

DIVERGENT LEARNING - Master of Education



The **MASTER OF EDUCATION IN DIVERGENT LEARNING** is designed to develop a more in-depth comprehension of divergent learners and to present alternative instructional methods and strategies to meet the needs of this population. This program will present a new focus for educators, new methods for delivery of instruction in the classroom, use of technology and Internet research, program designs by students, peer support groups, and joint projects for action research. This program is designed to be completed in one year of full-time study and classes are offered in a hybrid weekend based format that combines classroom instruction with distance learning via the Internet.

ADMISSION REQUIREMENTS:

- A completed graduate online application
- A baccalaureate degree from a regionally accredited institution
- All official transcripts from each institution of higher education attended
- A current teacher certificate or MAT or GRE score report or 3.00 cumulative undergraduate GPA
- Entrance Essay
- Two Letters of Recommendation

DEGREE REQUIREMENTS:

The program requires thirty-six semester hours, with courses designed to be completed over the course of one year. Required courses are Education 711, 723, 725, 732, 733 or 734, 740, 745, 755, 787, and 788.

PROGRAM CONTACT INFORMATION:

Graduate Admissions
1301 Columbia College Drive
Columbia, SC 29203
803-786-3191

For more specific information, visit:
columbiasc.edu/graduate

COURSE DESCRIPTIONS

EDU 711 INTEGRATING TECHNOLOGY INTO TEACHING (3) - This course is taught through distance learning using web-conferencing software or face-to-face in class settings. Students will expand their knowledge of technology and how its integration improves the teaching and learning of the divergent learner. Emphasis is placed on the integration of student-centered technology activities, exercises and assignments designed to enhance learning across all content areas and grade levels. The major focus of the course includes how educators operate technology, use the technology to enhance instructional classroom productivity, and apply technology in a learning instructional environment.

EDU 723 EFFECTIVE ASSESSMENT TOOLS (3) - This course focuses on alternative approaches to the assessment of student learning that are more appropriate for use with divergent learners. Integrating assessment with instruction will be emphasized.

EDU 725 EFFECTIVE TEACHING STRATEGIES (3) - The course is designed to provide opportunities to become knowledgeable about nontraditional instructional strategies and apply and practice these strategies in a collaborative and constructive setting. Methods of enhancing traditional approaches will be discussed. Integrating assessment with instruction will be emphasized.

EDU 732 CHARACTERISTICS OF THE DIVERGENT LEARNER (3) - This course presents the characteristics of the divergent learner as they bear on the instructional program, including intellectual, language, personal, and social areas. This course is designed to foster a deep comprehension of students in unusual circumstances and to present alternative methods of building support networks for unusual and problematic students. The focus is upon a population of students who have become "at-risk" of failure or dropout in the traditional educational system because of thinking, learning, behavioral, and phenomenological divergence, which renders the students at odds with the traditional school environment. Causes that contribute to these students' becoming at-risk such as personality traits, learning styles, and inadequate developmental support from the home and school are discussed.

EDU 733 INTERDISCIPLINARY TEACHING (3) - This course will bring together the knowledge, skills and dispositions gained throughout the degree program. After exploring how to apply a global perspective to content areas, how to link student perspective to content, how to consider a student's holistic development and match content, how to embed future career and work options for students, how to view each discipline as dynamic and changing content, and how to use technology appropriately, students will incorporate their prior learning and work in groups to create a curriculum and environment that is interdisciplinary, engaging, and relevant to both divergent and traditional students in the 21st century.

EDU 734 PRINCIPLES AND STRATEGIES FOR TEACHING ENGLISH SPEAKERS OF OTHER LANGUAGES (3) - This course provides pre-K through grade 12 educators strategies for inclusion of ESOL students and a knowledge of principles, methods, legalities, and techniques for promoting acquisition of a second language through academic content. Emphasis is on presenting a variety of instructional strategies that can benefit all students in a multicultural classroom.

EDU 740 EDUCATION IN A MODERN SOCIETY (3) - This course presents a comprehensive investigation and the fundamentals of creating a brain-compatible learning environment which recognizes and supports individual learning styles and multiple intelligences. This course is designed to foster a deeper understanding of current brain research and its implications for learning and instruction. This understanding will include sensory memory, short term memory, long term memory, concepts, and 47 concept formation. The basics of learning styles and multiple intelligences will be explored along with planning lessons and assessments to match different styles and intelligences. Emphasis will be placed on understanding the similarities of the brain's needs in the learning process in contrast to the differences and unique needs of each learner.

EDU 745 LEARNING PROCESSES AND STYLES (3) - The course addresses the basic relationship of the school to the social order and the educational implications of recent social change in American life. Current issues in education will be discussed. The course will also explore teacher's capacity to lead in their classrooms, schools, and communities.

EDU 755 MEDIATION AND EDUCATIONAL PROCEDURES IN THE CLASSROOM FOR DIVERGENT LEARNERS (3) - This course is designed to present a variety of models and methods to assist educators in effectively dealing with divergent learners for the purpose of promoting success in the classroom. Participants will study various research-based programs that provide methods for establishing a classroom environment that is conducive for promoting positive behavior, learning, and team interaction. Examination of conflict resolution strategies, mediation, and negotiating skills for both teachers and students are studied and practiced during the course. Participants will study the instructional strategies and educational procedures necessary to accommodate the needs of divergent learners. The course delves more deeply into instructional issues and environmental modifications to relieve the plight of students in the traditional educational system.

EDU 787 ACTION RESEARCH I (6) - During this course, candidates will develop the research methodology, gather data, and finalize their literature review.

EDU 788 ACTION RESEARCH II (6) - During this semester, candidates will analyze the data collected during Action Research I, develop conclusions, complete the writing of the article, and make presentations.