

## **Form 3b: New Course Thoughts**

**Complete the following form and upload to the Dropbox. Use this form if you are proposing a new course.**

Description: What will this course be about? Where/how will it be taught?

The course will be about emotional healing within an academic curriculum according to principles of brain-based learning. It will be taught online and F2F, depending on the student's circumstances, in the school I am creating for emotional healing, called The Home School ([RuthVirginia.wix.com/TheHomeSchool](http://RuthVirginia.wix.com/TheHomeSchool)). Another essential part of the school will be the online and face-to-face communities of healing that students will collaboratively form, with facilitation, during school. These communities will be available to students on a lifelong basis, as long as The Home School is in existence.

Learners: Who are the learners? What do you know about them that might make a difference in what you design? (Think about age, prior knowledge, familiarity with technology)

The learners are children and adults who are engaged in a program of emotional healing. They have most likely undergone intense trauma and are self-aware and self-reflective in their healing process already. The programs they are involved with may be formal or informal and will be accepted on a case-by-case basis by The Home School. If students live at the school their classes will be blended; if they live elsewhere they will be online. Students will all have access to a computer and the Internet; if they are too young to write they will be taught in a regular F2F classroom at the school. Guidance will be available to people who need help with the tech aspect, including accessing a computer and Internet.

Things that you want to accentuate in your course. This can be related to what or how you teach, how students respond, or about the technology. What do you want to see happen in this course?

I wish to see our students become self-actualized healers of their own, on their own terms. For that purpose we will be accentuating self-expression, creativity, and social safety under the rubric of brain-based learning. As a learning theory, brain-based learning encompasses all methods of learning that work for each student; therefore it is essentially a learner-centered, experiential and project-based curriculum. I wish to see our students blossom and flower as they understand how to access their own creativity and belongingness through collaborative online healing communities and the magic of self-directed and online learning, as indicated by the SAMR and Bloom's taxonomies.

Problems that you'd like to avoid in your course. Based on past experience, what would you predict will drag you down? It could be technology, disinterested students, lack of discussion, etc.

The most likely challenges I foresee will be shepherding the students through the pain they will be re-experiencing as a natural part of their healing journey as they heal and access their learning capabilities. Therefore they will be in an approved (by The Home School) program before they enter. They will already have their support team in place, or they will be at the school itself using its support services of licensed psychologists, psychiatrists, physical instructors, and naturopaths, as well as proven spiritual, religious, and other kinds of healing professionals.

The curriculum itself will be full of healing opportunities under the umbrella of an academic curriculum emphasizing emotional healing, using Bloom's Affective Domain taxonomy as well as the healing that occurs naturally as students access their creativity through self-expression.

What might be the most problematic aspect of this course as you teach it?

As above; making sure that each student has a supportive network surrounding them. The online students will also have access to healing professionals at the school but their distance from the school necessitates their having support at home or wherever they are, whatever program they are in.

Students will be triggered by their coursework; these triggers are an active part of an accepted and expected pattern of healing that the students have already been facing, uncovering, and attending to in their home programs. The process of healing is often painful and our students will already know and accept this part of the healing process in advance. The embedded emotional triggers in the work will be an accepted part of the curriculum from the outset. The self-expression, collaboration, community-building, creativity, and healing victory that results from facing these triggers is the process of emotional healing.

The most time consuming aspect of this course as you teach it will be:

Addressing with students their feelings that are triggered as a result of expressing their feelings in this course. However, the triggers are unavoidable and in fact necessary to accessing the hidden feelings necessary to emotional healing. This system of learning is very time-consuming but so is emotional healing. There are few places in this world where people can go without stigma to consciously and purposefully heal. I know from experience that a brain-based, student-centered learning curriculum surrounded by plenty of support is conducive to emotional healing. My wish is to offer a safe place where students can learn and study and heal at the same time.