

Mission Statement:

Regent University serves as a center of Christian thought and action to provide excellent education through a Biblical perspective and global context equipping Christian leaders to change the world.

SECTION 1: COURSE OVERVIEW

Regent University
School of Education
EDLD 525

TEACHING HOW TO LEARN: DEVELOPING COGNITIVE COMPETENCIES LEVEL III

Instructor: TBA by National Institute for Learning Development (NILD)
Location: N/A
Office hours: N/A
Phone: (757) 423-8646
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Communications Policy

The best method to contact NILD is via email.

Course Description

This course will help participants expand their ability to incorporate cognitive function development within the National Institute for Learning Development (NILD) Educational Therapy™ techniques, effectively implement mediated learning experiences, and develop language competencies in students. Candidates will continue to explore the usage of psychological and educational assessments that reveal patterns of cognitive strengths and weaknesses. Candidates will gain a comprehensive understanding of NILD's Level I and II techniques. This course combines four weeks of online coursework with one week of classroom instruction. Prerequisites: EDU 515 & 520.

Relationship of course to Regent's Mission

Mission: Regent University serves as a center of Christian thought and action to provide excellent education through a Biblical perspective and global context equipping Christian leaders to change the world.

NILD's **Teaching How to Learn: Developing Cognitive Competencies Level III** supports Regent's Mission.

**Theme Scripture: Romans
12:2**

"Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is – His good, pleasing and perfect will." (NASB)

SECTION 2: COURSE REQUIREMENTS

COURSE LEARNING OUTCOMES

This course will build upon prior knowledge and equip the educational therapist to more effectively implement NILD techniques. Specifically, upon successful completion of this course, the educational therapist will be able to:

1. Evaluate the five core techniques according to the tenets of Cognitive Functions.
2. Demonstrate competency in the NILD Educational Therapy techniques while providing student-specific intervention for learning deficits.
3. Implement language competencies for student development of reading comprehension and written expression.
4. Incorporate cognitive function in conjunction with NILD Educational Therapy™ techniques.
5. Determine student cognitive functions and dysfunctions through diagnostic and prescriptive competency data.
6. Refine questioning skills to stimulate oral language.
7. Scaffold the skills of pacing, transition, and application of mediated learning to build competence and confidence for student learning.
8. Articulate the theoretical constructs that underlie NILD Educational Therapy™.

Course Procedures

Attendance and Participation – Full participation in all activities and assignments is expected including: attendance at all residency week classes.

Online coursework (four weeks prior to residency):

- Order course materials (see below) in advance of online course.
- Select a student with whom to practice techniques as they are learned.
- Have a chalkboard available for practice sessions (can be portable or tripod).
- Practice techniques and complete reading assignments as assigned.
- Complete reaction papers that require a personal response to the information read.
- Contribute to online discussions weekly.

Residency (classroom) coursework (Monday-Thursday, 8:00am-5:00pm; Friday 8am-noon))

- Work with a partner practicing and refining NILD Educational Therapy techniques.
- Complete evening assignments.
- Complete the final course assignment.

Assignments: Pay close and timely attention to reading assignments and other assigned work posted in the syllabus and Blackboard. You are responsible for preparing assigned readings and to complete tests, projects, and other assignments by midnight on the day designated by your instructor for online session and by the day listed for the residency week. Out of fairness to all, late assignments are penalized as described below under “**Late Assignments.**”

Course Completion/Incompletes: All courses require extensive engagement (with other students, the instructor, and with the course materials) as well as timely completion of assignments. Assignments are due weekly for the online portion and daily for residency portion. Thus, keeping up with the schedule is essential to your success. Some work is difficult or even impossible to make up (such as discussion with others), so you must plan your schedule carefully. Be sure you can complete this course in the scheduled period. Grades of “Incomplete” will be granted only for true emergency situations, not for poor planning. The policy for grades of “Incomplete” can be found in the School of Graduate Studies *Catalog*, found online.

