TED 6310 Syllabus
Dr. Song An

TED 6310
Learning Theory
Summer 2013 (June 10 to August 2) – Syllabus

University of Texas at El Paso
College of Education, Department of Teacher Education

<table>
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<tr>
<th>Instructor</th>
<th>Dr. Song An</th>
<th>E-mail</th>
<th><a href="mailto:saan@utep.edu">saan@utep.edu</a></th>
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</thead>
<tbody>
<tr>
<td>Phone</td>
<td>915- 747-7616 (office)</td>
<td>Office Hours</td>
<td>T &amp; W 2:35 pm– 4:45 pm Other time by appointment</td>
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<tr>
<td>Office</td>
<td>College of Education, EDUC 808</td>
<td>Class Time</td>
<td>M &amp; W 5:30pm – 7:20 pm Education Building 201</td>
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<td>On-line discussions throughout the semester</td>
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This syllabus is subject to change as needed. Any changes to the syllabus will be announced in class.

Course Description

This course will systematically examine key theories in 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. We will also look at how each of these theories will address the new research in the area of brain structure, memory and learning, motivation and instruction. Major theories concerning the learning process will be analyzed, synthesized and interpreted with current instructional practices in K-12 education.

Course Objectives/Student Learning Outcomes

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<th>Students enrolled in this section will have multiple academic goals to achieve:</th>
<th>Instructor will use following assessments to evaluate students’ learning outcomes</th>
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| 1. Understand the evolution and development of fundamental theories on human learning | a. Course graded assignments  
b. Group chapter presentations |
| 2. Analyze various theories of learning and apply them to teaching and learning practices currently used in their schools | a. Course graded Assignments  
b. Group lesson teaching  
c. Take home exams |
| 3. Reflect on implications of the learning theories on K-12 education | a. Course graded assignments  
b. Chapter quizzes  
c. Research presentation |
| 4. Evaluate historical theory developments in K-12 education from epistemological point of view. | a. Course graded assignments  
b. Take home exams  
c. Group lesson teaching |
| 5. Use learning theories to make changes in curriculum including instruction and assessment in their own educational realm. | a. Course graded assignments  
b. Research presentations |
Required Textbook


Attendance, Participation and Professionalism

Attendance of individuals in the class is required and unexcused absences will result in a grade reduction. University rules regarding absences will be followed for the required class meetings. There will be a student sign-in sheet at the beginning of each class. If a student misses a session, it is the responsibility of the student for knowing and completing all work required. Each attendance will count towards the final grade. Two tardies (including early leaves) will count as one absence. More than two absences may result in a student earning one-letter grade lower in the course.

Students are expected that students will attend all classes and actively participate in working on projects and class discussions. Students are expected to prepare for each class session. Lateness to class is strongly discouraged. With the emphasis on collegiality it is important that all group members be in class to contribute to the group’s effort in developing an understanding of what it means to teach mathematics effectively.

All students are expected to demonstrate the ethical and professional values associated with K-12 Level Education. It is critical teaching candidates adopt and exhibit a professional demeanor at each point in their teacher preparation. Evidence of professional dedication will be expected through all work during classes and practicum, seminar, internship, and clinical experiences. Credit for participation and professionalism will be part of the evaluation. Wireless phone usage for irrelevant purposes of the course is strictly prohibited in class.

Assignment Format and Late Assignments

All assignments must be submitted electronically unless specified. It is highly recommended you save all your work electronically and possibly a hardcopy for your records before turning it in. The following format is required for every assignment submitted. Deviating from the format may result in reduced points, returned paper, or rejection of the assignment completely. All assignments should be double spaced and typed with 12-point font; page numbers should be included if more than one pages. You must label your assignment as you save it containing your name and the assignment name. Only assignments submitted complete and on time will be considered for full credit. Without evidence that you were unavailable (sick) for the entire range of days, the assignment will be given a zero. Any assignments turned more than one week late (or the range of dates for submission) will receive zero points.

Policy on Academic Dishonesty

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty, insist on adherence to these standards.
Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Special Needs

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please notify your instructor and contact Disabled Student Services (DSSO) at 747-5148 or at dss@utep.edu or come by Room 106 Union East Building.

Course Requirement

Attendance and Class Participation (5% of Course Points)

Your active participation in each class session is vital to your learning as well as to the learning of other students in the class. I expect you to attend all class meetings prepared for active, collaborative, participation during the session, whether it is whole group discussion, small group activity, or individual reflection. Preparation for class involves completion of assigned readings and tasks. Active participation includes, but is not limited to, the following: asking probing question about the reading assignments, making comments during class discussions, bringing relevant handouts, or journal articles to class for distribution to classmates, making recommendations for further reading on a topic under discussion, suggesting activities to enhance the investigation of a philosophical issue, and being prepared to answer questions about assigned topics. If you are unable to attend a particular class session, please let me know beforehand. You are responsible for contacting someone in the class to find out what transpired in your absence.

