- d) Assignments may be resubmitted with prior approval from the instructor.
- e) A final project is required and due on or before the last day of class, no exceptions.

Course Content/Outline:

Description: This course is heavily reliant upon Discussion Board posts. Each week begins on a Monday and has a Guiding Question (GQ) Assignment, which typically has several parts. Every student is expected to provide their own initial response to the GQ, and continue the discussion through subsequent posts to the group, utilizing the readings. (See the Discussion Board Rubric)

Week 1: Module 1 - Discovering Mindfulness

Week 2: Module 2 - *Mindfulness and Executive Functions*

Week 3: Module 3 - The Practice of Mindfulness

Week 4: Module 4 - Creating Mindful Classrooms

Week 1

Module 1 - Discovering Mindfulness

Description: We will explore Mindfulness through our readings and viewings. Refer to the assigned Guiding Questions before and as you read. We will provide resources that will enable to incorporate Mindfulness into your own classroom.

Explain Mindfulness. Examine its foundations found in the practices of the Brahmins, and Buddhists, and Modern Mindfulness.

Identify the science behind Mindfulness today.

Explain what neuroscience tells us about Mindfulness.

Identify the connection between Mindfulness and the Massachusetts Curriculum Frameworks.

Required Readings

Read

Pickert, K. (2014, February) The Art of Being Mindful, *Time*, 42-46.

Retrieved from

http://www.mindful.org/wp-content/uploads/Mindful_freemium.pdf

Read

Rock, D. (2009, October 11). The Neuroscience of Mindfulness. Retrieved from

<https://www.psychologytoday.com/blog/your-brain-work/200910/the-neuroscience-mindfulness>

Video runtime 5:17

Zinn, J. K. (2013, January 14). What is Mindfulness?

Retrieved from <https://www.youtube.com/watch?v=HmEo6RI4Wvs>

Read

Massachusetts Department of Education. (1999, October 1). Massachusetts Comprehensive Health Curriculum Framework Social and Emotional Health Strand. Retrieved from

<http://www.doe.mass.edu/frameworks/health/1999/social.html>

Read

pp 3-7 Zinn, J. K. (2013, April). Why Jon Zabat-Zinn Thinks Mindfulness Has a Big Future. no blueprint, just love (pp 3-7).

Retrieved from http://www.mindful.org/wp-content/uploads/Mindful_freemium.pdf

Week 2

Module 2 - Mindfulness and Executive Functions

Description: We will examine Mindfulness and its relationship to Executive Functioning, through our readings and viewings. Refer to the assigned Guiding Questions before and as you read. We will provide resources that will enable to incorporate Mindfulness into your own classroom.

Explain Executive Function? Identify the impact that the practice of Mindfulness can have on executive functioning. How has this impacted upon our thinking?
Identify the role of Executive Functioning upon learning, how can the practice of Mindfulness assist learners? And Teachers?

Required Readings

Video runtime 5:35

Center on the Developing Child at Harvard University. (2012, June 18). In Brief: Executive Function: Skills for Life and Learning. Retrieved from https://www.youtube.com/watch?v=efCq_vHUMqs

Read

Flook, L. and Smalley, S. L. (2009, September 03). Effects of Mindful Awareness Practices on Executive Functions in Elementary School Children. Retrieved from <http://mindfultyouth.org/assets/flook-et-al---effects-of-mindful-awareness-practices.pdf>

Read

Weare, K. (2012, April). Evidence for the Impact of Mindfulness On Children and Young People. Retrieved from <http://mindfulnessinschools.org/wp-content/uploads/2013/02/MiSP-Research-Summary-2012.pdf>

Video runtime 0:42

Love, K. (2015, February 23). Mindful Breathing Developing Executive Function. Retrieved from https://www.youtube.com/watch?v=s_K5LhHqIhA

Video runtime 5:13

Chambers, R. (2015, May 21). Introduction to Mindfulness Part 6: Mindfulness and executive functioning. Retrieved from <https://www.youtube.com/watch?v=4FjXhTIEtgl>

Week 3

Module 3 - The Practice of Mindfulness

Description: We will examine the practice of Mindfulness, through our readings and viewings. Refer to the assigned Guiding Questions before and as you read. We will provide resources that will enable to incorporate Mindfulness into your own classroom.

Explain the *practice* of Mindfulness.

Identify the effects of a Mindfulness-based education programs on learning through, well-being and social and emotional competence.

Explain why it is important to be cognizant of how we focus our attention.

