Cardinal Stritch University
Educational Leadership
Course Syllabus
Devoted to bridging knowledge, practice & service

EDU 574 Leadership Perspective of the Nature & Nurture of Learning 3 credits

Course Description
EDU 574 is the companion course to EDU 576 in the Leading the Learning Organization seminar block of The Masters in Educational Leadership program. Seminar content in the 574-576 sequence is focused by the construction of knowledge related to seven questions:

1. What is a learning system?
2. What is the nature of learning?
3. What practices nurture learning?
4. What is the nature of learning standards?
5. What is the nature of learning assessment?
6. What is the relationship between the nature and nurture of learning, learning standards, and learning assessments in a learning system?
7. What is the role of a leader in a learning system?

The EDU 574 segment of the 574-576 block will actively engage current research and theory to promote leadership perception of behaviors that favorably influence learning in individuals and organizations. Seminar participants will construct knowledge about the nature and nurture of learning aligned to learning standards and assessments. They will also examine the role of leaders in learning systems and relationships thereof to the Wisconsin Administrator Standards.

Program Outcomes for the Masters in Educational Leadership

Upon completing the Cardinal Stritch University Masters in Educational Leadership Program, a school administrator or teacher leader will be prepared to:

I. Demonstrate understanding of and competence in the ten teacher standards.
II. Promote the success of all students by facilitating the development, articulation, implementation and stewardship of a shared vision of learning endorsed by the school community. (A.S. 2)
III. Promote the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and professional growth. (A.S.3)
IV. Promote the success of all students by ensuring management of the organization, operations, and resources of a safe, efficient and effective learning environment. (A.S. 4)
V. Create a learning community that promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. (A.S. 5)
VI. Articulate personal values that promote the success of all students, and acts with integrity, fairness, and in an ethical manner. (A.S. 6)
VII. Demonstrate knowledge of leadership theory, research, and practice applied to school organizations in a multicultural, global society by responding to and influencing the larger political, social economic, legal and cultural context. (A.S. 7)
VIII. Utilize theory, research, and reflection in practice as stimuli for continuous development and achievement of organizational purpose.
Wisconsin Administrator Standards

1. The administrator has an understanding of and demonstrates competence in the ten teacher standards.
2. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
3. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and professional growth.
4. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources of a safe, efficient and effective learning environment.
5. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
6. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
7. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Measurable Objectives

<table>
<thead>
<tr>
<th>Measurable Course Objective</th>
<th>Knowledge of the nature of learning standards and assessment in relationship to the nature and nurture of learning in a learning system (PO I, II, III, V, VII, VIII).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method of Assessment</td>
<td>A system analysis of the alignment of learning standards, assessments, and instruction within a learning system.</td>
</tr>
<tr>
<td>Criteria for Assessment</td>
<td>Composition of a System Analysis report as outlined by the criteria in the assignment template/rubric.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurable Course Objective II</th>
<th>Knowledge of the nature of learning in individuals and organizations (Program Outcome I, II, V, VI, VIII).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method of Assessment</td>
<td>a. Investigative Report on the physiological, social, emotional, constructive, reflective, and dispositional nature of intelligence</td>
</tr>
<tr>
<td></td>
<td>b. Annotated Bibliography abstracts related to physiological, social, emotional, constructive, reflective, and dispositional nature of intelligence</td>
</tr>
<tr>
<td>Criteria for Assessment</td>
<td>a. Composition and presentation of an oral report that cites and summarizes research and theory about the</td>
</tr>
</tbody>
</table>
nature of human intelligence as outlined by criteria in the assignment rubric and course guidelines for oral presentation format and conventions for writing