Online Discussion (20% of Course Points)

Each week, discussion topics with a series of questions will be posted in Blackboard. Your response to each question should be meaningful, well thought-out, and articulate. Post your first response by the due days and post your follow up responses in the following two days. Read all the postings of your peers, and interact with your peers in a positive manner. You will reply at least three of your classmates’ posts in a meaningful way. More than respond to existing questions, the “philosophers of the week” will prepare two discussion questions related to your assigned target topic to your classmates on the Blackboard.
Presentation of Chapters (10% of Course Points)

You will prepare a (10 minutes) comprehensive presentation on the chapters that you assigned on a date specified in class. The purpose of the presentation will be to internalize/synthesize the information in the chapter and explain the significance of the content to your classmates—DO NOT make a presentation over the content of the chapter as if the class had not read the chapter. In the presentation, you will introduce the details of Experiment Design and Processes behind each theory as part of the content of your discussion (some information may not be found in the textbook). This means that you will need to spend time looking at other books, articles and resources in the library and/or on-line to prepare your presentation. Each presentation will be guided by a (one-page) handout that will be prepared by the presenters. The presenters are responsible for providing hard copies of the discussion guide to the class. Failure to provide a handout by the designated time will result in a reduction in grade for the class presentation.

Facilitate Discussions (10% of Course Points)

After your chapter presentations, you play as the facilitators to lead class discussion. The discussion about the theories should be about 20 minutes in length. Throughout the discussion, you are going to act as peer leaders, to (1) connect target theories with the other theories with a goal to help your classmates understand the evolution and development of fundamental theories; (2) connect the target theories with current K-12 education with a goal to help your classmates understand the implication of fundamental theories. Be creative to develop and use a variety of interactive activities engage and motivate your classmates to communicate ideas (e.g. issue debates, brainstorms of certain topics, curriculum development/critique, video watching and reflections, role play lesson demonstrations, internet searching tasks, and/or personal story sharing).

Summer Camp Workshops and Observations (10% of Course Points)

You will come to the summer camp for a specified date From July 15th to July 26th (9:00am to 1:30pm; Monday to Friday) to provide a 20-minute learning-theory-based activity to summer camp elementary students. On the day that you selected, you will also observe lessons that taught by preservice teachers and provide your comments about the teaching effectiveness from learning theory perspectives for summer camp instructors.

Assignments

Assignment 1: Article Review (9% of Course Points)
(1 page for each article, single-spaced, follow the Template)

You will select and review 7-10 articles for the following two topics: (1) Interdisciplinary Education (e.g. math-science integrated curriculum); (2) Innovative Teaching Strategies (e.g. students’ centered teaching, project based teaching). You will follow the article review template (on page 7) to write a brief report for each article.
Assignment 2: Literature Synthesizing (9% of Course Points)  
(7 pages, double-spaced, APA style)
You will write a comprehensive article by synthesizing the articles you reviewed in the assignment 1. Create an outline that puts your topics (and subtopics) in a logical order. For each subtopic you identified during your analysis, determine what the articles in that group have in common. For each subtopic you identified during your analysis, determine how the articles in that group differ. If there are contradictory findings, you may be able to identify methodological differences that could account for the contradiction (e.g., differences in measurement or participant demographics). Determine what general conclusions you can report about a subtopic, given the entire group of studies related to it. As you begin to write your literature synthesizing, follow your outline and remember to use transitions between topics.

Assignment 3: Research Proposal Draft (9% of Course Points)  
(15 pages, double-spaced, APA style)
You will develop a research proposal for a national level research conference (e.g. American Educational Research Association). The paper should deal explicitly with the following elements, preferably in this order: (1) Objectives or purposes; (2) Theoretical framework; (3) Methods, techniques, or modes of inquiry; (4) Data sources, evidence, objects, or materials; (4) Results or anticipated results; (6) Scientific or scholarly significance of the study or work.

Assignment 4: Peer Review Reports (9% of Course Points)  
(2 pages for each proposal, double-spaced, follow the Template) 
You will invite three of your classmates to review your research proposal that you developed for your assignment 4. You will also review 3 of your classmates’ research proposals by following the Review Checklist, and write a short review report for each proposal. In the review report, you need to (1) find out major weaknesses in the proposal; and (2) provide suggestions for your classmates to fix their weaknesses and improve the quality of the proposal.

Assignment 5: Revised Research Proposal (9% of Course Points)  
You will revise your proposal based on your classmates’ review reports from the assignment 4. You need to write a “letter to editor” as the appendix in revised proposal by pointing out which changes you made based on each comment, and how you addressed each critiques from your classmates.

