



School of
Education and Psychology
Laying the Foundation of Professional Excellence

EDUC-566-A Seminar: Trends & Issues in Education (3.00)

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Summer, 2021

Class meeting online:

Location: Online

Academic Support

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Online Coach - Frantz Philossaint

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eClass Help Desk: Help with eClass, Student Clickers, Panopto, or Turnitin.

Email eclasshelp@southern.edu or call 423.236.2086

Information Technology Workstation Support: Desktop Computer Support.

Go to IT Workstation Support Desk in Wright Hall, or call 423.236.2712

McKee Research & Writing Center: Help with writing or research assignments for any class.

The Center offers free one-to-one, individualized tutorial sessions for undergraduate and graduate students. Writing tutors are trained to respond to writing assignments from across the curriculum and help writers with brainstorming, paragraph development, organization, grammar, citation, the conventions of academic writing, English as a Second Language, and issues of clarity and style. Students can access McKee Library's writing center by visiting them online at www.southern.edu/writingcenter. Schedule an appointment at www.southern.mywconline.com or by calling 423.236.2788

I. COURSE DESCRIPTION

A. Catalog Course Description

This course examines the broad range of data emerging from neuroscience and cognitive science in relation to learning.

An overview of brain anatomy and physiology is included in this course; however, the major focus is on how cognitive science and neuroscience inform teaching and learning. Prerequisite coursework in brain anatomy is **not** required.

This course emphasizes both theoretical considerations and transfer of theory to practice. It presents learning as a natural cycle that capitalizes on the strengths of four major learning preferences. These have been identified by researchers from many fields: Carl Jung and Kurt Lewin in psychology, John Dewey in education, James Zull in Biology, David Kolb in management and organizational psychology, Bernice McCarthy in Learning Theory, and David Merrill in sales and personnel training.

This course includes descriptions of the nature of the changing teacher role from Motivator to Instructor to Coach to Evaluator as learners move through the learning cycle.

Participants are expected to respond often in small group sessions. Assignments may require computer use, including online searches. Peer collaboration is encouraged for most assignments. Group work is recommended when possible. Participants will plan a final project that applies knowledge acquired from this course study. Electronic transmission or CD format is preferred. If submitted electronically, it is the responsibility of the student to make sure this transmission is successful.

In alignment with University academic expectations for graduate coursework rigor, masters-level students must be able to think, research, and perform within the parameters of the course description and objectives *and* with a high degree of creativity, innovativeness, and intellectual maturity. This course stretches the typical educator because the content is often new to its takers. Teacher education has only now begun to include an emphasis on brain science and learning. The instructor is sensitive to the need for adjusting to learners' prior knowledge bases, but it is

imperative that students maintain a high degree of positive determination in meeting the challenges of this coursework.

General Goals

- To develop an awareness of cognitive science as it relates to teaching and learning.
- To increase ability to evaluate neuroscience findings in relation to educational practice.
- To acquire additional knowledge that reinforces and promotes best practices in education.
- To encourage holistic perspectives on the mind, brain, and education.

Instructional Modalities

reading Lectures accompanied by power point, group discussions and assignments, self-analysis, assignments, and hands-on application of classroom instruction.

B. Textbooks

Learning, *K – 12 Learning Design: Using 4MAT to Transform Instruction.* Wauconda, IL: About Inc., 2016

Teaching Around the 4MAT Cycle. Wauconda, IL: About Learning, Inc., 2006

4MAT Quadrant HandBook. Wauconda, IL: About Learning, Inc., 2007

Mastering Learning Design (Unit Design Kit). Wauconda, IL: About Learning, Inc.

Teaching Style Instruments: *Learning Type Measure (LTM), Hemispheric Mode Indicator (HMI), Inventory (TSI).*

Supplemental Readings: *See Bibliography Handout*

C. Student Learning Objectives

As a result of this study, the course participant will acquire knowledge and guidelines to aid in critiquing and informing educational practice. In doing so, the participant will:

- A. Become acquainted with education-related brain research that may or may not legitimately suggest reasons to alter or substantiate traditional classroom practice.
- B. Acquire an introductory knowledge of brain anatomy and physiology.
- C. Develop a vocabulary for relating to new concepts in cognitive science.
- D. Acquire new perspective on mental, physical, emotional, spiritual, and social aspects of learning.
- E. Review learning theory and related cognitive science.
- F. Examine the cognitive value of technology use for instruction and classroom exploration.