Identify the ten-week process of *Still Quiet Place*, its purpose and outcomes.

Required Readings

Read

Schonert-Reichl, K. A. & Lawlor, M. S. (2010). The Effects of a Mindfulness-Based Education Program on Pre- and Early Adolescents' Well-Being and Social and Emotional. Retrieved from http://thehawnfoundation.org/wp-content/uploads/2012/12/KSR-MSL_Mindfulness_2010-copy.pdf

Read

Ryan, T. (2012, March). A Mindful Nation How a Simple Practice Can Help Us Reduce Stress, Improve Performance, and Recapture the American Spirit. Retrieved from http://www.innerresilience-tidescenter.org/documents/Mindful%20Nation_IRP_Excerpt.pdf

Not Required/Suggested

Love, K. (2015, May). Best Practices in Teaching Yoga and Mindfulness to Young Children (interview). Retrieved from <http://www.mindfulteachers.org/2015/05/best-practices-teaching-yoga-to-children.html>

Not Required/Suggested

Prof Hastings Blog. (2013, August). Mindfulness in the field of intellectual disability and autism: A bandwagon, or a considered development? Retrieved from <http://profhastings.blogspot.com/2013/08/mindfulness-in-field-of-intellectual.html?showComment=1437650999414#c3179569298082324817>

Video runtime 18:27

Siegel, D. (2012, May). Mindfulness and Neural Integration. Retrieved from <https://www.youtube.com/watch?v=LiyaSr5aeho>

Video runtime 1:24

Saltzman, A. (2015, July 19). Still Quiet Place: Mindfulness for Young Children. Retrieved from https://www.youtube.com/playlist?list=PLUSRfoOcUe4b0ZoH2W2KDUjinalkoyg_C

Video runtime 2:26

McDevitt, S. (2015, July). Mindful K12 – Mindfulness in the Classroom. Retrieved from <https://www.youtube.com/watch?v=8XvkStI7Rdc>

Video runtime 7:24

Krischner, S. L. (April, 2013). Mindfulness in Action. Retrieved from <https://www.youtube.com/watch?v=7HzphdyShbl>

Week 4

Module 4 - Creating Mindful Classrooms

Note: Final Project – Due on or before the last day of class

Description: We will explore how to integrate mindfulness into the classroom. Together we will explore through our readings and viewings, what a mindfulness classroom, school or district looks like. Refer to the assigned Guiding Questions before and as you read. We will provide resources that will enable to incorporate Mindfulness into your own classroom.

Explain how what have you learned about mindfulness and executive functioning impacted your thinking?

Explain what the practice of Mindfulness looks like in the classroom.

Identify how the practice of Mindfulness in the daily classroom assist students and staff?

Identify ways that Mindfulness could be implemented in your classroom, school, or school district.

Required Readings

Video runtime 17:04

Greenland, S. K. (2012, May 2). Teaching the ABCs of Attention, Balance and Compassion. Retrieved from https://www.youtube.com/watch?feature=player_embedded&v=LpMvTTlr2p4

Video runtime 19:21

Burnett, R. (2013, February 14). Mindfulness in Schools. Retrieved from https://www.youtube.com/watch?v=6mlk6xD_xAQ

Video runtime 7:59

Jensen, F. (2013, January 26). Calmer Choice. Retrieved from <https://www.youtube.com/watch?v=gwg4Vx39wUU>

Video runtime 66:21

Froud, K. (2015, April 20). The Implementation and Research on a School-wide Mindfulness Program in a Bronx School. Retrieved from <https://www.youtube.com/watch?v=rszwqVNsUic>

Video runtime 1:03:29

McKenna, C. (2015, April 20). Mindful Schools: Mindfulness, Neurobiology & Children. Retrieved from <https://www.youtube.com/watch?v=nhcsPVLaeXU>

Read

Tlalka, S. (2015, September). Five Things that Need to Happen to Bring Mindfulness into Schools: Patricia Jennings outlines the challenges.

Retrieved from

<http://www.mindful.org/five-things-that-need-to-happen-to-bring-mindfulness-into-education>

Discussion Board Rubric for Asynchronous Discussion Participation

A Quality of Postings Indicator

Asynchronous discussion enhances learning as participants share their ideas, perspectives, and experiences with the class. Participants develop and refine their thoughts through the writing process, plus broaden their classmates' understanding of the course content. Each weekly discussion is organized around the Guiding Questions, which participants must respond to.