Take Home Exams (20% of Course Points)
The exams will cover all the key theories from the textbook and class discussions. A series of educational phenomenon will be provided for you, and you will use related learning theories to interpret these results or outcomes. Please answer each question completely, but precisely, in about 5 double-spaced pages for each question. You are required to consult reference materials of any kind and cite all the related publications, however, do not ask and communicate for input or suggestions from any of your classmates. Be sure to include all citations and references in APA style. Exam questions will be released on specific days as scheduled in the syllabus, and you will have three days to complete the exam.
General Calendar

Changes may be made in this syllabus when judged appropriate by the instructor

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<tr>
<th>Meeting Date</th>
<th>Class Topics/Activities</th>
<th>Assignments and Due dates</th>
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| **Week 1** (No meeting) | Get your textbook  
Reflect and share your education experiences  
Think your proposal topic                       | Online Discussions 1  
Due June 16                                     |
| **Week 2**  
**June 17**  
Monday | Introduction/Syllabus  
Reading Assignment: Chapter 1                                                             | Online Discussions 2  
Due June 23                                     |
| **Week 3**  
**June 26**  
Wednesday | Behaviorism Learning Theory  
Reading Assignment: Chapter 3, 4, 5,                                                      | Online Discussions 3  
Due July 30                                     |
| **Week 4**  
**July 1**  
Monday | Cognitive Learning Theory (Part I)  
Reading Assignment: Chapter 7, 8, 9                                                        | Assignment 1 (Article Review)  
Due July 2                                      |
| **Week 4**  
**July 3**  
Wednesday | Cognitive Learning Theory (Part II)  
Reading Assignment: Chapter 10, 11                                                         | Online Discussions 4  
Due July 7                                      |
| **Week 5** (No meeting) | Take Home Exam I                                                                         | Assignment 2 (Literature Synthesizing)  
Due July 9                                      |
| **Week 6**  
**July 15**  
Monday | Motivation Theory & Multiple Intelligences Theory  
Reading Assignment: Chapter 16, 17 & Extra Reading                                          | Online Discussions 5  
Due July 14                                     |
| **Week 6**  
**July 17**  
Wednesday | Social & Developmental Learning Theory  
Reading Assignment: Chapter 6, 12, 13                                                       | Assignment 3 (Research Proposal)  
Due July 16                                     |
| **Week 7**  
**July 22**  
Monday | Complex Learning  
Reading Assignment: Chapter 2, 14, 15                                                     | Online Discussions 6  
Due July 21                                     |
| **Week 7** | Take Home Exam II                                                                         | Assignment 4 (Peer Review Reports)  
Due July 23                                     |
| **Week 8**  
**July 29**  
Monday | Research Proposal Presentations (Part I)                                                 | Online Discussions 7  
Due July 28                                     |
| **Week 8**  
**July 31**  
Wednesday | Research Proposal Presentations (Part II)                                                 | Assignment 5 (Revised Proposal)  
Due August 2                                     |
Article Summary Template (Assignment 1)

For each article, please summarize following information:

1. Article publication information in APA style
2. What issue, research question, or hypothesis is the focus of the study?
3. What are the independent variables (intervention) in the study?
4. What are the dependent variables (achievement, attitude) in the study?
5. What are main research methods? (specify the data collection and analysis methods)
6. Which kinds of instruments were used?
7. What are the setting of the research and characteristics of participants?
   a. Students (gender, ethnicity, SES, number, assign strategy)
   b. Teachers (gender, ethnicity, SES number, assign strategy)
8. What are main findings in the study?
9. What are main explanations for these findings?
10. What is your evaluation of this study?

Article Critique Template (Assignment 4)

1. Comments about research objectives/purposes
2. Comments about the theoretical framework
3. Comments about research methods
   ✓ Does the author accurately explain how the data will be collected?
   ✓ Is the design suitable for answering the question posed?
   ✓ Is there sufficient information present for you to replicate the research?
   ✓ Does the article identify the procedures followed?
   ✓ Are these ordered in a meaningful way?
   ✓ Was the sampling appropriate?
   ✓ Have the equipment and materials been adequately described?
   ✓ Does the article make it clear what type of data was recorded;
   ✓ Does the method of measurements precisely described?
4. Comments about the significance of the study
   ✓ Does the research extend our understanding of important issues in education?
   ✓ Does it have the potential to lead the field in new directions?
   ✓ Do the research questions pertain to issues of significant theoretical or pragmatic concerns?
   ✓ Is there an appropriate match between the research question(s) and the methods and analyses employed to answer the question(s)?
## Chapter Presentation Schedule

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<tr>
<th>Date</th>
<th>Chapter Topics/Activities</th>
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<td>June 26</td>
<td>Chapter 3</td>
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<td>Multiple Intelligences Theory</td>
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<td>July 17</td>
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