University of Southern California
Rossier School of Education
Course Syllabus

EDUC 518 – The Application of Theories of Learning to Classroom Practice

Instructor:
Phone:
Office Hours:
Email:

INTRODUCTION AND PURPOSE

Learning theory is one approach to understanding and explaining the psychological processes involved in learning. Learning theory explains what happens in the mind when an unfamiliar phenomenon, idea, or concept is encountered in a formal or informal situation. Learning theory explains the immediate individual response to the new phenomenon; the conditions necessary for attending to and making sense of the phenomenon; and the process for understanding and identifying the phenomenon for future reference.

The purpose of this course is to provide a sequence of readings and learning experiences that will enable consistent application of theories of learning in designing classroom learning experiences, developing a classroom learning community, and assessing progress towards the expected student learning outcomes. We will cover the primary theories and perspectives related to learning, including behavioral, developmental, cognitive, social cognitive, sociocultural, and constructivist learning theories. In addition, we examine how these different theories address student assessment, motivation, self-regulation, and classroom management.

Throughout the course, we will be looking for examples of theories in action. Often, when you ask a teacher "What learning theory do you use?" you may get a blank look, or even an "I don't have any use for theory" response; yet, teachers apply theory all the time. When you observe someone facilitating learning, you are observing, through the pedagogical choices they make from moment to moment, the physical enactment of their assumptions about how their students learn. Good teachers are conscious of those assumptions and make those choices intentionally and purposefully, rather than haphazardly. Those assumptions, taken collectively, constitute their personal learning theory. In this course, we review the most common families of those theories and the implications for teaching, assessing, and motivating students.

The readings for this course have been chosen to provide both breadth and some depth to the course topics. The readings were selected based on clarity of presentation regarding the basic principles and assumptions, as well as their explicit connection to theory and practice. Because these readings are a place from which to begin the ongoing discussion of the application of theory to practice, a number of the readings for this course will be revisited in subsequent classes in the program.

Teaching is the process of facilitating learning. Learning is a complex psychological process that involves physical changes in the brain and psychological changes in the mind. The brain is the organ that makes thought and the senses possible through producing structural changes that accommodate new learning. The mind is that part of the individual that feels, perceives, and reasons. Consistently productive teaching for diverse students is based on a theoretical understanding of the learning process. Learning theory is one approach to understanding the psychological processes involved in learning. In this course, you will become familiar with the antecedents and basic tenets of the learning theories preferred by scholars and practitioners and that are employed in textbooks and other instructional materials for teaching specific subject matter.

The assignments and learning experiences for this course are intended to provide a developmental sequence grounded in a sociocultural pedagogy that will enable candidates to progress from academic knowledge of theoretical perspectives on learning, to recognition and application and, finally, to problem solving in the classroom.

This course addresses particular "problems of practice" by:
- Emphasizing the application of theory to practice, including how learning theory can be consistently applied in instructional planning, assessment, and the development of the classroom community

- Providing the theoretical knowledge necessary to engage in meaningful application in pedagogy courses

COURSE OBJECTIVES

1) You will develop skills in recognizing, defining and applying key learning and motivation theories, concepts, processes, principles and procedures to diagnose causes of and plan instructional solutions to learning challenges for a variety of learners from different cultural backgrounds who are learning in diverse urban settings.

2) You will analyze teaching events in pre-arranged videos, explain their effectiveness and offer alternative approaches based on learning research and theory.

3) You will develop skills in writing learning objectives, creating and implementing instructional activities, and selecting appropriate assessments that align with the goals for a variety of learners from different cultural backgrounds.

4) You will learn to apply your knowledge of Web 2.0 and /or multimedia tools in order to analyze a teaching event depicted in a pre-arranged video and explain the effectiveness and offer alternative approaches based on learning research and theory.

You will have the opportunity to practice group collaboration, speaking in front of others, active listening, and analyzing problems.

CTC STANDARDS
For each type of professional credential in education, the California Commission on Teacher Credentialing has developed and adopted standards, which are based upon recent research and the expert advice of many professional educators. Each standard specifies a level of quality and effectiveness that the Commission requires from programs offering academic and professional preparation in education. The following standards will be either introduced or reinforced in this course.