Post your thoughts and provide supporting evidence using the readings, viewings, and audios (RVA). DO NOT just give the facts. Posts MUST reflect how the RVAs have impacted upon your thinking and the work that you do.

Participants will use the following feedback to improve the quality of their discussion contributions.

Grading Discussion Board Posts

Discussion postings that meet all criteria for a grade level will receive the highest points possible at that level. Postings that meet mixed levels of criteria will receive a score within the point range of the appropriate levels.

Participation in discussion activities can only be measured by the date on the discussion posting. For example, participating 3 times during the week is measured by postings on 3 different days; there may actually be 5-6 postings, but participation only occurred 3 times during the week.

Discussion Board Rubric

There are five criteria, the Initial Post, Additional Posts, Details in Each Post, The Quality of Information in Response to Other's Posts, and The Frequency of Weekly Discussion Posts. The highest amount of points that can be earned in one week, for a score of excellent, is a score of 20 points.

First Criteria

First criteria, the Initial Post, responds to the Guiding Question or GQ. This is your response to the question following the completion of readings. The initial post fully addresses the Guiding Question or questions. The post demonstrates a proficient understanding, and the score would be 4 points.

An Initial Post that addresses the topic Guiding Question or GQ and shows above average understanding scores 3 points.

An Initial Post that addresses the topic Guiding Question or GQ and shows adequate understanding receives an adequate score of 2 points.

An Initial Post that addresses the topic Guiding Question or GQ and shows Posts not tied to the topic, or no post at all and is found unacceptable and scores 1 to 0 points.

Second Criteria

Second criteria, additional posts, addresses the need for posts following the Initial Post. Additional posts occur throughout the weekly discussions: Additional postings focus on your response to other's while you are reading, and or following the completion of weekly readings or videos. The additional posts build on other's posts and comment analytically. The additional posts quote directly from other's posts, and the score would be 4 points.

Additional posts, which follows the Initial Post, builds on others posts and comments analytically, yet does not directly quote from other's post, scores 3 points.

Additional posts, which follows the Initial Post, respond to others posts, yet lacks depth and without quoting directly or indirectly from other's post, scores 2 points.

Additional posts, which follows the Initial Post, yet lacks depth and without quoting directly or indirectly from other's post, and comments may not relevant to the discussion, and is found unacceptable and scores 1 to 0 points.

Third Criteria

Third criteria focus on details in each post and addresses the requirement for highly detailed and correct posts. Posts throughout the week would possess three or more quotes from readings, podcasts or videos to support your statements and the score would be 4 points.

Posts throughout the week are detailed and correct. Quotes taken from readings or videos are utilized to support statement at least one to two times and scores 3 points.

Posts throughout the week are somewhat detailed and correct. Quote are not utilized from readings or videos to support statements yet refers to readings and scores 2 points.

Posts throughout the week respond to others with few details or facts. No quotes or references from readings or videos are used to support statements and is found unacceptable and scores 1 to 0 points.

Fourth Criteria

Fourth criteria refer to the quality of information in response to others posts. The posts a responsible for referring to what others have written and provides details from information gathered within the course and encouraged new ideas, and the score would be 4 points.

Posts refer to what others have written, provides some details from information gathered within the course and scores 3 points.

Posts refer only to what others have written, does not provide information gathered within the course and scores 2 points.

Posts do not refer to what others have posted and are found unacceptable and score 1 to 0 points.

Fifth criteria

Fifth criteria refer to the frequency of weekly discussion posts. To have a dynamic class, each participant is encouraged to share their voice, opinions, and reactions to the content and how the new content has impacted upon their thinking and classroom practices. Posts are essential and are equal to class participation. Being present often ensures that your voice is heard. Posting at least 7-8 times throughout the week is essential, and the score would be 4 points.

Posts at least 5-7 times throughout the week and shows good effort, scores 3 points.

Posts at least 3-4 times throughout the week and shows acceptable effort, scores 2 points.

Posts 0-2 times and shows unacceptable effort, scores 1 to 0 points.

Note: All Discussion Board rubric points are evaluated on a 4-3-2-1-0 basis. The highest score for each Discussion (4) would be 20 points or a total of 80 points.

Participants will review readings/viewings, by analyzing the content for information, what is interesting, and what is new, and what is considered the pros and cons of the information. Participants should justify their analysis, providing their own opinions, not just quote information. However, your opinion must be backed up by quoting from the readings/viewings.

