

EDUC 5303
Applied Learning Theories
Spring 2020, Online

Instructor: Christopher L. Thomas, Ph.D.

Office: BEP 204

Office Hours: Tuesday and Thursday 10:00 – 11:30 am (& by appointment)

Email: cthomas@uttyler.edu (Best way to contact me)

Phone: (903) 566-7171

Last day to withdraw: March 30, 2020

COURSE DESCRIPTION:

This course will provide the learner with an overview of major contemporary approaches to the study of human learning. The focus of the course will be the linkage between theory and educational practice.

STUDENT LEARNING OUTCOMES:

After completion of this course, students will be able to:

1. Understand, compare, critique, and apply key theories of learning and development.
2. Understand, synthesize, and apply key constructs in cognition and motivation.
3. Identify, understand, and use individual difference and contextual factors to promote student learning.
4. Analyze and develop classroom scenarios that apply components of key theories of learning and development to promote student learning

Required Student Resources:

Textbook:

Schunk, D. H. (2020). *Learning Theories: An Educational Perspective (8th Ed)*. Columbus, OH: Pearson.

ISBN: 9780134893754

Available from the UTT bookstore or online.

Ormrod, J.E. (2016). *Human Learning (7th Ed.)*. Upper Saddle River, NJ: Pearson.

Note: It is not required that you purchase Ormrod (2016). Required readings from this particular book will be available on Canvas!

Additional Readings (to be distributed by instructor):

- Baddeley, A. (2012). Working memory: theories, models, and controversies. *Annual review of psychology, 63*, 1-29.
- Burkhardt, H., & Schoenfeld, A. H. (2003). Improving educational research: Toward a more useful, more influential, and better-funded enterprise. *Educational researcher, 32*(9), 3-14.
- Chinn, C. A., & Brewer, W. F. (1993). The role of anomalous data in knowledge acquisition: A theoretical framework and implications for science instruction. *Review of educational research, 63*, 1-49.
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest, 14*, 4-58.
- Graham, S., & Weiner, B. (1996). Theories and principles of motivation. In D. C. Berliner & R. C. Calfee (Eds.). *Handbook of Educational Psychology* (pp. 63 – 84). New York: Simon & Schuster Macmillian
- Mayer, R. E. (2009). Constructivism as a theory of learning versus constructivism as a prescription for instruction. In S. Tobias & T. M. Duffy (Eds.). *Constructivist instruction: Success or failure* (pp. 184 – 200). New York: Routledge
- Mayer, R. E., & Moreno, R. (2003). 9 ways to reduce cognitive load in multimedia learning. *Educational Psychologist, 38*, 43 – 52.
- Miller, M. D. (2011). What college teachers should know about memory: A perspective from cognitive psychology. *College Teaching, 59*, 117 – 122.
- Moreno, R., & Mayer, R. E. (2010). Techniques that increase generative processing in multimedia learning: Open questions for cognitive load research. *Cognitive load theory, 153-177*.
- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological science in the public interest, 9*, 105-119.
- Rescorla, R. A. (1988). Pavlovian conditioning: It's not what you think it is. *American Psychologist, 43*, 151 – 160.
- Van Merriënboer, J. J., & Sweller, J. (2005). Cognitive load theory and complex learning: Recent developments and future directions. *Educational psychology review, 17*, 147-177.

Supportive (Optional Readings – but potentially useful for projects/LRA’s):

- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191 - 215.
- Bandura, A. (1989). Human agency in social cognitive theory. *American psychologist*, 44(9), 1175.
- Nairne, J. S., & Neath, I. (2013). Sensory and working memory. In A. F. Healy & R. W. Proctor (Eds.), *Comprehensive handbook of psychology, second edition, Vol. 4: Experimental Psychology* (pp. 419-445). New York: Wiley.
- Neath, I., & Surprenant, A. M. (2005). Mechanisms of memory. In K. L. Lamberts, & R. L. Goldstone (Eds.), *Handbook of cognition* (pp.221-238). London: Sage Publications.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68.
- Schunk, D. H., & Zimmerman, B.J. (2003). Self-regulation and learning. In W.M. Reynolds & G.E. Miller (Eds), *Handbook of Psychology (Volume 7: Educational Psychology)*, (pp 59-78). Hoboken, NJ: Wiley.
- Skinner, B. F. (1989). The origins of cognitive thought. *American Psychologist*, 44(1), 13.
- Zimmerman, B. J. (2011). Motivational Sources and Outcomes of Self-Regulated Learning and Performance In B. J. Zimmerman & D. H. Schunk (eds.) *Handbook of self-regulation of learning and performance* (pp. 49-64). Routledge.