Blackboard: Students are expected to check the Announcements section of Blackboard each week beginning one week before the start of the course. Students must keep their email address current in Blackboard; they are expected to check their Regent email daily to ensure timely receipt of messages from the professor.

Training Requirements for NILD Professionally Certified Educational Therapist™ (PCET) --- NILD Level I training is the first step toward NILD certification. All educational therapists are expected to continue their training at a Level II course within three years. After successful completion of Level II, educational therapists are also expected to continue to Level III within three years of having taken Level II. Those trained in the NILD model will be considered educational therapist interns until reaching full certification status. Interns may apply for certification following successful completion of Level III.

NILD Membership/Licensure – Your course tuition includes a one-year NILD membership and license. Upon successful completion of the course you will automatically become an NILD member and licensed as an NILD Educational Therapist™ to use the NILD materials and methodology for the ensuing year. Other membership benefits include: 10% discount on all materials purchased from NILD, discounts on NILD Conferences and workshops, free subscription to NILD’s “e-conference” email discussion group, a listing on NILD’s Find-a-Therapist website, and access to many additional benefits on the “members only” page on our website. To remain active as an NILD Educational Therapist, your NILD membership and license will need to be renewed annually.

Graduate Credit – NILD has arranged with Regent University an opportunity for course participants to apply to Regent University’s Master’s of Education Program and obtain graduate credits per course upon successful completion of each of the NILD Level I (2 credits), II (3 credits), and III (3 credits) courses. The graduate credit application must be completed with Regent University prior to beginning the NILD coursework. For more information, go to <http://www.regent.edu/acad/schedu/masters---idp---ed---therapy/>. *In addition, participants seeking graduate credit must complete the additional requirements for selected assignments. Details are included with each assignment and are specifically designated as the graduate credit requirements.*

Required and Supplemental Resources

A. Students are responsible for acquiring the following books and materials. **The required books and material need to be obtained before the course begins.** Suppliers are listed for each resource:

- ***Speech to Print: Language Essentials for Teachers***, 2nd Edition (2010). Louisa Cook Moats, Ed.D. Paul H. Brookes Publishing Company. ISBN: 978-1-59857-050-2. Available at www.amazon.com.
- ***Educational Therapy in Action: Behind and Beyond the Office Door***, 1st Edition (2011). Dorothy Fink Ungerleider. ISBN: 978-0-415-88885-1. Available at www.amazon.com.
- ***Mediated Learning, Teaching, Tasks, and Tools to Unlock Cognitive Potential***, 2nd Edition (2008). Mentis & Dunn-Bernstein. Corwin Press. ISBN: 978-1-4129-5070-1 Available at www.amazon.com.
- ***Wordly Wise 3000 Student Book 6***, 3rd Edition. Item# 7606 available at <http://eps.schoolspecialty.com>.
- ***Analogies 1***. Arthur Liebman. Item# 2225-W1 available at: <http://eps.schoolspecialty.com>.
- ***Analogies 2***. Arthur Liebman. Item# 2227-W1 available at: <http://eps.schoolspecialty.com>.
- ***Rules of the Game 2***. Item # 2239-W1 available at: <http://eps.schoolspecialty.com>.
- ***Rules of the Game 2 Answer Key***. Item # 2240-W1 available at: <http://eps.schoolspecialty.com>.

B. **Available from NILD:** The following course materials may be purchased as a package at a discounted price (see Course Application) or items may be individually purchased through NILD's E-store at <http://estore.nild.org>.