<table>
<thead>
<tr>
<th>Measurable Course Objective III</th>
<th>Knowledge of strategies and practices that nurture the nature of learning in individuals and organizations (PO I, II, V, VI, VII, VIII)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method of Assessment</td>
<td>a. Advisory Report about strategies and practices that nurture the nature of learning in individuals and organizations</td>
</tr>
<tr>
<td></td>
<td>b. Annotated Bibliography abstract of best practices for nurturing learning in individuals and groups</td>
</tr>
<tr>
<td>Criteria for Assessment</td>
<td>a. Composition and presentation of an oral report that cites and summarizes research and theory about strategies and practices that nurture the nature of human intelligence as outlined by criteria in the assignment rubric and course guidelines for oral presentation format and conventions for writing</td>
</tr>
<tr>
<td></td>
<td>b. Composition and distribution of Annotated Bibliography abstract per assignment template</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurable Course Objective IV</th>
<th>Knowledge of leadership influence on the nature and nurture of learning in individuals and organizations (PO I, II, III, IV, VI, VII, VIII)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method of Assessment</td>
<td>Construction of a Portfolio Exhibit that describes a leader’s role in influencing individual &amp; organizational capacity for learning toward achievement of goals in a learning system.</td>
</tr>
<tr>
<td>Criteria for Assessment</td>
<td>Composition of a Portfolio Exhibit as outlined by criteria in the assignment template/rubric and conventions for writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurable Course Objective V</th>
<th>Knowledge of leadership influence on organizational improvement (PO I, II, III, IV, VI, VII, VIII)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method of Assessment</td>
<td>Construction of a School Improvement Action Plan that identifies and responds to perceived learning needs of students and/or staff in a learning system.</td>
</tr>
<tr>
<td>Criteria for Assessment</td>
<td>Composition of a School Improvement Action Plan as outlined by assignment template.</td>
</tr>
</tbody>
</table>
Grading Scheme

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning System Analysis (Field Practicum)</td>
<td>15%</td>
</tr>
<tr>
<td>Investigative Report: Perception of the Nature of Intelligence</td>
<td>20%</td>
</tr>
<tr>
<td>Annotated Bibliography: Perception of the Nature of Intelligence</td>
<td>05%</td>
</tr>
<tr>
<td>Advisory Report: Practices that Nurture Intelligence</td>
<td>15%</td>
</tr>
<tr>
<td>Annotated Bibliography: Practices that Nurture Intelligence</td>
<td>05%</td>
</tr>
<tr>
<td>Portfolio Exhibit: Leadership Perspective of the Nature &amp; Nurture of Learning</td>
<td>35%</td>
</tr>
<tr>
<td>School Improvement Action Plan</td>
<td>05%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

Summary of Course Assignments

Prior to the beginning of the 574 Seminar, students will complete the pre-seminar reading assignment. During the seminar, students will complete all reading assignments and participate fully in all seminar activities. Over the course of the seminar, students will also complete the following major assignments:

