



# EDUC-566 Seminar: Trends & Issues in Education

<b>Course Syllabus for Summer 2023</b>	<b>1</b>
<b>Professor</b>	<b>1</b>
<b>Course Information</b>	<b>2</b>
Course Description	2
Textbooks	3
Supplemental Materials	3
Technology Requirements	4
Biblical Foundation of the Course	4
Learning Outcomes	4
<b>Course Expectations</b>	<b>5</b>
<b>Course Policies</b>	<b>5</b>
Assessment Plan	5
<b>Grade Weights</b>	<b>6</b>
Disabilities and Accommodations	6
Academic Honesty	6
Course Evaluation	7
Sabbath Policy	7
<b>Tentative Course Schedule/Calendar</b>	<b>7</b>
Add/Drop Policy	11
Disclaimer	11

## Course Syllabus for Summer 2023

3.00 Credit Hours: Seminar: Trends & Issues in Education

## Professor

W. Eugene Brewer, EdD

Email: [drgenebrewer@gmail.com](mailto:drgenebrewer@gmail.com)

Phone: 770.480.7500 (call/text between 9:00am and 9:00pm only, please)

Class Meetings: May 30 - Jul 21, 2023

**Online Meeting Room:** Class meetings are held on Academic Support

### Online Campus Director (Dr. Martin)

Email [gusmartin@southern.edu](mailto:gusmartin@southern.edu) or call 423.236.2083

### SOC Academic Advisor/Support

Email at [online@southern.edu](mailto:online@southern.edu) or call 423.236.2087

### Embedded Librarian (Jessica Spears)

Email [jspears@southern.edu](mailto:jspears@southern.edu) or call 423.236.2000

### Dr. Fordham, Director of Writing Center, McKee Library

Email [sfordham@southern.edu](mailto:sfordham@southern.edu) or call 423.236.2384

### Online Coach - Frantz Philossaint

Email at [frantzphilossaint@southern.edu](mailto:frantzphilossaint@southern.edu) or call 678.632.4178

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

Email [eclasshelp@southern.edu](mailto: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](http://www.southern.edu/writingcenter). Schedule an appointment at [www.southern.mywconline.com](http://www.southern.mywconline.com) or by calling 423.236.2788

## Course Information

### 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.

## **Textbooks**

McCarthy, Bernice, McCarthy, Dennis. *Teaching Around the 4MAT Cycle*. Thousand Oaks, CA: Corwin Press, 2006. ISBN: 978-1-4129-2530-3 (pbk.)

## **Supplemental Materials**

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

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

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

Instruments: *Learning Type Measure (LTM)*, *Hemispheric Mode Indicator (HMI)*, *Teaching Style Inventory (TSI)*. These instruments will be administered online.

## Technology Requirements

You must have a **webcam** and a **headset with a microphone**. Such a headset can be found on [Amazon](#) or in your local stores. Many laptops have a built-in webcam, but if yours does not, you must purchase an external one or have access to one for all live sessions. Live sessions will be used in most online courses, so if you take courses with Southern again, you'll need to use a webcam and headset again.

During one or more live sessions, you may be asked by your professor to turn on your webcam. You should be prepared to do so, by having both a webcam and a headset with microphone, and having tried them out to be sure everything is working properly before the scheduled live session. Alternatively, your professor may ask to schedule a brief video conference with individual students, during which the same expectations would hold true.

## Biblical Foundation of the Course

In the book *Education* on page 41, E.G. White says that God has a method of teaching and that this method is directly linked to the way He designed the brain. She is saying that true education is brain compatible. Imagine that! Brain compatible in philosophy in the nineteenth century! God inspired? I think so. And if God is particular enough to have a method designed to be compatible with how the brain works, shouldn't we be careful to study, understand, and use that design in teaching our classes?

## Learning Outcomes

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 a 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.

