

Fort Hays State University
TEEL 845 CA Theories of Learning
Course Syllabus



Summer 2006

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Virtual Office Hours via Virtual Classroom: Sunday 9pm-10pm; Thursday 9pm – 10pm

Course Access: <http://blackboard.fhsu.edu>

Catalog Course Description:

The 3-credit hour course is designed for graduates working toward a degree or endorsement, and other students with graduate standing. It provides an overview of theories of learning for instruction and other curriculum applications.

Course prerequisites: Graduate standing.

Course Introduction: The course provides students with an overview of how to apply theories of learning in an instructional setting. The course includes history, current issues and research, and an introduction to principles of learning and their application to instruction. This course meets the Master of Science in Education Program Objectives numbers 1, 2, 3, 4, 7, 8, 10, 12.

Required textbooks: Learning Theories: An Educational Perspective, Dale H. Schunk;
Brain Matters, Patricia Wolfe

Course Objectives: Students will learn to be reflective educators who not only understand the theories and principles of human learning but are able to apply the knowledge to solve authentic problems in education.

Outcomes: Students are K-12 teachers or other administrative and professional specialists or students in a Masters degree program related to learning and instruction. “Teacher” refers to each student in this course as each learns to improve teaching, and share effective instruction strategies

- Students will acquire and demonstrate knowledge, skills, and dispositions that adhere to standards delineated by the FHSU Educational Unit, the Kansas State Board of Education, NCATE, INTASC, and NBPTS
- Teachers are committed to students and their learning (NBPTS)
- Teachers know the subjects they teach and how to teach those subjects (NBPTS)
- Teachers are responsible for managing and monitoring student learning (NBPTS)

- Students will acquire and demonstrate an understanding of the basic functional structure of the human brain
- Students will discuss application of theories of learning and cognitive research to create an optimal environment for student learning
- Students will discuss multiple assessments in a variety of forms
- Students will engage in research to determine appropriate application of professional standards, theories of learning, and effective practices to help all students learn
- In addition, students will acquire and demonstrate knowledge, skills, and dispositions to address diversity issues in the learning environment by design or revision of an assessment instrument
- Students will learn to apply developmentally appropriate learning practices
- Students will use reflective practice to improve their learning environments as teachers and/or students with the results of restructuring the environment and activities when initial instruction results were less than desirable

Outline of Course Content:

Definition of Theory and its Functions

Behavioral Theories

Social Cognitive Theory

Information Processing

Cognitive Learning Processes

Cognition and Instruction

Constructivism

Motivation

Content-Area Learning

Development and Learning

Brain-Based Learning

Gardner's Multiple Intelligence Theory

Evaluation Procedures and Criteria

1. Two papers each week addressing questions from the readings – 25pts each x 14 papers = 350 pts. Each week there are a series of questions that are to be answered and submitted that relate to the objectives of the current text reading. Timeline and questions are found under Assignments in Blackboard.
2. Participation in two weekly online discussion threads and activities to learn course topics and provide evidence of learning through required reading (approx.) 20 pts each x 14 weeks = 280pts. Timeline for each corresponds to the written assignment and is also identified in the Discussion Board. Your participation in the Discussion Board is assessed using the Assessment Rubric for Discussion found under Assignments. PLEASE NOTE WHAT IS EXPECTED IN THE DISCUSSION AS IDENTIFIED BY THE RUBRIC!

3. Each student will produce a Final Research Paper that explores a learning theory in-depth. Further details will be provided in Blackboard – in Course Documents. 250 pts. Topic Choice is due June 16, Draft is due July 6 (no grade on draft - only comments), Final Version due July 20.
4. Production of a matrix comparing and contrasting the theories from the semester. Further details will be provided in Blackboard – in Course Documents. 100 pts. Final matrix is due July 24. The matrix is an item that can be worked on throughout the semester as you complete the study of each theory.

Total Points: 980 pts

Grading Scale

94 -100% = A
86 - 93% = B
78 - 85% = C
70 - 77% = D
69 & below = U

CONCEPTUAL FRAMEWORK FOR PROFESSIONAL EDUCATORS

The conceptual framework for professional educators at Fort Hays State University is defined in terms of the seven goals enumerated below under the heading of "The Professional Educator" in coordination with the Kansas State Department of Education Professional Education Standards.



