New York Center for Teacher Development, Inc.

In affiliation with The University of Massachusetts Global (Extended Education)

Course Syllabus

Course:	**EDZU 9101 Teaching the Visual-Spatial Learner**
Credit Hours:	3.0 credits / 45 hours
Instructor:	Danielle Tauriello

Course Description

Have you ever had a bright student who you couldn't seem to reach? Often times, educators may suspect a learning disability or think that the student is disengaged, when in fact there may be a disconnect in how that student learns versus how they are being taught. Research found that one-third of students in schools investigated are visual-spatial learners (VSLs) or holistic, picture thinkers. Traditional classroom teaching benefits auditory-sequential learners by implementing linear, detailed, step-by-step explanations. VSLs don't respond well to prepackaged information or passive learning. VSLs can be difficult to teach but their potential is enormous. These students have the ability to become our future engineers, graphic artists, movie directors, mechanics, architects, and designers. This course is designed for teachers of all grades and disciplines who want to learn more about visual-spatial learners (VSLs), recognize their talents and abilities, provide support in their subject, and explore techniques for effectively teaching VSLs while simultaneously providing support for sequential learners. Attention to VSL needs can help restore balance to the classroom.

Course Goals

To Know

1. the two major ways of learning; auditory-sequential and visual-spatial.
2. the characteristics of visual-spatial learners (VSLs) as well as auditory-sequential learners (ASLs)
3. that visualization is a powerful tool for all students, all subjects, and all grade levels

To Understand

1. the differences in ASLs and VSLs
2. the strengths and weaknesses of VSLs
3. the strengths and weaknesses of ASLs
4. tactics that effectively reach VSLs while supporting ASLs
5. how playing visualization games can increase memory, improve focus, and enhance learning in the subject areas

and To Be Able To

1. identify a VSL in their classroom.
2. compose lessons that differentiate instruction for VSLs
3. restore balance back to their classrooms by accommodating both VSLs and ASLs

Course Outline

Unit 1: Introduction

- How do we define brilliance?
- Learning Styles Differentiation: Auditory-Sequential and Visual-Spatial
- What does the data say?
    - Silverman's Theory for Visual-Spatial vs. Auditory-Sequential Learners

Unit 2: Understanding and Spotting the Visual-Spatial and Auditory-Sequential Learners

- Spatial Strengths and Gifts
- Spatial Descriptions
- Comparing and Contrasting ASLs to VSLs
- Are boys more visual-spatial than boys?
- The VSL Quiz for Kids

UNIT 3: Creating a Visual-Spatial Classroom

- Learning New Material
- Organizational Skills
- Staying Focused
- The Dreaded Timed Test

UNIT 4: GRAD STUDENT OPTIONS

- For an "A"- Pamphlet/Poster Guide to VSLs
- For a "B"- VSL Lesson Plan and a Course Reflection

Method of Instruction

Teachers enrolled in this course will analyze a variety of primary and secondary sources such as scholarly articles, excerpts from the books *Upside-Down Brilliance*, *Visual-Spatial Learners*, and *Picture It!*, video conferences, and links to reputable websites. Through their analysis, teachers will learn how to recognize and support VSLs and ASLs in their classroom. This course will help teachers reflect on their current teaching practices and inpsire them to modify their lessons to reach both VSLs and ASLs. Teachers will also interact through discussion forums to share their opinions, experiences, and insights with their class members as well as the instructor. All assignments, directions and resources are available online at the course Moodle site.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Method of Assessment

In-service Students: Satisfactorily participate in all forum discussions and complete all project submissions.

Professional Development Grad Students - for a "B": Satisfactorily participate in all forum discussions, complete all project submissions, as well as a "Pamphlet/Poster Guide to VSLs".

Professional Development Grad Students - for an "A": Satisfactorily participate in all forum discussions, complete all project submissions, as well as a "VSL Lesson Plan" and a "Course Reflection".

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.

Time Validation

Assignment	Hours
Forum 1- How do you think today's student learns best? How do you differentiate in your classroom? How do you define brilliance? Post and reply to two other posts.	2.0
Assignment 1- Looking at the Data (Excerpt from the Book *Visual-Spatial Learners*)	2.0
Assignment 2- *Upside Down Brilliance* Video Conference Part 1 with Linda Silverman	3.0
Forum 2- Reaction to Video – Post and reply to two others.	2.0
Assignment 3- Internet Research on Spatial Strengths	5.0
Assignment 4- Descriptions of VSLs (Excerpt from *Visual Spatial Learners*)	3.0
Assignment 5- Comparing VSLs and ASLs (Creating a Presentation)	5.0
Forum 3- Summarizing VSLs and ASLs (Post and reply to two other posts.)	2.0
Assignment 6- Are boys more visual-spatial than girls? What does the data say? (Excerpt from the Book *Visual-Spatial Learners*	1.5
Forum 4- Take the VSL quiz. How did you do? Share your results. Do you think your learning style reflects in your teaching style? Explain. (Post and reply to two other posts.)	2.0
Assignment 7- Video- Student Analysis- 3 part series	3.0
Assignment 8- Out of Synch in a Competitive World Video by Linda Silverman	3.0
Forum 5- Are we missing the mark? What can we do? Video to watch. (Post and reply to two other posts.)	3.0

Assignment 9- Establishing Goals to Create a VSL Classroom	5.0
Forum 6- *Upside Down Brilliance* Video Conference Part 2 with Linda Silverman Response (Post and reply to two other posts.)	4.0