Standard	Week	I, R or M	Description	Assessment
Standard 3.1 Foundational Educational Ideas and Research	1-10	Introduced (Weeks 1-10) Reinforced (Weeks 10-11)	Candidates read a variety of texts related to learning theory and observe pre-recorded videos of teaching events in a variety of contexts that demonstrate learning theories in action	Candidates engage in Asynchronous Learning Events, which involve responding to questions about the theories.
Standard 4.1 Relationships Between Theory and Practice	2-9	Introduced	Candidates observe pre-recorded videos of teaching events in a variety of contexts that demonstrate learning theories in action	Candidates write two analysis papers and create one Web 2.0 product that demonstrate their analysis of the teaching event and learning and motivation theories demonstrated therein
Standard 5.3 Professional Perspectives Toward Student Learning and the Teaching Profession	2-10	Introduced	Candidates read texts that explain a variety of learning theories	Candidates contribute to class discussion and respond to specific unit questions in the Asynchronous Learning Events.

Standard 6.2 Pedagogy and Reflective Practice	2-10	Introduced	Candidates observe pre-recorded videos of teaching events in a variety of contexts that demonstrate learning theories in action	Candidates suggest alternative practices rooted in learning and motivation their in their analysis papers and Web 2.0 product
Standard 11.1 Using Technology in the Classroom	1-10	Introduced	Candidates access course content, participate in class discussions, and complete assignments all through technology-based tools.	Candidates demonstrate their ability to use technology in weekly activities and through the Web 2.0 product, and final video product
Standard 16.1 Learning, Applying, and Reflecting on the Teaching Performance Expectations	1-10	Introduced	Candidates are afforded multiple opportunities to learn, apply, and reflect upon TPEs embedded throughout the course (TEP 2, 3, 4, 5, 6A, 6B, 6C, 8, 9, 11)	Candidates complete readings, observe teaching events, and re-create a teaching event wherein they demonstrate their learning of the embedded TPEs.

SPECIAL EDUCATION CTC STANDARDS

Special Education Standard	Week	I or R	Description	Assessment
5.3:	2, 3-10	Introduced (2), Reinforced (3-10)	Candidate observes the implementation of evidenced-based assessment strategies	Formative: Candidate is assessed on the use of assessment types for diverse learners during class discussion.
5.4:	2	Introduced	Candidate learns about a variety of assessment types and identifies when to use these types	Formative: Candidate identifies appropriate assessment approaches for a variety of learner characteristics.
9.6.2:	2, 6	Introduced	Candidate practices writing and aligning learning objectives, instructional activities, and assessments	Formative: Candidate completes these activities during class discussion Summative: Candidate completes this task and is assessed using a grading rubric.
9.6.5:	2, 3-10	Introduced	Candidate practices writing and aligning learning objectives, instructional activities, and assessments	Formative: Candidate completes these activities during class discussion Summative: Candidate completes this task and is assessed using a grading rubric.

TEACHER PERFORMANCE EXPECTATIONS (TPEs)

By addressing these Teacher Performance Expectations, this course assists you in preparing for the Teacher Performance Assessment (TPA) at the conclusion of this program. Completion of the TPA is required in order to be recommended for a credential from the University of Southern California.

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TPE	Week	I or R	Description	Assessment
TPE 2: Monitoring Student Learning During Instruction	2-10	Introduced	Candidates analyze pre-recorded video examples of teachers monitoring student learning during instruction	Formative: Candidates are assessed on their analysis of pre-recorded video teaching using a grading rubric
TPE 3: Interpretation and Use of Assessments	2-9	Introduced	Candidates practice identifying appropriate assessments that align with learning objectives	Formative: Candidates assessed on their writing of learning objectives and assessments during class discussion (not graded) Summative: Candidates assessed on their implementation of a variety of assessments using a grading rubric
TPE 4: Making Content Accessible	2-9	Introduced	Candidates identify strategies on how to make content accessible to a variety of learners	Formative: Candidates assessed on their ability to identify and implement differentiation and scaffolding strategies using a grading rubric. Summative: Candidates assessed on their ability to make content accessible through using a grading rubric
TPE 5: Student Engagement	2-10	Introduced	Candidates identify how to foster student engagement through a variety of learning and motivation theories and practice how to clearly communicate instructional objectives to students	Formative: Candidates are assessed on their ability to identify and understand strategies that foster student engagement through class discussion and Asynchronous Learning Events based on depth of understanding.
TPE 6A, B, C: Developmentally Appropriate Teaching Practices	4	Introduced	Candidates read and discuss developmental theory and how it influences the choice of learning goals and instructional strategies based on a variety of learners in K-12	Formative: Candidates are assessed on the explanation of how developmental theory informs learning goals and instructional strategies through class discussion and forum postings based on depth of understanding.
TPE 8: Learning about Students	2-9	Introduced	Candidates observe pre-recorded videos of teachers using formal and informal methods to assess students' prior mastery content	Formative: Candidates are assessed on their understanding of how to learn about students through class discussion