## Course Expectations

1. *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). This is optional, but recommended.
2. Read two books from the class bibliography.
  - Write a response to the books you read. Include how they will influence your instruction and/or environment in the classroom.
3. 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.
4. 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.
5. There will be Zoom meetings each week on Tuesdays and Thursdays from 9am - 11:30am.

## Course Policies

## Assessment Plan

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

## Grade Weights

Unit Plans	50%
Book Reports	30%
Reaction Paper	10%
Assignments	10%
<b>Total</b>	<b>100</b>

## Disabilities and Accommodations

In keeping with the University's policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge, (*i.e. physical, learning, psychological, ADHD or other type*), you are strongly encouraged to contact Disability Support Services (DSS) at 423-236-2544 or stop by Lynn Wood Hall, Room 1082. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website at [www.southern.edu/disabilitysupport](http://www.southern.edu/disabilitysupport).

## Academic Honesty

SAU is committed to honesty in all things, including academics. Always give credit to any sources you use in your work. Presenting someone else's work as your own is dishonest, and will have consequences ranging from a zero on the assignment to a failing grade or even expulsion.

See [https://www.southern.edu/administration/academic-administration/docs/academic\\_honesty.pdf](https://www.southern.edu/administration/academic-administration/docs/academic_honesty.pdf) for the procedures followed in dealing with infractions in this arena.

## Course Evaluation

Southern requires all students enrolled in courses, on campus or online, to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. As an online student, you are encouraged to fill out the course evaluation. A few minutes of your time and your honest feedback will assist your professor in shaping the course for future semesters and will provide academic administration additional information regarding the professor's qualification when his or her professional portfolio is reviewed. **The faculty welcome your feedback and would like to strongly encourage you to add your own comments, both telling them how you were positively impacted and if you have any suggestions for improvement.**

You may access the course evaluation at <http://myaccess.southern.edu/apps/courseevaluation>.

1. Log in using your Southern username and password.
2. Choose the professor and class you wish to evaluate from the list you see.

If you have problems with, or questions regarding this online course evaluation, please contact Pilar Anderson at [pilaranderson@southern.edu](mailto:pilaranderson@southern.edu).

All comments and evaluations are completely anonymous and the results are made available to the professor only after grades are submitted to the Records Office.

Thank you very much for taking the time to do this.

## Sabbath Policy

Southern Adventist University, including Online Campus, share the belief in honoring the seventh-day Sabbath as a day of rest, worship, and freedom from academic pursuits. The Sabbath, as it is celebrated on the SAU campus, begins at sundown on Friday and ends at sundown on Saturday each week. Southern's Online Campus respects the personal beliefs of each student enrolled in online courses, and the freedom to make personal choices about when and how to worship. Please know, however, that your faculty honor the Sabbath and will not be responding to student emails and concerns during this time.

# Tentative Course Schedule/Calendar

## IV. TENTATIVE COURSE SCHEDULE EDUC 566 - Summer 2023. May 30 – July 21.

Zoom Days, Tuesdays, and Thursdays 9:00am – 11:30am.

Date:	Week:	Objective(s) for the session:	Assignment(s):
May 30 –June 2	One	<p>The Concept is Diversity</p> <p>Unity in Diversity</p> <p>Style Preferences and The Natural Cycle</p> <p>Concept is Diversity. Participants will improve their understanding of learning styles by experiencing their own preferences and the preferences of others. Experience their understanding of the perceiving and processing dimensions of the natural cycle of learning. Enhance their appreciation of the richness of diversity in all learning. Expand their ability to create instructional strategies that incorporate the needs of diverse learners. Enhance their appreciation of the richness of diversity in all learning.</p>	<p><i>Teaching Around the 4MAT Cycle</i></p> <p>Chapters 1 and 2</p> <p>K-12 Learning Design (CourseBook)</p> <p>Pages 9 – 33</p> <p>Go to the Discussion Section in this E-Course, find discussion for Unity in Diversity. Connect this concept to the five different preferences of learners listed on CB page 15.</p>