The Level III Course Materials Package includes:

- *Teaching How to Learn in a What to Learn Culture* by Dr. Kathleen Hopkins
- *Sounds of Meaning*
- A complete set of 4 Mediating Math Student Workbooks (*Supplements to Mediating Math*): *Number Patterns; Calculation & Estimations; Fractions, Decimals, & Percents; Measurement*
- *Exercises and Problems in Arithmetic* (red cover)
- Tangram Cards

C. **Course Manual:** You will be printing the course manual one portion at a time as you proceed through the four weeks of online coursework. By the end of the four weeks you will have printed the entire course manual. It is very important that you keep your manual organized in a convenient binder. We recommend a 1.5" three-ring binder to contain the pages of your course manual, notes, and other relevant documents. **Your course manual will become a vital resource for you, and you must bring it to residency.** Additional materials (e.g., PowerPoint files, quizzes, media, and the like) may be found on Blackboard. Students are responsible for the information and materials distributed through Blackboard, and, for on-campus students, in class.

D. **Materials to bring to residency:** Some of the materials listed above are only used during the online portion of the course. Following are the materials that must be brought with you to the residency portion of the course. You will be using these materials when you practice therapy techniques with other participants and for your therapy demonstration:

- **Course Manual**
- ***Mediated Learning, Teaching, Tasks, and Tools to Unlock Cognitive Potential***, 2nd Edition (2008).
- ***Wordly Wise 3000 Student Book 6***, 3rd Edition.
- ***Analogies 1***.
- ***Analogies 2***.
- ***Rules of the Game 2***
- *The Blue Book Method: An Associate Key Word Approach*
- *Phonic Spelling Workbook*

- Chalkholder & chalk
- *Listen Carefully*
- Teaching Tiles
- Bloom's Taxonomy Flip Chart
- *Sounds of Reading*
- *Sounds of Meaning*
- Square Puzzles (cards)
- Design Tiles (cards)
- Design Tile puzzle pieces (plastic)
- Pythagoras puzzle pieces (wooden)
- Pythagoras pages and Tangram Pages
- *Mediating Math*
- A complete set of 4 Mediating Math Student Workbooks (*Supplements to Mediating Math*): *Number Patterns; Calculation & Estimations; Fractions, Decimals, & Percents; Measurement Exercises & Problems in Arithmetic* (red cover)

Method of Evaluating Student Performance

The final grade for the course will reflect mastery of course content as well as the quality of thought expressed in the following assignment categories:

- Distance Assignments – 35%
- Theoretical Constructs (research project) – 15%
- Class Participation – 10%
- Technique Proficiency – 40%

Distance assignments: There are five papers, three additional assignments, and four Knowledge Surveys. The "Class Participation" grade consists of Discussion Board participation and residency participation. Grades are determined using a scale of 0 – 100 for each assignment. The instructor will record participant's grades in the Blackboard grade center. Individual assignment scores are automatically weighted according to the percentages reflected on the course syllabus to determine a participant's final grade. Participants may view their grades in Blackboard at any time during the course. (Please note: grades are required to be inputted into the Blackboard grade center for all participants regardless of whether they are seeking graduate credit or not. Grades for the Knowledge Surveys are automatically entered by Blackboard and the course instructor manually enters in Blackboard grades for all other assignments.)

Distance Assignments – 35%

- Hopkins paper (week 1) – 6% (100 points) **(5% for graduate credit)**
- Moats Morpheme Paper (week 3) – 5% (100 points) **(4% for graduate credit)**
- Math Reflection paper (week 4) --- 5% (100 points) **(4% for graduate credit)**
- ***GRADUATE CREDIT: Annotated Bibliography* (3% graduate credit)**
- ***GRADUATE CREDIT (only): Action Research Paper* (3% graduate credit)**
- Info Processing pages (week 1) – 5% (100 points) **(4% for graduate credit)**
- Linking Cognitive Functions to Assessment Response (week 2) – 5% (100 points) **(4% for graduate credit)**
- Theoretical Constructs Research Draft (Week 3) – 5% (100 points) **(4% for graduate credit)**
- Weekly Knowledge Surveys (4 total, 1% each) --- (100 points each) –Combined 4%

Theoretical Constructs Research Project (100 points) – 15%

Technique proficiency (100 points) – 40%

Class Participation – 10% (Discussion Board participation 100 points / 5%; Residency participation 100 points / 5%)