1. A Learning System analysis of the alignment of learning standards, assessments, and experiences within a learning system (session two, individual and group assignment).
2. An Investigative Report about the nature of intelligence (session three, study group assignment)
3. Annotated Bibliography abstracts of literature sources related to: 1) the nature of learning and 2) best practices for nurturing learning in individuals an groups (submitted across sessions 3-5, study group assignment)
4. An Advisory Report about strategies and practices that nurture the nature of learning in individuals and organizations (sessions four and five, study group assignment)
5. A Portfolio Exhibit describing personal perspective of leadership influence on the nature and nurture of learning toward the achievement of goals in a learning system (session six draft/post-seminar completion, individual assignment).
6. A School Improvement Planning exercise that applies an action-planning process to perceived learning needs of students and /or staff in a learning system (session six draft/post-seminar completion, individual assignment).
<table>
<thead>
<tr>
<th>Session</th>
<th>Class Topic</th>
<th>Study Group Assignment</th>
<th>Individual Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation to EDU 574-76 seminar sequence and 574 seminar, and introduction to the nature &amp; nurture of learning</td>
<td>Pre-Seminar reading of Preface, Intro. and Ch 1-3 of <em>Mindful Leadership</em></td>
<td>Pre-Seminar reading of Preface, Intro. and Chapters 1-3 of <em>Mindful Leadership</em> (ML)</td>
</tr>
<tr>
<td>2</td>
<td>Analysis of learning systems</td>
<td>a) Field Practicum: Learning System Analysis</td>
<td>Chapters 1-2 <em>Leading with the Brain in Mind</em> and analysis of data/artifacts accordingly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Define key concepts</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Investigation of nature of intelligence: physiological, social, emotional, constructive, reflective, and dispositional dimensions</td>
<td>a) Investigative Report: Nature of Intelligence</td>
<td>Chapter 5-10 as assigned <em>Mindful Leadership</em> (as needed for presentation-jigsawed)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Annotated Bibliography: Nature of Intelligence</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Investigation of strategies and practices that nurture the physiological, social, and emotional nature of intelligence</td>
<td>a) Advisory Report: Practices that Nurture Intelligence</td>
<td>Preface, Introduction, and Chapters 3-5 <em>Leading with the Brain in Mind</em> Ch. 11 <em>Mindful Leadership</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Annotated Bibliography: Nurture of Intelligence</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Investigation of strategies and practices that nurture the constructive, reflective, and dispositional nature of intelligence</td>
<td>a) Advisory Report: Practices that Nurture Intelligence</td>
<td>Chapters 6-8 <em>Leading with the Brain in Mind</em> Ch. 12 <em>Mindful Leadership</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Annotated Bibliography: Nurture of Intelligence</td>
<td></td>
</tr>
</tbody>
</table>
Required Texts


Recommended Texts


Bibliography


Gopnik, A., Meltzoff, A. N., & Kuhl, P. K. (1999). The scientist in the crib: Minds,


smart organizations. Hoboken, NJ: John Wiley & Sons


organization. New York: Doubleday.


Stamford, CT: U.S. Games Systems.


**General Course Expectations**

- Because of the accelerated nature of this program, it is crucial that students attend all classes and study team meetings. If an absence is deemed necessary, this will be handled on an individual basis.
- Active class and study team participation is an important component.
- Word-processed work is expected unless otherwise indicated.
- All work is to be in the student's own words unless quotation marks and referenced pages are provided.
- APA style should be followed for writing, referencing & documentation.
- It is expected that work will be turned in on the assigned date. If there is a problem, the instructor must be contacted.
- If a student misses a course and wants to continue in the program, the student must make up the missed course either with another cohort or on campus. There is no directed study or independent study done through Outreach. Therefore, the student will have to make a commitment to take the course missed.
- Academic integrity is expected. Refer to the Student handbook.
- Cardinal Stritch University and this instructor wish to positively affirm the intent of the American Disability Act. Any person enrolling in this course who may require alternative instructional and/or evaluative procedures due to a disability should feel free to discuss these needs with the instructors so that appropriate arrangements can be made.
Policy on Attendance

**Attendance at all class meetings (including study team meetings) is mandatory.** Students participating in an accelerated graduate degree program in the College of Education are expected to attend all scheduled classes and study team meetings. The following apply to all enrolled students:

**Promptness:**
Prompt arrival at each class is critical because of the limited time available to conduct in-class activities during the course. Instructors may take actions they deem appropriate if consistent tardiness is observed. (Coaching responsibilities are not acceptable excuses.)

**One Absence: Class or Study Team**
Any absence from either a scheduled class or study team requires that the student notify the instructor. The student is required to make up all “missed” work as determined by the instructor, by the next class meeting.

**Two Absences: Class**
If a second absence occurs, the student has the option of officially withdrawing from the course. Subsequent failure to withdraw will result in a grade of “F” for the course, and the student must later enroll and pay for the course. Students may not request an “incomplete” grade at this time.

**Two Absences: Study Team or One Study Team/One Class**
The student is required to notify the instructor in order to make up all missed work by the next class meeting. Additionally, the student may be required to complete an academic assignment designed to facilitate learning of the missed course content.