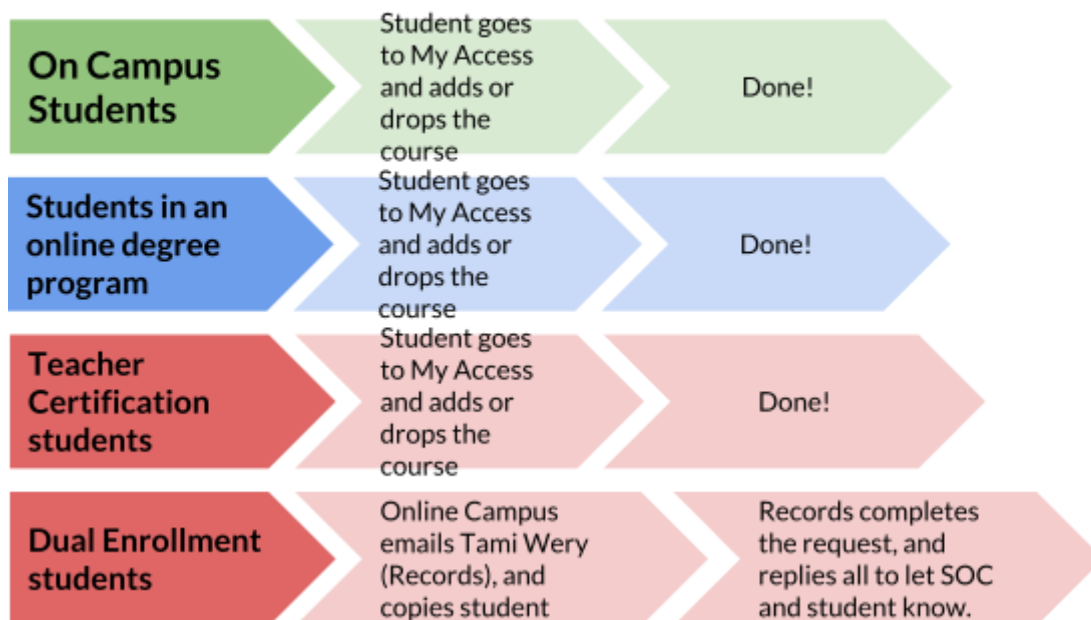
<b>June 5-9</b>	<b>Two</b>	<b>Concept is the Working Brain. Participants will experience more fully the research on brain processing preferences. Improve understanding of how the brain learns. Become more familiar with the connection between style and brain processing. Gain more practice in creating brain compatible instructional strategies with a special emphasis on balancing both language and image techniques. Enhance their understanding of what it means to conceptualize their content to its essence. Become more skilled in using the “umbrella” process to conceptualize content.</b>	<i>Teaching Around the 4MAT Cycle</i>  Chapters 3 and 4  K-12 Learning Design (CourseBook)  Pages 37 – 61
<b>June 12-16</b>	<b>Three</b>	<b>Concept is Designing For Connections. Participants will experience their own mental models and discuss the implications of challenging and stretching the neuronal networks that determine these models. Learn the principal elements of the 4MAT framework for instruction. Be able to use the Umbrella Process to conceptualize their instructional units. Expand their ability to create a cohesive 4MAT instructional design. Recognize how the 4MAT Model helps develop and guide intuitive learners.</b>	<i>Teaching Around the 4MAT Cycle</i>  Chapters 5 and 6  K-12 Learning Design (CourseBook)  Pages 65 - 87