What to Consider when posting:

- Guiding Questions (GQ)
- Initial posting
- Refer to at least two specific points, from the article or reading.
- Conveying new information
- Contrasting earlier information learned in the course of new information (after week1).
- Convey information from the read, watch, listen information gathering, to personal experiences.
- Consider the importance of the final post to the Discussion board
- Discussion at a *critical level is not just facts from information gathering, but rather provides supporting evidence (see below).
- Discussion at a critical level means discussing, for example, the following:
 - Opinion of the facts gathered or facts mentioned by others in the discussion group
 - Why the opinion is held
 - What is wrong with the fact/s mentioned
 - Are the points, facts, opinions, consistent and or inconsistent with the material presented so far

- What are the implications for the future, consistencies, and or inconsistencies within the readings or videos?

Note: Participants will review readings/viewings, by analyzing the content for information, what is interesting, and what is new, and what is considered the pros and cons of the information. Participants should justify their analysis, providing their own opinions, not just quote information. However, your opinion must be backed up by quoting from the readings/viewings.

Final Project – Due on or before the last day of class

Participants are required to create a Final Project. The Final Project should address how the course content has influenced their thinking. The Final Project can be a tool to be used by you for professional purposes, a presentation or an activity. It should be short, for example, no more than 20 slides, concise, and cite from course content. DO NOT provide an overview of the course content.

*Format choices:

- 1.PowerPoint (Visual & Audio) might be useful if the intent is to share the information.
- 2.A Prezi (instead of a PowerPoint)
- 3.A Podcast may be useful to create a report, much like a newscast **
- 4.Writing a 10-page double-spaced APA style paper. One page of the paper may include a Wordle.
- 5.Or any other application that you choose to create your Final Project.

**Note: If a participant chooses to create a Podcast, a summary of the podcast and sources cited, using APA style guidelines is required.

Rubric for the Final Project

Five criteria for the final project are as follows: Question, Information, Quotes and Encourages new ideas.

First criteria, the question

If the question directly relates to the course topics and the work that you do, this question earns a score of 4 points.

If the question is somewhat related to the course topics, and the work that you do, this question earns a score of 3 points.

If the question indirectly relates to the course topics, and the work that you do, this question earns a score of 2 points.

If the question does not directly relate to the course topics, and or the work that you do, this question earns a score of 1 to 0 points.

Second criteria, the information

If the information is highly detailed and correct, you earn a score of 4 points.

If the information is somewhat detailed and correct, you earn a score of 3 points.

If the information has some detail and somewhat correct you earn a score of 2 points.

If the information lacks detail, and or is not correct, you earn a score of 1 to 0 points.

Third criteria, how analytical is it

If the information is analytical and demonstrates a proficient understanding, you earn a score of 4 points.

If the Information is analytical and demonstrates above average understanding, you earn a score of 3 points.

If the Information is analytical and demonstrates an acceptable level of understanding, you earn a score of 2 points.

If the Information is not analytical and or demonstrates a poor understanding, you earn a score of 1 to 0 points.

Fourth criteria, using quotes

If 4 quotes or more are used to support statements/assertions you earn a score of 4 points.

If 3 quotes or more are used to support statements/assertions you earn a score of 3 points.

If 2 quotes or more are used to support statements/assertions you earn a score of 2 points.

If quotes are not used, or 1 quotes are used to support statements/assertions you earn a score of 1-0 points.

Fifth criteria, encouraging new ideas or new thinking

If the final project responds to the final project question and responds to misconception, new ideas or new thinking you earn a score of 4 points.

If the final project responds to the final project question and responds somewhat to misconception, new ideas or new thinking you earn a score of 3 points.

If the final project responds the final project question and responds to misconception yet does little to encourage new ideas or new thinking you earn a score of 2 points.

If the final project does or does not respond to the final project question, and does or does not responds to misconception, or new ideas or new thinking you earn a score of 1 to 0 points.

College Policy Regarding Academic Honesty

Integrity is essential to academic life. Consequently, students who enroll at Framingham State College agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Refer to *FSU Graduate Catalog, Student Conduct section, page 7* at: <http://www.framingham.edu/graduate-and-continuing-education/documents/grad-catalog-0910.pdf>.

Research

Additional supporting information can be researched at the Framingham State University Online Library. Just logon to you FSU My Campus account and go to the tab that says Library.

Academic Accommodations Policy

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are

necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the website at: <https://www.framingham.edu/academics/center-for-academic-success-and-advising/> or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or lbridges@framingham.edu.

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Note: Syllabus is subject to change with notice. Check Blackboard regularly for updates.