

ED 327 P60 Theories of Learning Summer 2008



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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. 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	50
Grading Project	25
Standardized Test Interpretation	25
In-class discussions	50
TOTAL	470

Note that the Final is optional. Grades will be posted 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
May 27-30	Introduce yourself in the BB discussion area and make sure your book ordered and on its way.	Berliner article,	
June 2	Welcome! Syllabus.	Define <i>learning</i>	
June 3	Discussion of Berliner Article and your definitions of <i>learning</i>	Ch1	Definition of learning
<i>Section 1: Defining the Field</i>			
June 4	Ch 1 What is Learning?	Ch 2	Quiz Ch 1
June 6	Ch 2 The Study of Learning	Ch 3	Quiz Ch 2
June 9	Ch 3 Early Notions of Learning		Quiz Ch 3
June 10-12	Exam 1 (closes at noon on the 12 th)	Ch 4	
<i>Section 2: Behavioral Theories</i>			
June 13	E. L. Thorndike	Ch 5	Quiz Ch 4
June 16	B. F. Skinner	Ch 7	Quiz Ch 5
June 18	Ivan Pavlov		Quiz Ch 7
June 19-21	Exam 2 (closes at noon on the 21 st)	Ch 10	
<i>Section 3: Cognitive Theories</i>			
June 23	Gestalt Theory	Ch 11	Quiz Ch 10
June 25	Jean Piaget	Ch 13	Quiz Ch 11
June 27	Albert Bandura	Ancillary	Quiz Ch 13
June 30	Robert M.Hutchins & Mortimer Adler	Ancillary	Quiz H & A
July 2	Lev Vygotsky		Quiz Lev
July 3-6	Exam 3	Ancillary	
<i>Section 4: Other Important Factors of Learning</i>			
July 7	Maslow's Hierarchy of Needs	Ancillary	Quiz Maslow
July 9	Kohlberg's Moral Development	Ancillary	Quiz Kohlberg
July 11	Erickson's Stages of Psychosocial Development	Ancillary	Quiz Erickson
July 14	Blooms Taxonomy of Learning		Quiz Bloom
July 15-17	Exam 4	Gage Ch 13	
<i>Section 5: Standardized Tests & Grades</i>			
July 18	Standardized Testing		
July 21	Standardized Testing		
July 23	Interpreting standardized tests exercise	Gage Ch 14	
July 25	Interpreting standardized tests exercise		
July 28	Classroom Assessment and Grading		
July 30	Classroom Assessment and Grading		
Aug 1	Assigning grades exercise		
Aug 4	Assigning grades exercise	Ch 16	
Aug 6	A Final Word		
Aug 8	Wrap-up and closure		
Aug 11	Final (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.