<b>June 19-23</b>	<b>Four</b>	<b>Concept is Movement Through the Natural Cycle. Participants will enhance their experience of the two ends of the processing continuum. Improve understanding of the four points of the Natural Cycle. Improve their skill in creating outcomes that encompasses all four quadrants. Become more skilled at using the umbrella process to conceptualize their units. Create a significant Essential Question for their unit. Improve their ability to create a major unit.</b>	<b><i>Teaching Around the 4MAT Cycle</i></b>  <b>Chapters 7 and Epilogue</b>  <b>K-12 Learning Design (CourseBook)</b>  <b>Pages 91 - 115</b>
<b>June 26-30</b>	<b>Five</b>	<b>Welcome to 4MATIONweb</b> <b><a href="http://4mationweb.com/4mationweb">http://4mationweb.com/4mationweb</a></b>  <b>Participants will become familiar with technology to assist them in creating exemplary units of instruction.</b>	<b>4MAT Unit Plan Recipe</b>
<b>July 3-7</b>	<b>Six</b>	<b>Concept is Voice. Participants will enhance their understanding of the meaning and purpose of assessment. Clarify assessment terminology. Understand the goals, teaching activities and assessment criteria for each 4MAT quadrant. Become more skilled at creating <i>On the Way</i> and <i>At the Gate</i> assessments. Improve their ability to create a balanced assessment package. Develop a scoring system for that assessment package.</b>	<b>K-12 Learning Design (CourseBook)</b>  <b>Pages 119 – 160</b>

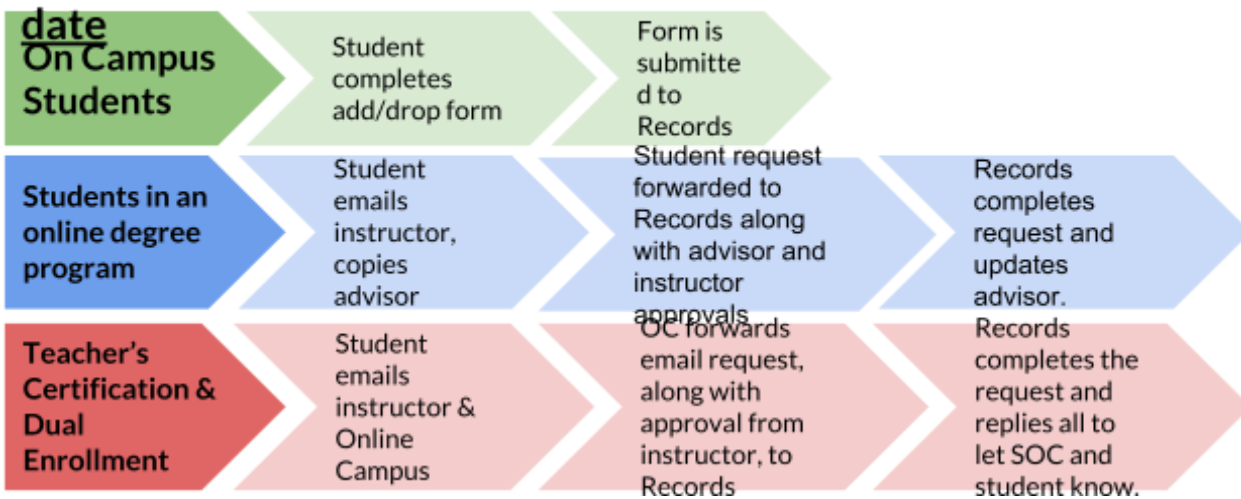
July 10-14	Seven	Concept is Voice. Participants will enhance their understanding of the meaning and purpose of assessment. Assessment Continued.	Assessment Continued. Continue to work on projects.
July 17-21	Eight	Rainbow Your Plan.  All work to be completed and submitted, July 21, 2023.	“If you do not change your assessment, nothing changes!”  --Dr. Bernice McCarthy

## Add/Drop Policy

### Requests to add/drop BEFORE the add/drop date



## Requests to add/drop AFTER the add/drop date



### **Disclaimer**

This course syllabus and attached schedule is subject to change at short notice. The professor will endeavor to keep the changes minimal and communicate changes within the course site on eClass, but change may be necessary during the semester. Kindly be alert to announcements (either via eClass or via email) that may modify the syllabus or schedule.