Course Policies and Expectations:

Course Environment: This is an online course that is delivered through the Canvas Learning Management System. As such, it is imperative that you check Canvas for necessary information and course materials. If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.utt Tyler.edu. When you email IT Support, be sure to include a complete description of your question or problem including: (1) the title and number of the course, (2) the page in question, (3) If you get an error message, a description and message number, and (4) what you were doing at the time you got the error message

Written Assignments: All written assignments should be typed (double-spaced, Times New Roman, 12-point font) and submitted by midnight Central Standard Time on the due date. All written assignments should be submitted through the assignment link that I will provide. Please name written assignments using the following convention: last name, first initial, assignment title (ex. Last_F_Assignmenttitle). Late assignments **will not be accepted and will receive a score of 0**. Assignments completed for other courses may **NOT** be turned in for this course and will be considered **academic dishonesty**.

Email: Questions and concerns about course content and assignments should be submitted to my email. I will make every effort to respond quickly to your emails. Generally speaking, I check email twice a day during the workweek and less frequently on the weekend. If my schedule makes me unavailable to answer emails for an extended period, I will try to post an announcement so that you can plan accordingly. My priority is communicating with you and providing you with the tools needed to be successful in the course, so if there are any problems, we will work to solve them.

Student Assignments & Projects:

The course is designed to be delivered in a "module format." This means that there will be a few different modules that you will work through that include their own readings, assignments, quizzes, and tests. The modules will be presented in a standardized format. The following are standard activities that will be included in the modules:

Readings: This course requires a considerable degree of independent reading to ensure that you develop content mastery. There will be two main reading requirements throughout the semester. Specifically, you will be required to read selections from the course textbook and research articles that I will assign. All research articles will be available on the Canvas site. I will also be posting supplemental readings for many of the topics that we will cover this semester. These readings are optional and are provided for those who would like to explore the course topics in more detail.

Lecture Videos: Each week, I will post short lecture videos to the Canvas site to support the development of content mastery. The topic of each lecture video(s) will be related to key concepts found within the readings for that week. The lecture video(s) for each topic will be available on the Canvas site each Monday morning beginning at 9:00 am Central Standard Time.

Quizzes: There will be several short quizzes in the semester (roughly one per chapter). These will be delivered online and will serve to provide a check of your understanding. The quizzes will also provide you with an idea of the types of questions you may see in the tests). Late quizzes **will not be accepted and will receive a score of 0.**

Discussion Boards: You will participate in 11 discussion forums across the semester. The topic for each discussion forum will be related to the content of the reading and lecture for that week so finishing the reading and watching course lectures early in the week is advisable. The forum postings will be assessed primarily by looking to see that you have contributed your thinking to the topic of the week and can make meaningful connections among topics covered in the course. Late discussion board postings **will not be accepted and will receive a score of 0.**

Tests: There are three multiple choice tests in this course (one per module). The tests will require a full understanding of the theories and applications of those theories, the ability to synthesize the theories presented in the course readings, and the ability to apply the content to examples. Late tests **will not be accepted and will receive a score of 0**

Learning Reflection Assignments: There are also in-depth written assignments for each module (these are called "Learning Reflection Assignments"). There is one LRA for each module. These assignments are used to ensure that you can analyze, summarize, and apply the theories in each module. These will be outlined in more detail but are generally short analysis and reflection papers that require the *explanation and application* of specific theories, personal philosophy statements and defenses for theories of learning and motivation (EX: “what do YOU believe...why? Who agrees with you from the field?”). Late LRA’s **will not be accepted and will receive a score of 0.**

Community Engagement Project: One method of improving learning involves asking learners to connect course content to real-world situations. For this class, you will complete one project where you will connect with your local community in an effort to demonstrate the principles and theories of this class in real action. More details about the Community Engagement Project will be provided later in the semester - but basically, you will identify a “problem” in a real-world setting, propose a solution, then identify how well the solution worked (providing evidence), and finally reflect on what may have promoted greater change. Across the semester **you will submit a project planning document, a final report summarizing your problem/solution/outcomes and will be asked to provide feedback on another project.** Late community engagement projects **will not be accepted and will receive a score of 0.**

Due Date: Unless stated otherwise, all assignments are due before Midnight on Sunday the week that they appear on the course schedule. Stated another way, each week’s assignments are due before Midnight on Sunday.

Grade Item	Total Points
Quizzes	10 points each X 12 quizzes = 120 total points
Tests	50 points each X 3 = 150 points
Learning Reflection Assignments	25 Points each X 3 = 75 points
Discussion Board Posts	10 points each X 11 DB posts = 110 total points
Community Engagement Project Proposal	25 Points
Community Engagement Project Report	75 Points
Course Total	555 points

Please note: The number, content focus, and point value of all assessments and assignments is an approximation and may change.