			knowledge, and skills. Candidates apply these same skills in the analysis of their own teaching videos.	and forum postings. Summative: Candidates are assessed on their application of these skills using a grading rubric.
TPE 9: Instructional Planning	3-10	Introduced (3-4), Reinforced (5-10)	Candidates write alternative and write and implement original instructional plans.	Formative: Candidates are assessed on their understanding of instructional planning using a grading rubric. Summative: Candidates are assessed on their ability write and implement instructional plans using a grading rubric.
TPE 11: Social Environment	2-10	Introduced	Candidates identify a variety of strategies that promote student effort and engagement and create a positive climate for learning.	Formative: Candidates are assessed on their understanding of strategies that promote student effort, engagement, and how to create a positive climate using a grading rubric.

COURSE REQUIREMENTS AND ASSIGNMENTS

Assignment due dates are posted on the 2sc website. Please be aware that late assignments are accepted without penalty only in the case of serious personal emergencies **and** only with the prior approval of your instructor. Please note that increased job responsibilities, vacations, and poor planning are NOT considered serious personal emergencies. Assignments submitted late without approval will receive a penalty of 10% of the total possible assignment grade, per day late.

Class Time
The total amount of "class time" per week for this course is 3 hours and 10 minutes. Live class sessions via 2sc will constitute 2 hours, and the remaining 1 hour and 10 minutes of class time will be comprised of but not limited to activities such as participating in the ALEs, viewing of prerecorded videos, meeting with classmates, etc.

Discussions will occur at every Class Time meeting, and you are expected to participate fully in these discussions. You are also encouraged to ask questions and actively participate in both planned and impromptu class discussions so long as the discussion forwards the purpose of the class. Effort invested during Class Time will reduce the effort necessary outside class. Although technical and connectivity issues do occur, students should make every effort to engage in discussion through the 2sc site for video participation (not just via teleconference). Students who do not participate in the video discussion or do not participate in the full duration of Class Time may be given only partial credit for participation in that discussion session. Class Time is worth a maximum of 2 points each week, for a total of 10% of your grade.

Out of Class Assignments
The out of class workload for this course is approximately 5 hours per week. Out of class assignments include:
> **Course Readings**
> For each unit in this course, **beginning with Week 1**, you will have assigned readings that should be completed prior to the class session. It is vital that you actively and thoroughly read the assigned chapters and articles **prior to each live class session, and prior to completing your ALEs**.

Asynchronous Learning Events (ALEs)
Each week from Weeks 1-8, you will be asked to take part in an Asynchronous Learning Event (ALE). For each ALE, you will engage somehow with the content. This may take the form of posting on the course wall, viewing interactive videos, or answering questions. These ALEs will be completed prior to your live class session each week in order to prepare you for the application of concepts that will take place there. The ALE for each week is explained in the Assignment Matrix and in the description for each unit. Each ALE is worth 5 points for a total of 10% of your grade. ALEs are graded on participation, so ALEs that are not fully completed or that are submitted late will not earn full credit. Note that there are no ALEs in Weeks 9-10.

Theory Application Products (TAPs)
During this course, you will be completing three Theory Application Products (TAPs) that demonstrate your learning related to the theories. You will create products for three different learning theories. Two of those products must be Analysis Papers (**completed independently**), and one must be a Web 2.0 Project (**completed either independently or collaboratively**). Descriptions of the various assignment options and grading rubrics will be given in class. Each TAP will be worth 100 points (each worth 15% of final grade), for a total of 45% of your grade. The following are descriptions of the Analysis Papers and the Web 2.0 project (See each individual unit for a more detailed breakdown of this assignment):

> **Analysis Papers**
> You will view pre-arranged videotaped classroom-teaching segments, which depict teaching in a heterogeneous classroom setting with a diverse student population. The analysis will be written in a 3-5 page (not counting the title or references pages) expository paper. For this assignment, you will apply a theoretical perspective on learning covered in one of the units to your analysis of the videotaped segments. A detailed description of this assignment is located in the Coursework section of 2sc and in the unit descriptions at the end of the syllabus. Each analysis paper is worth 100 points (each analysis is worth 15% of final grade).

> **Web 2.0 Project**
> In addition to the two Analysis Papers, you will complete one Web 2.0 Project. The scope of this assignment is the same as the analysis papers in that you will view a pre-arranged videotaped classroom-teaching segment that depict teaching in a heterogeneous classroom setting with a diverse student population. The difference is that you will use a Web 2.0 tool to demonstrate your competency in the analysis of a video. A detailed description of this assignment is located in the Coursework section of 2sc and in the unit descriptions at the end of the syllabus. The Web 2.0 project is worth 100 points (15% of final grade).