Grading Scale

Grade	Percentage Score Range	Quality Points	Rationale & Meaning of Grade
A	97---100%	4.00	Superior work in all areas as indicated in the professor's written expectations. Exemplary performance, participation, creativity, and writing.
A-	93---96%	3.67	Excellent work overall, but may be lacking in relation to some aspect of the professor's expectations. Excellent content in writing assignments.
B+	89---92%	3.33	Good work in most areas, minor deficiency in relation to the professor's expectations regarding content, standard writing style, or procedures. Good content, but lacking in some areas.
B	85---88%	3.00	Good work in most areas, minor deficiency in relation to the professor's expectations regarding content, standard writing style, or procedures. Attention to detail may have significantly improved the project.
B-	81---84%	2.67	Fair work in most areas: serious disregard of assignment specifications or standard writing and style procedures. Attention to written instructions may have significantly improved the project.
C+	77---80%	2.33	Passing work but in serious need of improvement in many areas, especially in regard to form, content and professor's expectations.
C	73---76%	2.00	Passing work, but in serious need of improvement in many areas, especially in regard to form, content, and assignment specifications; below professional quality standards.
F	<73%	0	Failing; minimal conformity to professor's expectations; not master's quality work; requires repeat of the course and meeting with the professor and advisor.

SECTION 3: POLICIES & PROCEDURES

This section covers policies related to academic integrity, accommodations, and University policies and procedures.

Christian Foundations of Academic Integrity

Biblical. Regent University affirms the Biblical commandment of “Thou shalt not steal” (Exodus 20:15). In the context of academic integrity, this must be understood in the larger framework of “Love thy

neighbor as thyself" (Matthew 22:39) as well as "Render therefore unto Caesar what are Caesar's; and unto God what are God's" (Matthew 22:21). Paul writes from this framework of love and respect when he says, "Pay to all what is owed them: taxes to whom taxes are owed, revenue to whom revenue is owed, respect to whom respect is owed, honor to whom honor is owed" (Romans 13:7). Each of these passages conveys the social obligation to respect the dignity of both the personhood and the property of those in society. Paul thus prescribes the Biblical standard of honest, hard work as a key to respecting each other's personhood and property. In his letter to the Ephesians, Paul even provides counsel to those who have committed theft, stating, "Let him labor, doing honest work with his own hands, so that he may have something to share with anyone in need" (4:28). As such, the God of the Bible mandates a higher life than the world requires, a life in which Christians participate in the love and dignity God holds for himself as Father, Son, and Spirit. Indeed, even as Christ honors and acknowledges the will of his Father and the works of his Spirit, so should Christians honor and acknowledge the wills and works of those that provide opportunities to edify their minds and hearts with the knowledge and wisdom of sound scholarship. In doing so, Christians follow the Biblical precept of integrity that is founded on love and respect and enables them to learn both from one another and those outside the faith.

Philosophical. Regent University also affirms the necessity of recognizing the classical virtues when deriving a foundation for academic integrity, particularly the virtue of diligence. The virtues dictate that researchers should consider morality first. In other words, one's sense of expediency must always follow from that which is right, not from that which is convenient. Cicero comments that, in order to act morally, individuals must act in a manner that prevents themselves from being placed in a position where they must choose between convenience and morality, or, stated differently, into a position where they "consider one thing to be right but not expedient, and another to be expedient but not right" (102). The virtues, therefore, require diligence in order to act morally upright – diligence to plan ahead, diligence to rationally consider the context of the moral situation, and diligence to act Biblically not just ethically. For that which is ethical to the world is never necessarily moral before Christ. (Cicero, Marcus Tullius. *On Moral Obligations*. Trans. John Higginbotham. London: Faber and Faber LTD, 1967. Print.)

