

ASU College of Education  
Department of Curriculum and Instruction  
EDG 6312/CI 6316 Learning Theories  
Course Syllabus – Spring 2013

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**Office:** CARR 126

**Office Hours:** M-Th 10:00 AM – 11:00 AM & 2:00 PM – 3:00 PM; I am available via email. If you would like to meet in my office, via phone or Skype, then you will need to make an appointment so that I can be available.

**CI 6320 Curriculum Development**

**Day(s), Time & Location:** Online

**Course Description:**

This course is a study of human learning and cognitive organization and process. The content will provide an overview of the development of learning theory and cognitive models since the beginning of the scientific study of human learning and mental processes. This is a core course in the Master of Arts Teaching Program. It is designed to introduce both the teacher candidate and the veteran teacher to the learner and the learning process as negotiated within a classroom. The roles of educators and students in the learning process and the impact of the interactive classroom environment on learning are examined. Major theories concerning the learning process and their implications for the instructional process are investigated.

**Required Text:**

None.

**Learning Objectives and Outcomes:**

By the end of the course, the candidate will:

- a. become conversant with basic assumptions, concepts, and principles of each theory.
- b. grasp possible implications of each theory for different instructional settings.
- c. compare and contrast a range of theories in a variety of settings and age groups.
- d. create, revise, and begin to use your own personal theory of learning.
- e. reflect on how learning theories impact on every aspect of your life.
- f. explain the interactions of students, teachers, and materials in classrooms and the implications of these interactions for classroom environments.
- g. describe contemporary learners along a continuum of characteristics, i.e.,

socioeconomic status, ethnicity, gender, ability, among others, and discuss the implications of these characteristics for instruction in the contemporary classroom and in the future.

h. compare and contrast major theoretical positions on learning.

i. recognize and articulate how their own personal philosophies and preferences for learning influence their educational practices.

j. examine motivation and its implications for learning and classroom practices environments.

k. utilize self-assessment for the purpose of self-improvement and self-enhancement as educational professionals.

### **Competencies/Standards:**

You can find a copy of the Master of Arts in Curriculum & Instruction INTASC Standards and TExES Competencies in Blackboard.

### **Methods of Instruction:**

Since this course is primarily online, the students are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the professor immediately for help since many of the tasks build on one another.

Candidates are responsible for participation in discussion boards, blogs, and activities. Individual tasks are expected and will be used to determine the final grade.

Class will consist of online discussions, individual participation, and papers.

### **Course Requirements:**

The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the candidate, to develop the candidate's capacity for independent study, to familiarize students with past and current research, to train the student in the techniques of research, and to enable the candidate to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

Graduate study presupposes a broad background of knowledge, an adequate preparation in appropriate fields of study at the baccalaureate level, and a command of skills required to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Generally speaking, only candidates with superior undergraduate academic records are qualified to pursue study at the graduate level.

It should be noted that graduate studies differ from undergraduate studies in the following respects: (1) The candidate is expected to assume greater responsibility and to exercise more

individual initiative. (2) More extensive and intensive reading is required. (3) Greater emphasis is placed on productive research, with particular emphasis on the use of primary materials. (4) Seminar methods are employed with greater frequency, as greater class participation by the candidate is required. (5) Less instruction is provided in content, survey-type lecture courses.

Graduate study thus involves far more than the passing of a given number of courses and the fulfillment of certain minimum requirements. The candidate cannot be content solely with earning acceptable grades. The candidate must continually satisfy the Graduate Faculty in the major field by displaying superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.

### 1. **Candidates' Participation:**

Candidates should participate actively and enthusiastically in all online discussions. Readings and school experiences will prepare candidates for discussions.

When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, **the minimum response from each student is:** (1) to post a response to the original or initial posting and/or question; and (2) to post two responses to another student's postings. More frequent responses are both allowed and encouraged so that each student can learn from peers and professor's insights.

### 2. **Candidates' Written Work:**

- Demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insights, scholarly discussion using scholarly vocabulary.
- Clearly shows a high level of understanding regarding classroom discipline/ the topic of discussion.
- Demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language.
- Demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly (APA) format.
- Demonstrates appropriate use of respectful person-first language (e.g., "student with dyslexia" rather than "dyslexic student").
- Demonstrates an overall appearance according to APA format (title, page, 12pt font, 1 inch margin, and double spaced), completeness, and timeliness.