- G. Acquire introductory knowledge of technology use for determining states of emotion and resilience in the context of heart-brain coherence.
- H. Develop skills in using an instructional model that calls for accountability in balancing extrinsic motivation with intrinsic motivation as a means for promoting student learning potential.
- I. Consider the role of health practices in regard to brain function and learning.
- J. Examine the importance of individualizing instruction.

II. COURSE REQUIREMENTS

A. Course Expectations

1. *Regular and On-time Attendance and Participation in Class Activities and Discussions.* Students are expected to be present for **all** sessions. This is an intensive course. Absence for any portion may result in a grade of "No Credit."
2. *Participation.* Your participation in this class is crucial. Participants learn from each other. Come to class prepared for involvement in discussions and activities.
3. *Class Preparation Time.* Because SAU upholds high standards of academic performance, to earn 2 or 3 units of graduate-level master's credit within a two-week period, students should plan to invest heavily in their study time during this abbreviated session.
4. *Presentations in Class.* Participants should expect to present in class on individualized assignments.
5. *Project.* All participants will produce a project for holistically implementing knowledge learned during **EDUC 566:**
 - Submit three complete "wheels" of an original Natural Cycle of Learning unit plan, in the complete format provided in the course materials.
 - Concept statement, pieces of 8 presented "on the wheel" as well as in detailed, linear form with objective, activity, and evaluation for each step of the cycle.
 - A variety of assessment strategies, both standard and performance based.
 - Indication of where this cycle fits in the scope and sequence of their unit (in other words, the concept(s) of the preceding and succeeding cycles must be identified)
6. Read one book from the class bibliography.
 - Write a response to the book you read. Include how this book will influence your instruction and/or environment in the classroom.
7. Students will submit a summary reaction paper detailing what they learned from the course, their personal insights, and actions they will take as a result of this new or affirmed learning. This reaction paper must include not only insights from in class experiences (lectures, discussion, group activities/projects) but also must incorporate learning from assigned reading.
8. All of the above **MUST** be original work, created and completed by the individual

requesting credit. Unit plans created by learning partners will not be acceptable, although students are encouraged to share ideas, "coach" and refine each other's work.

C. Grading scale

Grades awarded will be "A," "B," "C," "I," or "F." It is expected that ALL student work will reflect high standards and a high degree of effort on the part of the learner.

Grades will be computed from the weighted scores and letter grades will be assigned as follows:

100 - 94% = A	76 - 74% = C
93 - 90% = A-	73 - 70% = C-
89 - 87% = B+	69 - 67% = D+
86 - 84% = B	66 - 64% = D
83 - 80% = B-	63 - 60% = D-
79 - 77% = C+	≤59% = F

D. All completed work must be submitted by July 12, 2019.

III. Additional Information

1. Disability Statement. During short summer sessions, in keeping with university policy, any student with a disability who needs academic accommodations should contact Disability Support Services at 423-236-2574 or Lynn Wood Hall, room 137, to arrange a confidential appointment with the Disability Services Coordinator (DSC) before or during the first three days of classes. (Students who request accommodations after the first week of class might not complete the process in time to receive accommodations for that session.) Legally, no retroactive accommodations can be provided. For more details, visit the Disability Support Services website at www.southern.edu/disabilitysupport.

Accommodations for disabilities are available only as recommended by Disability Support Services. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their professors in relation to particular course requirements.

2. Course Evaluation. Near the end of the summer session, you will need to evaluate this course. Southern Adventist University requires all students enrolled in courses, on campus or online, which enroll more than 5 students, to complete course evaluations as part of the ongoing process of improving course delivery and academic standards.

You may access this evaluation at <http://access.southern.edu>. Log in using your SAU e-mail name and password, and then select *course evaluation*. All comments and evaluations are completely anonymous and the results of these course evaluations are made available to professors only after grades are submitted to the records office.

4. Academic Honesty Policy. Morally and spiritually, Southern Adventist University is dedicated to scholastic integrity. Consequently, both students and faculty are required to maintain high, ethical Christian levels of honesty.