Letter Grades: Letter grades will be assigned using the following guidelines:

A: 90.00% of points or above, B: 80.00% -89.999% of points, C: 70.00% - 79.999% of points, D: 60.00% -69.999% of points, F: 59.999% of points or below

Proposed Semester Schedule

Date	Topic(s)	Required Reading(s)	Supplemental Readings (Optional)	Discussion Board Post	Assignments
Module 0					
Jan 13 th – Jan 19 th	Introduction to the Study of Learning	Schunk: Chapter 1 Burkhardt & Schoenfeld, 2003		Introductions	Quiz: Perspectives on Learning
Module 1					
1.1 Brain-Based Learning					
Jan 20 th – Jan 26 th	The Neurological Basis for Learning	Ormrod Chapter 2		Brain-Based Learning	Quiz: Neuroscience of Learning
1.2 Behavioral Views of Learning					
Jan 27 th – Feb 2 nd	Pavlovian Conditioning	Schunk: Chapter 3 (pgs. 78 – 92) Rescorla, 1988		Rescorla: Main Points	Quiz: Pavlovian Conditioning

Date	Topic(s)	Required Reading(s)	Supplemental Readings (Optional)	Discussion Board Post	Assignments
Feb 3 rd – Feb 9 th	Operant Conditioning	Schunk: Chapter 3 (pgs. 93 - 123)	Driscoll, 2005 (Chapter 2) Skinner, 1989	Operant Conditioning Application	Quiz: Operant Conditioning
1.3 Social Cognitive Theory					
Feb 10 th – Feb 16 th	Reciprocal Interactions, Observational Learning, Self-Efficacy	Schunk: Chapter 4	Bandura, 1977 Bandura, 1989	Application of Triadic Reciprocal Causation	Quiz: Social Cognitive Theory
Module 1 Wrap-up					
Feb 17 th – Feb 23 rd					LRA #1 Test #1
Module 2					
2.1 Basic Memory Components					
Feb 24 th – Mar 1 st	Information processing Theory: Encoding and Storage	Schunk: Chapter 5 Baddeley, 2012	Neath & Surprenant, 2005 Nairne & Neath, 2013	Baddeley: Main Points	Quiz: Encoding & Storage
Mar. 2 nd – Mar. 8 th	Information Processing Theory: Retrieval and Forgetting	Schunk: Chapter 6	Miller, 2011		Community Engagement Project Proposal Quiz: Retrieval & Forgetting

Date	Topic(s)	Required Reading(s)	Supplemental Readings (Optional)	Discussion Board Post	Assignments
Spring Break!					
Mar. 9 th – Mar. 15 th					
2.2 Cognitive Learning Processes					
Mar. 16 th – Mar. 22 nd	Complex Cognitive Processes, Concept Learning & Conceptual Change	Schunk: Chapter 7 Chinn & Brewer, 1993		Application of Conceptual Change Research	Quiz: Cognitive Learning Processes
2.3 Constructivism					
Mar. 23 rd – Mar. 29 th	Piaget's, Bruner's, & Vygotsky's Theory	Schunk: Chapter 8 Mayer, 2009		Constructivism in Practice	Quiz: Constructivism
Module 2 Wrap Up					
Mar. 30 th – Apr. 5 th		Van Merriënboer & Sweller, 2005 Mayer & Moreno, 2003 Moreno & Mayer, 2010			LRA #2 Test #2

Date	Topic(s)	Required Reading(s)	Supplemental Readings (Optional)	Discussion Board Post	Assignments
Module 3					
3.1 Motivation & Affect					
Apr. 6 th – Apr. 12 th	Expectancy/Value, Attribution, Self-Determination, & Goals	Schunk: Chapter 9 Graham & Weiner, 1996	Ryan & Deci, 2000		Quiz: Motivation & Affect
3.2 Cognitive Factors in Motivation					
Apr. 13 th – Apr. 19 th	Self-Regulated Learning & Learning Strategies	Schunk: Chapter 10 Dunlosky et al., 2013	Schunk & Zimmerman, 2003	Applications in Cognitive Learning	Quiz: Self-Regulated Learning
Contextual Influences					
Apr. 20 th – Apr. 26 th	Effective Learning Environments, Contextual Influence's, & Learning Styles	Schunk: Chapter 11 Pashler et al. 2008		Learning Styles: Fact or Fiction?	Quiz: Contextual Influences
Finals Week					
Apr. 27 th - May 2 nd					Community Engagement Project Test # 3

Note: All dates subject to change

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).