NOTE: For purposes of this policy, “class” is defined as the scheduled instructional time with the instructor.

**Attendance at classes is a key component in the learning process. All classes have attendance policies. It is critical that you are aware of the policies. Be advised that due to the “swine flu” warnings, it is more critical than ever that you attend class unless you either have the flu or an emergency of the most critical level. Individual modifications will be made for those having H1N1, just as they would for anyone with any serious illness.**

**IF YOU DO GET THE FLU, PLEASE STAY IN CONTACT WITH YOUR INSTRUCTORS FOR INSTRUCTIONS REGARDING MAKING UP MISSED OPPORTUNITIES FOR LEARNING. THIS SHOULD BE ACCOMPLISHED IN A TIMELY MANNER.**

Policy on Late or Missing Assignments

All original course assignments and additional assignments described above should be completed within the course time limits. Work that is submitted after the course has been completed is subject to the provision of the policies and procedures relating to incompletes.

Study Team Expectations and Requirements

Working with colleagues to improve learning can be an extremely rewarding experience. Working with colleagues in learning cohorts is a major expectation of this accelerated program. Students must meet each week with their study team for approximately the same amount of time.
as the class session. As an integral part of the required class contact, the time spent in the study team meeting and the attendance at the meeting must be carefully recorded on the Study Team Log in the Appendix. The Study Team meeting is designed to review class content, complete study team assignments, reflect upon new learning and raise questions for discussion.

Students have formed their own study teams composed of a minimum of three and a maximum of six students. Each group decides when and where to meet each week and will document this for the instructor. The success of the study team will depend upon how well members accomplish the following:

- Set a focus and stay on task
- Respect the opinions of others
- Encourage and expect all members to participate actively
- Support team members who may be unsure about class content or an assigned activity while fostering their independence as learners
- Share resources with each other
- Cooperate and negotiate in completion of group tasks
- Share in specific duties such as proofreading.

**Course Evaluation Form**

All students are expected to complete the course evaluation form at the last class session.
Edu 574: Leadership Perspective of the Nature and Nurture of Learning

Pre-seminar Assignment

Prior to the first seminar session, you have three important assignments to complete:

1. Purchase the required course textbooks for this seminar:
   


2. Read and be prepared to discuss the contents of the Preface, Introduction and Chapters 1, 2, and 3 of:


   Completion of this reading assignment (approximately 50 pages) is essential to the objectives and activities for the first seminar session.

3. Be prepared to apply your multidimensional intelligence capacity to the construction of knowledge about how leaders influence the nature and nurture of learning (i.e. bring your brain to class).
Class Session One

Objectives

1. To review and reference the 574-76 seminar sequence within the MEL curriculum and policies, Wisconsin Administrator Standards, and school improvement planning.
2. To overview course content and requirements
3. To introduce key concepts related to learning standards, assessments, and practices
4. To introduce research and theory about the nature of learning
5. To initiate reflection about leadership influence on human capacity to learn and achieve
6. To initiate seminar assignments.

Activities

Activator: Quiz about leadership, intelligence, standards, assessment, and “best practice” in learning systems.

Input/Activities:

- Process quiz responses with introductions.
- Reference the 574-576 seven question seminar sequence within the MEL program that bridges the nature and nurture of learning to the articulation and assessment of learning needs
- Establish the nature and nurture of learning focus of the 574 seminar
- Mindful Leadership
- Exemplary School District mock-interview –practice if time
- Overview seminar assignments culminating in Portfolio Exhibit
- Review MEL program policies
- Conduct brain KWL exercise and lecture.
- Review and initiate work on assignments for Session Two.

