

ED 327 Theories of Learning



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Catalog Description:

Designed for educators, this course addresses adolescent development in relation to learning theories specific to secondary instruction and the LCSC teacher education conceptual framework, implications of those theories on instructional strategies, and concepts of standardized and non-standardized assessment.

Prerequisites: none.

Text:

An Introduction to Theories of Learning 7th Ed. Hergenhahn, B.R. and Olson, Matthew H. Pearson/Prentice Hall ISBN: 0-13-114722-6

Description and Purpose:

The teaching-learning process is a multi-faceted, dynamic interaction between the teacher and the learner. Effective teaching is founded on an understanding of learning theory—the attempt to explain the processes involved in human learning—and the various teaching practices developed from these theories. This course is designed to provide an understanding of prominent learning theories and their implications in the teaching profession.

If you need course adaptations or accommodations because of a disability, if you have emergency medical information I should be aware of, or if you need special arrangements in case the building must be evacuated, please contact me as soon as possible to discuss your situation and needs. My office location and phone numbers are listed above.

General Course Goals:

1. Develop an understanding of the major theories of learning and their application to the classroom.
2. Discuss and apply concepts of standardized and non-standardized assessment techniques to the teaching process.
3. Develop an appreciation of the role of educational psychology in answering practical problems in education.
4. Understand the concept of the “caring professional” and how it relates to the learning theories of Gilligan, Glasser, Kohlberg, Maslow, and Noddings.
5. Understand the concept of “teaching for understanding” and how it relates to the learning theories of Bloom, Gardner, Piaget, and Dewey.
6. Understand the concept of “communities of learning” and how it relates to the learning theories of Bandura, Bruner, Goodlad, and Vygotsky.

Evaluation and Grading:

Attendance, preparation, and thoughtful participation are expected. Many of the activities and discussions cannot be replicated solely from texts. Education is a social profession in which the ability to work and share ideas in a collegial atmosphere is becoming increasingly important. Participation in which there is thoughtful consideration of the ideas of others and an avoidance of excessive claim of time or attention from others is expected. All assignments should be completed punctually. Students will be evaluated on their completion of the above expectations and scores on the following formal assessments:

Assignment	points
Definition of Learning	20
Mid Term Exams (4)	200
Final Exam (optional)	100
Quizzes	70
Grading and Test interpretation exercises	30
participation	30
Learning theorist paper	50
TOTAL	500

Note that the Final is optional. If you are satisfied with your grade going into the final you do not have to take it and the earned grade will be posted. Grades will be determined using the High Percentage method, i.e. the highest score in the class will set the 100% mark.. Grades will be cut off at the usual points, e.g. 100-90% = A, 89-80% = B, 79-70% = C, 69-60% = D, below 60% = F

Tentative Schedule*

Date	Topic	Assigned	Due
Aug 25	Intro, syllabus, Teacher Centered vs Student Centered Learning.	Berliner article, Define <i>learning</i>	
Aug 27	Discussion of Berliner Article and your definitions of <i>learning</i>		
Sept 1 & 3:	NO CLASS (holiday and BIE assessments for Prof. W.)		
DEFINING THE FIELD			
Sept 8	Understanding the history: Nature vs. Nurture	Ch 1 & 2	
Sept 10	What is Learning? The Study of Learning	Ch 3	Quiz Ch 1-2
Sept 15	Early Notions of Learning		Quiz Ch 3
Sept 17	Exam 1	Ch 4	
BEHAVIORISM			
Sept 22	E. L. Thorndike	Ch 5	Quiz Ch 4
Sept 24	B. F. Skinner	Ch 7	Quiz Ch 5
Sept 29	Ivan Pavlov		Quiz Ch 7
Oct 1	Exam 2	Ch 10	
COGNITIVISM			
Oct 6	Gestalt Theory	Ch 11	Quiz Ch 10
Oct 8	Jean Piaget	Ch 13	Quiz Ch 11
Oct 13	Albert Bandura		Quiz Ch 13
Oct 15	NO CLASS (Wareham has a meeting in Boise)	Ancillary	
Oct 20	Robert M. Hutchins & Mortimer Adler	Ancillary	Quiz H & A
Oct 22	Jerome Bruner		Quiz Bruner
Oct 27	Exam 3	Ancillary	
OTHER IMPORTANT CONSIDERATIONS REQUIRED FOR LEARNING			
Oct 29	Maslow's Hierarchy of Needs	Ancillary	Quiz Maslow
Nov 3	Kohlberg's Moral Development	Ancillary	Quiz Kohlberg
Nov 5	Erickson's Stages of Psychosocial Development	Ancillary	Quiz Erickson
Nov 10	Blooms Taxonomy of Learning	<i>Theorist paper</i>	Quiz Bloom
Nov 12	Exam 4	Gage Ch 13	
ASSESSMENT, TESTING, AND GRADING			
Nov 17	Classroom Assessment and Grading		
Nov 19	Classroom Assessment and Grading	<i>grading exercise</i>	
Nov 24-28	Thanksgiving break: NO CLASS ☺	Gage Ch 14	
Dec 1	Standardized Testing		grading exercise
Dec 3	Standardized Testing		Theorist paper
Dec 8	Standardized Testing	<i>Interpreting test scores</i>	
Dec 10	Summary and Closure		test score exercise
Dec 17	Final Exam (optional)		

* Though the schedule is attached to the syllabus, it is not part of the syllabus and does not constitute a contractual agreement. The schedule may be altered as needed to meet the needs of the course.