### 3. **Candidates' Communication:**

Candidates should maintain open communication with the instructor. Ask questions in a timely manner to provide time for the instructor to respond prior to due date. Candidates are expected to check Blackboard and ASU email on a regular basis, preferable daily. Candidates are expected to complete assignments and meet all deadlines for submission of coursework.

### **Required Readings:**

**Evaluation:**

Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

- A= 90-100%
- B= 80-89%
- C= 70-79%

All activities should be submitted as scheduled. A 5% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis at the instructor's discretion.

**Final Examination:**

For the final exam, you will analyze lessons according to theories.

**Communication:**

Candidates must communicate with all instructors via the ASU e-mail system. Candidates must also access and use Blackboard, Rampport, e-mail and Task Stream. Candidates must access Blackboard regularly for electronic posting of the syllabus, assignments, announcements, grading information, and instructions. Candidates contact the ASU Help Desk at 325-942-2911 to learn about Blackboard, how to access and navigate it, or other assistance. This should be done EARLY in the class, preferably before the first class day. Make sure you have access to the MA in C&I Organization on Blackboard for access to additional information.

**Research writing style.**

In the Department of Curriculum and Instruction all candidates should adhere to *American Psychological Association Publication Manual (APA)* when completing written assignments, and when applicable, *in* other electronic or media-style presentations. The *APA Manual* is available at the ASU library, at the bookstore, or on-line at [www.apa.org](http://www.apa.org).

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

If a template is provided follow those instructions.

**Assignments:**

More detail and specific due dates for assignments will be posted in Blackboard.

Assignment	%	Description
Introductory Discussion Post	5	Introduce yourself and post a picture.

Brain Countdown Paper	10	After reading some resources, write a reflection countdown paper.
Behavioral Analysis	10	Complete questions analyzing a lesson plan according to behavioral learning theory.
Cognitive Analysis	10	Complete questions analyzing a lesson plan according to cognitive learning theory.
Social Analysis	10	Complete questions analyzing a lesson plan according to social learning theory.
Constructivist Discussion	10	Respond to discussion questions.
Who's Who in Human Learning	15	Justify a nomination of the most influential theorist.
Personal Learning Theory Reflection	20	Reflect on your personal learning theory.
Observation Analysis	10	Observe lessons and identify the influence of the theorists.

### **Attendance Policy:**

When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, **the minimum response from each candidate is:** (1) to post a response to the original or initial posting and/or question; and (2) to post a response to another candidate's posting. More frequent responses are both allowed and encouraged so that each student can learn from peers and professor's insights.

### **Persons Seeking Accommodations:**

Persons with disabilities, which may warrant academic accommodations, must contact the Student Life Office, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so appropriate arrangements can be made.

### **Academic Honesty:**

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

Plagiarism is strictly forbidden, and ASU instructors may utilize Internet search links that assist in identifying plagiarized materials.

### Class Schedule

<b>Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>	<b>Due Dates</b>
1	Introductions  Brain Based Learning	Teens and Social Media  Learning in the 21 <sup>st</sup> Century: Teaching Today's Students on their Terms  The Teenage Brain  "Left Brain" "Right Brain": The Mind in Two  Brain Compatible Learning: Fad or Foundation?  A Fresh Look at Brain-Based Education	Introduction  Brain Countdown Paper	Wednesday 1/16  Sunday 1/20
2	Behaviorist Learning Theory		Behavior Analysis	Sunday 1/27
3	Cognitive Learning Theory		Cognitive Analysis	Sunday 2/3
4	Social Learning Theory		Social Analysis	Sunday 2/10
5	Constructivist Learning Theory		Constructivist Discussion	Initial post Wednesday 2/13 Responses 2/15
6	Influential Learning Theorist		Who's Who Human Learning	Sunday 2/24
7	Personal Learning Theory		Personal Learning Theory	Friday 3/1
8	Applying Learning Theories		Observation Analysis	Wednesday 3/6