Due Dates for Theory Application Products

TAP	Theory Choices	Week Paper is Due
TAP #1	Choose either Behaviorism or Cognitive Developmental Theory	If you choose: - Behaviorism – due Week 4 - Cognitive Developmental Theory –due Week 5
TAP #2	Choose either: Information Processing Theory or Individual Constructivism	If you choose: - Information Processing Theory - due Week 6 - Individual Constructivism – due Week 7
TAP #3	You MUST choose Social Cognitive Theory	Due Week 8

The due date for Theory Application Products is always <u>one week after your class discussion on that theory.</u> For example, you will have a class discussion on

Behaviorism in Week 3. If you decide to complete TAP #1 on Behaviorism, it would be due the day of class Week 4 by 11:59pm PST.

In this way, you will always have a full week to complete the TAP after you have had the opportunity to read the materials, watch the videos, and take advantage of the class discussion on that theory.

Summative Course Assessment
The following two assignments are the culminating or summative assessments of the course through which you will demonstrate your competency in the aforementioned course objectives.

Orientation Teaching Video Recreation Proposal
This assignment consists of two parts.
1. Form a small group (3-4 people). Set up a time to meet on the platform. Prior to your meeting, watch each of your peers' orientation teaching videos as well as your own, and take notes on what theories you see in action and how their lesson could be improved. During the meeting, discuss each person's video and share your notes.
2. Using the feedback of your peers and your own observations, redesign your lesson using the provided Orientation Teaching Video Analysis Proposal template (located in the Toolbox on 2sc).

This assignment is **due in Week 8** and is worth 50 points, for a total of 10% of your grade. See Week 7 for a detailed description of this assignment.

Orientation Teaching Video Recreation
For your final assignment in this course, you will be re-teaching the lesson you taught for your orientation teaching video. You will be using the methods you described in your Orientation Teaching Video Recreation Proposal to re-teach your lesson and create a video presentation to show your results. This assignment is **due 48 hours prior to class in Week 10**, and is worth 200 points, for a total of 25% of your grade. See Week 8 for a detailed description of this assignment.

GRADING
Assignments will be weighted as follows:
Class Time	10%
Asynchronous Learning Events	10%
Theory Application Products	45%
Orientation Teaching Video Re-creation Proposal	10%
Orientation Teaching Video Re-creation	25%

GRADE DISTRIBUTION TABLE
A = 95-100%	B+ = 86-89%	C+ = 76-79%	D+ = 66-69%	F = 0-59%
A- = 90-94%	B = 83-85%	C = 73-75%	D = 63-65%	
	B- = 80-82%	C- = 70-72%	D- = 60-62%	

TEXTBOOKS AND OTHER MATERIALS
Texts for this course are available from the USC Bookstore. The texts for this course consist of the books below. Some additional readings will be required; those readings will be listed in each unit.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Abridged edition*. New York: Longman.

Snowman, J. & McCown, R. (2012). *ED PSYCH* (1st ed.) Boston: Cengage.
*Note: This text may be purchased as either an e-book or a hard copy. Be sure to purchase the Student Edition.

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DISTANCE LEARNING
This course is offered both on-line and on campus; the activities, expectations and requirements are identical between the two versions. The on-line course is conducted through a combination of real time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur asynchronously. All candidates will be required to complete assignments on-line, in the field and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

Candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on at least one site that allows people to interact with one another (e.g., Facebook, Twitter, Skype, etc.). Basic tasks will include sending and receiving emails, interacting with online video, answering online questions, uploading assignments, and participating in live class sessions. In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, PowerPoint, and basic Internet surfing. Candidates should have a working laptop or desktop computer with a webcam, a reliable method of calling the teleconference line (land line or Skype are both good options), and a high speed, wired Internet connection.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, and class discussions, the instructor will maintain ongoing communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor, share their ideas, comments and questions through private and public means. The Course Wall provides a place for the instructor to share new information and new postings.

E-mail and wall postings will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the weekdays and will be responded to within 48 hours. The Coursework section provides candidates with assignment due dates. Instructors will inform candidates of their office hours availability.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates.

In the Event of Technical Breakdowns

Candidates may submit assignments to the instructor via e-mail by the posted due date ONLY if a technical problem is suspected. Remember to back up your work frequently, post papers on the LMS (Learning Management System) or in Blackboard once completed, load files onto a power drive, and keep a hard copy of papers/projects.