The Professional Educator

- Goal I:** **The Professional Educator is liberally educated.** The Professional Educator develops the capacity and disposition to draw on diverse resources from the liberal arts and sciences to answer complex questions based on ethical considerations. S/he develops the capacity and disposition for self-criticism, healthy living and the appreciation for diverse cultures. {KSDE Professional Education Standards: 6, 7, 11 and 13}
- Goal II:** **The Professional Educator assumes a professional role within the organizational system of the school.** The Professional Educator interprets and implements regulatory, professional, and ethical standards, utilizing the resources from professional organizations and the knowledge bases from social, historical and philosophical foundations. {KSDE Professional Education Standard: 10}
- Goal III:** **The Professional Educator combines an understanding of relevant academic disciplines with an appreciation for pedagogical theory and research.** The Professional Educator develops teaching strategies based on the unique structure and method of inquiry of her/his particular discipline and current research-based pedagogy. {KSDE Professional Education Standards: 1, 2, 4, 6 and 7}
- Goal IV:** **The Professional Educator respects and values all persons and provides a supportive environment for diverse learners.** The Professional Educator implements teaching strategies and curriculum designs that accommodate the special needs of individual learners as well as the cultural differences that emanate from a multicultural environment in a global society. {KSDE Professional Education Standards: 3 and 5}
- Goal V:** **The Professional Educator integrates appropriate technology into the educational process.** The Professional Educator demonstrates a sound knowledge of educational technology in planning, designing, delivering and evaluating effective learning experiences. {KSDE Professional Education Standard: 12}
- Goal VI:** **The Professional Educator demonstrates knowledge and use of multiple assessment and diagnostic techniques.** The Professional Educator utilizes the appropriate measurement theories and a variety of information sources in evaluating student educational needs and achievements. {KSDE Professional Education Standard: 8}
- Goal VII:** **The professional Educator utilizes reflection as a tool for self-growth, program assessment and instructional effectiveness.** The Professional Educator uses self-reflection as well as the reflection of others such as peers, mentors, students, supervisors and parents to effect positive changes in curriculum, instruction, and classroom management. {KSDE Professional Education Standards: 9 and 13}

Disposition Statement

The Professional Educator takes diversity* into consideration when valuing:

- Multiple perspectives from the disciplines and ongoing professional discourse
{Conceptual Framework Goals I and III}
- The inclusion of students, families, communities, and cultures in the educational process
{Goals I and IV}
- The development of critical thinking and independent problem solving
{Goals I, II, and III}
- Planning educational strategies based on individual student growth in the areas of cognitive, emotional, linguistic, social and physical development
Goals IV, V, VI, and VII}

5. The refinement of practices based on reflection, multiple, and ongoing assessment strategies, and learning
{Goals VI and VII}
6. Professional and ethical standards based on behaviors consistent with professional education roles in areas such as attire, preparation, participation, punctuality, appropriate language usage, communication skills, and interpersonal relationships {Goals II and III}
7. The importance of integrating technology in planning, designing, delivering and evaluating effective learning experiences
{Goal V}

*The definition for **diversity** in the Teacher Education program at Fort Hays State University is as follows: Differences among groups of people and individuals based on culture, ethnicity, race, socioeconomic status, gender, exceptionalities, language, migrant status, sexual orientation, and geographical area.

Fort Hays State University Advanced Education Candidates are to be assessed on Dispositions (from the Conceptual Framework) at two points during progress through an Advanced Education program. The following list provides Unit approved benchmarks for the seven dispositions.

The Professional Educator at Fort Hays State University (FHSU) values:

Multiple perspectives from the disciplines and ongoing professional discourse (Conceptual Framework Goals I and III)

Samples of observable behavior (benchmarks) • Is an independent learner • Draws on diverse resources • Is familiar with research and efforts of professional organizations in their field • Demonstrates awareness of new ideas • Acts ethically • Embraces self-criticism, healthy living, and appreciation of diversity • Is tolerant of, and responsive to, ideas and views of others • Is respectful of and responsive to individual differences

The inclusion of students, families, communities, and cultures in the educational process (CF Goals I and IV)

Samples of observable behavior (benchmarks) • Is sensitive to students and families from different cultures and with special needs • Includes parent or guardian in planning for students' success • Considers community factors when planning

The development of critical thinking and independent problem solving (CF Goals I, II, and III)

Samples of observable behavior (benchmarks) • Is an independent learner • Is curious and willing to experiment with new ideas and techniques • Demonstrates awareness of new ideas • Makes critical choices based on logic and the scientific method • Seeks ways to solve problems using various tools and resources

Planning educational strategies based on individual student growth in the areas of cognitive, emotional, linguistic, social and physical development (CF Goals IV, V, VI, and VII)

Samples of observable behavior (benchmarks) • Demonstrates belief that all students can learn at their potential • Provides encouraging feedback to all students • Responds to the needs of all learners • Provides equitable learning opportunities for all • Values ongoing, appropriate and developmentally sound assessment to guide instruction • Consider back grounds, interests, attitudes of all students when planning

The refinement of practices based on reflection, multiple and ongoing assessment strategies, and learning (CF Goals VI and VII)

Samples of observable behavior (benchmarks) • Conducts self assessment through reflection • Seeks opportunities to learn about self • Is accepting of constructive feedback from others • Values ongoing, appropriate assessment • Uses results from assessment to revise instructional strategies • Recognizes personal limitations and strengths and seeks ways of self-improvement • Considers backgrounds, interests, attitudes of all students when planning

Professional and ethical standards based on behaviors consistent with professional education roles in areas such as attire, preparation, participation, punctuality, appropriate language usage, communication skills, interpersonal relationships (CF Goals II and III)

Samples of observable behavior (benchmarks) • Is punctual and regularly attends classes • Communicates in a professional manner • Maintains positive attitudes during and outside of class • Is honest and trustworthy in communications and interactions with others • Demonstrates ethical behavior and maintains confidentiality • Has professional appearance

The importance of integrating technology in planning, designing, delivering and evaluating effective learning experience (CF Goal V)

Samples of observable behavior (benchmarks) • Uses technology in planning instruction to support learning • Uses a variety of instructional strategies • Addresses variations in learning styles with appropriate instructional technology • Uses multiple, ongoing, and authentic assessment

The Professional Educator takes diversity into consideration in all seven dispositions listed above.