Summarizer:

- Journal reflection
- Be prepared next session to…

Study Team Assignment

1. Review study team norms
2. Read Ch 3-4 of Mindful Leadership
3. Prepare group Learning System Analysis report
4. Define concepts/terms important to 574-576 seminar curriculum

Individual Assignments

1. Read Ch. 3-4 of Mindful Leadership
2. Conduct individual Learning System Analysis as reflection/preparation exercise prior to study team completion of Learning System Analysis assignment.
3. Contact mentor regarding course content and assignments
4. Define learning concepts/terms important to 574-576 Seminar curriculum sequence
Edu 574 Seminar Reflections

Session ________________________ Date________________________

As I reflect on the ideas presented and discussed today, I…

One new idea I will try is…

A question or concern I have is…

The most significant aspect of this session for me is…. 
Class Session Two

Objectives

1. To construct knowledge about the nature of learning outcomes/standards
2. To construct knowledge about the nature of learning assessment
3. To construct knowledge about learning practices that influence the achievement of outcomes/standards.
4. To construct knowledge about the relationship between the nature and nurture of learning, learning outcomes/standards, learning assessments, and leadership in a learning system

Activities

Activator: Thinking required for the 21st century?

Input/Activities:

- Reestablish the nature and nurture of learning focus of the 574 seminar
- Review the focus of the Learning System Analysis assignment (i.e., understanding the relationship between the nature and nurture of learning, learning outcomes/standards, and learning assessments in a learning system)
- Learning System Analysis presentations (i.e., presentations to the Exemplary School District School Board).
- Interactive lecture: Key concepts related to the nature of and relationship between learning standards, assessments, and practices.
- Individual/group processing: 1) What is the relationship between the nature and nurture of learning and learning standards, assessment, and practices in a learning system? 2) What is the role of a leader in a learning system?
- Forecast/ review assignments for sessions 3-6

Summarizer:

- Journal reflection
- Be prepared next week to ...

Study Team Assignments

1. Prepare Investigative Report: The Nature of Intelligence (e.g., Jigsaw: physiological, social, emotional, constructive, reflective, dispositional dimensions).

2. Identify, read, and prepare an Annotated Bibliography abstract related to a literature source addressing research and theory about the physiological, social, emotional, constructive, reflective, or dispositional nature of intelligence/learning.

Individual Assignments

1. Read Ch 5-10 in Mindful Leadership (as needed for presentations)
5. Contribute to completion of study team assignments
As I reflect on the ideas presented and discussed today, I…

One new idea I will try is…

A question or concern I have is…

The most significant aspect of this session for me is…
Class Session Three

Objectives

1. To construct knowledge about the nature of intelligence through review of current research/theory.
2. To initiate interpretation of the implications of the nature of intelligence for leadership behavior in classrooms and schools.

Activities

Activator: Numbers exercise: the value of a framework

Input/Activities:
- Reestablish the nature, and nurture of learning focus of the 574 seminar
- Review the value of a framework in the construction and refinement of a knowledge base
- Presentation of Investigative Reports: The Nature of Intelligence
- Initial reflections about the implications of intelligence research and theory for leadership behavior in learning systems (e.g., classrooms, schools, school districts)
- Forecast(review) assignments and activities for sessions 4-6.

Summarizer:
- Journal reflection
- Be prepared next week to...

Study Team Assignments

1. Prepare Advisory Report describing strategies and practices that nurture the physiological, social, and emotional nature of intelligence in both the student and adult populations of a learning community.
2. Identify, read, and prepare an Annotated Bibliography abstract related to a literature source addressing strategies or practices that nurture the physiological, social, or emotional nature of intelligence/learning.

Individual Assignments

1. Read Ch. 11 in Mindful Leadership as needed for jigsawed presentation
2. Contribute to the completion of study team assignments
3. Read Preface and Introduction and Ch. 1-5 of Leading with the Brain in Mind
Edu 574 Seminar Reflections

Session ________________________ Date________________________

As I reflect on the ideas presented and discussed today, I…

One new idea I will try is…

A question or concern I have is…

The most significant aspect of this session for me is….
Class Session Four

Objectives

1. To refine knowledge about the nature of learning.
2. To construct knowledge about strategies and practices that nurture the nature of learning in individuals and organizations.