Student Responsibilities:

1. Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise students might innocently misrepresent others' material as their own.
2. Students unfamiliar with procedures for citing sources should confer with their teachers.
3. Students are to assume that all course work is "no collaboration" unless stated otherwise by the teacher.

(The section above is taken from page 47 of the 2008-2009 Catalog. See page 46-47 for a complete description of responsibilities and procedures)

5. SAU encourages students to utilize the services available at http://www.turnitin.com/research_site/e_home.html. The university has contracted with this agency to support students and professors as we seek to maintain a culture of open inquiry and honest scholarship at Southern.

Personal Note to My Students

Commonly, education students who approach the study of *the brain and learning* do so with a high level of apprehension. Typically, they have had little or no background in neuroscience. This course is designed with sensitivity to this reality.

The instructor is focused on making this information learner friendly.

It is my philosophy that teachers should view themselves as coaches. If I am just your teacher, I can put the material out there and if you get it, great. If you do not get it, it's your problem. But, if I am your coach, I have a vested interest in your success! My promise to you — as long as you are trying, I will do everything in my coaching power to see that you are a success!

The goal is for you to complete this course with eagerness to continue learning about the brain and education. This is an exciting new frontier that is gaining increased emphasis in teacher education. Welcome to this course as we explore new horizons in the teaching profession.

-- Gene Brewer

IV. TENTATIVE COURSE SCHEDULE
Summer - Wednesdays, 4:00 PM - 5:00 PM
Location: Online

Date	Day	Objective(s) for the session	Assignment(s)
WEEK	ONE	Concept is Diversity Style Preferences and The Natural Cycle	<i>Teaching Around the 4MAT Cycle</i> Chapters 1 and 2
June 1	Tue	Course Introduction – PowerPoint (Live online) Overview of the Cycle and Caveat The LTM Logos exercise	CB pages 14, 15. After taking the LTM, do CB page 17 in Learner Type groups. CB page 20 in Learner Type groups.
June 2	Wed	Lecture – Style and Cycle (Live online) Painful Learning Strategies Exercise – PowerPoint follow-up	CB pages 24 – 28.
June 3	Thu	Reflections on Style and the Cycle	Do CB page 29, 32, 33
June 4	Fri	4MAT & The Four Little Pigs Discuss CB pages 29, 32, 33 Celebration of Diversity	
		REMINDER: Read two books from the class bibliography. Due at end of course.	Write a response to the books you read. Include how they will influence your instruction and/or environment in the classroom.
WEEK	TWO	The Concept is The Working Brain Neuroscience and The Natural Cycle	<i>Teaching Around the 4MAT Cycle</i> Chapters 3 and 4
June 7	Mon	How Is Your Brain Like A Chocolate Chip Cookie? – PowerPoint Hemispheric Mode Indicator Complete Learning Profile – Course Book pages 38 - 43	Finish CB pages 38 – 43 any parts not completed with class online.

June 8	Tue	Movie Image Exercise – online in groups How the Brain Learns – Brain Learning System Lecture (CB pages 44,45) PowerPoint (Live online)	CB pages 46 – 51.
June 9	Wed	Optimal Skill Exercise – Course Book pages 52, 53 Umbrella Exercise, Content and Concept Exercise – CB pages 54, 55 Concept Lecture – PowerPoint (Live online)	
June 10	Thu	Return to your Instruction Concept Finding Worksheet (CB page 14) and complete CB pages 56, 57.	
June 11	Fri	Reflections on Conventionalizing – Course Book pages 58 – 61.	
WEEK	THREE	The Concept is Designing for Connections The 4MAT Model	
June 14	Mon		
June 15	Tue		
June 16	Wed		
June 17	Thu		
June 18	Fri		
WEEK	FOUR	The Concept is Moving Through the Cycle 4MAT and The Natural Cycle	
June 21	Mon		
June 22	Tue		
June 23	Wed		
June 24	Thu		
June 25	Fri		
WEEK	FIVE	The Concept is Voice Assessment and The Natural Cycle	
June 28	Mon		
June 29	Tue		

June 30	Wed		
July 1	Thu		
July 2	Fri		
WEEK	SIX		
July 5	Mon		
July 6	Tue		
July 7	Wed		
July 8	Thu		
July 9	Fri		