Legal. Finally, Regent University affirms the necessity of equipping students for the reality of functioning within a society bound by laws, including copyright laws. Paul speaks clearly about a Christian's responsibility to abide by the laws of the land. He concludes that authority is ultimately from God, so believers must work within that God-ordained system (Romans 13). Thus, in mastering the art and science of proper attribution of sources, students are participating in the Biblical tradition of exhibiting reverence for the divine institute of law as well as giving honor where honor is due.

Accommodations for Students with Disabilities

The policy and intent of Regent University is to fully and completely comply with the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, and the Americans with Disabilities Amendments Act of 2008, to the extent that they apply to the university. Regent University will not discriminate against an otherwise qualified student with a disability in the admissions process, or any academic activity or program, including student-oriented services. Regent University will provide reasonable accommodation to the known physical and mental limitations of a qualified individual with a disability, unless to do so would impose an undue hardship on the operation of the university, or unless it would fundamentally alter a degree or course requirement. Qualified students must request reasonable accommodations for disabilities through the Disability Services Coordinator in Student Services. http://www.regent.edu/admin/stusrv/student_life/disabilities.cfm

University Policies and Procedures

For information about student records, privacy, and other University policies and procedures, students are directed to the most recent version of the Student Handbook located at <http://www.regent.edu/admin/stusrv/docs/StudentHandbook.pdf>.

Distance Learning Course Assignments

Week One: Teaching How to Learn

Read: *Teaching How to Learn in a What to Learn Culture; Educational Therapy in Action* textbook

Lecture: Brain 101, Information Processing and First Year Student

Assignment: Reflection Paper based on *Teaching How to Learn in a What to Learn Culture* and Information Processing Reflections

Complete: Knowledge Survey and Discussion Board Question

Week Two: Mediation & Cognitive Functions

Read: *Mediated Learning, Teaching, Tasks, and Tools to Unlock Cognitive Potential; Autism Spectrum Disorder* by Jon Mason, M.D.; *Testing the Waters with an Adult Stroke Victim* by Carole Adams, M.Ed.; and *Analogical Reasoning & Proverb Comprehension* by Gail Collins, Ed.D.

Lectures: Mediated Learning Lecture, Developing Cognitive Functions, and Linking Assessment to Practice Lectures

Assignment: Psychoeducational Testing and Cognitive Functions

Complete: Knowledge Survey and Discussion Board Question and *Educational Therapy in Action* paper

Week Three: Theorist and Reading

Read: *Speech to Print* and Articles: "Questioning: Vygotsky's Social Development Theory" by Joni Hanna, M.Ed.; Theories of Learning: Implications for Teaching" by Janet Lerner & Beverly Johns; "Teaching Handwriting"; "Composition: Evidence-Based Instruction"

Lectures: Morphology and Education Theories

Watch: Oral Reading, Above Level Reading, Grammar, and Sounds of Meaning videos

Assignment: *Speech to Print* paper and Theoretical Constructs Research Project

Complete: Knowledge Survey and Discussion Board Question

Week Four: Mediating Math, Pythagoras and Tangrams

Read: *Math Block: A Strong Conceptual Foundation for Mathematical Reasoning, A Study on the Effect of Interactive Language in the Stimulation of Cognitive Functions for Students with Learning Disabilities* by Kathy Hopkins, Ed.D.; "Pythagoras and Tangrams"; "Voices Heard in Educational Therapy an Analytic Description of Questions Asked and Answered" by Sue Hutchison, Ed.D.; "Effects of National Institute for Learning Development Educational Therapy for Students with Learning Differences" by Kathy Keafer, Ed.D.; "An Analysis of Rx for Discovery Reading® for Elementary Students Below Grade Level in Reading" by Susan Stanley, Ed.D.; "Small Group Versus 1 on 1 Educational Therapy for Struggling Readers and Writers" by Connie Cawthorne, Ed.D.

Lectures: Mediating Math

Watch: Tangrams video

Complete: Knowledge Survey and Discussion Board Question, Theoretical Constructs and Information Processing Reflections