Activities

Activator: Brainless leadership candidates for the Darwin Award

Input/Activities:

- Interactive lecture about the physiological, social, and emotional nature of learning
- Advisory Report presentations: strategies and practices that nurture the physiological, social, and emotional nature of learning in individuals and organizations.
- Forecast/review assignments and activities for sessions 5-6.

Summarizer:

- Journal reflection
- Be prepared next week to...

Study Team Assignments

1. Prepare Advisory Report describing practices that nurture the constructive, reflective, or dispositional nature of intelligence in both the student and adult populations of a learning community.
2. Identify, read, and prepare an Annotated Bibliography abstract related to a literature source addressing strategies or practices that nurture the constructive, reflective, or dispositional nature of intelligence/learning.

Individual Assignments

1. Read Ch 12 in Mindful Leadership
2. Contribute to the completion of study team assignments
3. Read Ch. 6-8 in Leading with the Brain in Mind
Edu 574 Seminar Reflections

Session ________________________ Date ________________________

As I reflect on the ideas presented and discussed today, I…

One new idea I will try is…

A question or concern I have is…

The most significant aspect of this session for me is….
Class Session Five

Objectives

1. To construct knowledge about the nature of learning.
2. To construct knowledge about strategies and practices that nurture the nature of learning in individuals and organizations.

Activities

Activator: Optical illusion exercise

Input/Activities:

- Interactive lecture about the constructive, reflective, and dispositional nature of learning
- Advisory Report presentations: strategies and practices that nurture the constructive, reflective, and dispositional nature of learning in individuals and organizations.
- Forecast/review assignments and activities for session Six.

Summarizer:

- Journal reflection
- Be prepared next week to...

Study Team Assignments

1. Review and coach preparation of Portfolio Exhibit: Leadership Perspective of the Nature and Nurture of Learning and School Improvement Action Plan
2. Complete and file end of seminar forms

Individual Assignments

1. Read Chapter 9 in Leading with the Brain in Mind
2. Contribute to completion of study team assignments.
3. Prepare draft copies of Portfolio Exhibit: Leadership Perspective of the Nature and Nurture of Learning and School Improvement Action Plan
Edu 574 Seminar Reflections

Session ________________________ Date ________________________

As I reflect on the ideas presented and discussed today, I…

One new idea I will try is…

A question or concern I have is…

The most significant aspect of this session for me is…
Class Session Six

**Objectives**

1. To refine knowledge of the relationship between the nature and nurture of learning and learning standards, assessments, and practices in learning systems.
2. To articulate personal perspective of leadership influence on the nature and nurture of learning in learning systems.
3. To practice the art of the interview in the context of applying for an educational leadership position.
4. To refine understanding of the role of leaders in school improvement planning in general, and the process of school improvement action planning in particular.

**Activities**

*Activator:* Leadership metaphor exercise: A leader is…

*Input/activities:*

- Interactive lecture: *The contextual nature of leadership in learning organizations in the 21st century*
- Mindful Leadership and Mindful Shift
- Déjà vu: Mock Leadership Interview: per Portfolio Exhibit draft
- Interactive Lecture: The role of a leader in school improvement planning
- Peer review of School Improvement Action Plans
- Review of final seminar assignment submission.

*Summarizer:*

- Reflection journal
- Be prepared to complete final seminar assignment...

**Study Team Assignment**

Review and sign off on individual team member Portfolio Exhibits and School Improvement Action Plans.

**Individual Assignment**

Submit *Portfolio Exhibit: Leadership Perspective of The Nature and Nurture of Learning and School Improvement Action Plan* as final course assignments by beginning of next seminar.
As I reflect on the ideas presented and discussed today, I…

One new idea I will try is…

A question or concern I have is…

The most significant aspect of this session for me is…