Standards of Appropriate Online Behavior:

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, use offensive language or online flaming. For more information, please visit:

http://www.usc.edu/student-affairs/SJACS/

ACADEMIC ACCOMMODATIONS
The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific

responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-7766.

ACADEMIC INTEGRITY

The University's Student Conduct Code articulates violations that are most common and readily identifiable. Conduct violating university community standards that is not specifically mentioned still may be subject to disciplinary action. General principles of academic honesty include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All candidates are expected to understand and abide by these principles.

Sanctions for violations of the university Student Conduct Code are assessed appropriately for the cited violation. Sanctions will be considered in light of candidates' entire conduct records at the university and will be designed to hold candidates accountable for their actions and the resulting or potential consequences of such actions, to promote the educational well-being of candidates and to protect the educational environment of the university and the safety of its community.

All academic integrity violations will result in an academic consequence. Failure to comply with the terms of any imposed sanctions may be considered an additional violation.

Scampus, the USC student guidebook contains the Student Conduct Code and information on Academic Integrity. It is the student's responsibility to be familiar with and abide by these guidelines, which are found at:
http://web-app.usc.edu/scampus/
A summary of behaviors violating University standards can be also found at:
http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions/

INCOMPLETES

IN – incomplete (work not completed because of documented illness or some other emergency occurring after the **7th week** of the semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam); IX – lapsed incomplete.

Conditions for Removing a Grade of Incomplete. If an IN is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the twelfth week of the semester. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time Limit for Removal of an Incomplete. One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered "lapsed," the grade is changed to an "IX" and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

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ASSIGNMENT MATRIX (SUBMITTED ASSIGNMENTS ONLY)

Week	Assignments	Due Date	Points
1: Introduction to Learning Theories	ALE – Introduction on the Course Wall	24 hours prior to class	5
	Writing Assessment	As soon as possible	C/NC
	Class Time	Day of class	2
2: Learning Objectives and Assessment	ALE – Voicethread	24 hours prior to class	5
	Class Time	Day of class	2
3: Behavioral Learning Theory	ALE – Interactive Video Lesson	24 hours prior to class	5
	Class Time	Day of class	2
	TAP 1 Option 1: Behaviorism	Day of class *Week 4*, 11:59pm PT	100
4: Cognitive Learning Theories – Cognitive Developmental Theory	ALE – Interactive Video Lesson	24 hours prior to class	5
	Class Time	Day of class	2
	TAP 1 Option 2: Cognitive Developmental Theory	Day of class *Week 5*, 11:59pm PT	100
5: Cognitive Learning Theories – Information Processing Theory and Complex Cognitive Processes	ALE – Interactive Video Lesson	24 hours prior to class	5
	Class Time	Day of class	2
	TAP 2 Option 1: Information Processing Theory	Day of class *Week 6*, 11:59pm PT	100
6: Cognitive Learning Theories – Constructivism and Connectivism	ALE – Interactive Video Lesson	24 hours prior to class	5
	Class Time	Day of class	2
	TAP 2 Option 2: Constructivism	Day of class *Week 7*, 11:59pm PT	100
7: Social Cognitive Theory	ALE – Interactive Video Lesson	24 hours prior to class	5
	Class Time	Day of class	2
	TAP 3: Social Cognitive Theory	Day of class *Week 8*, 11:59pm PT	100
	Orientation Teaching Video Recreation Proposal	By class time *Week 8*	50
8: Contextual Theories of Learning – Vygotsky's Sociocultural Theory	ALE – Interactive Video Lesson	24 hours prior to class	5
	Class Time	Day of class	2
	Orientation Teaching Video Recreation	48 hours prior to class *Week 10*	200
9: Motivation & Self-regulation	Class Time	Day of class	2
10: Reflection	Class Time	Day of class	2

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Week 1: Introduction to Learning Theory

Introduction
The purpose of this unit is to define what constitutes "learning," introduce the construct of "theory," what is meant by "learning theory," and the applications and limitations of learning theory in instruction. We will also introduce and discuss the recurring course concepts of assessment, motivation, and self-regulation.

Goals & Objectives
Upon completing this unit, candidates will be able to:
- Summarize in general terms, the following key terms that will be used throughout the semester: learning, motivation, self-regulation, assessment, environment, assumption, framework, practice, alternative practice, pedagogy
- Summarize the characteristics of learning theories.
- Critique the reliability of a variety of sources.
- Summarize the basic elements of academic writing.

Activities
Complete the following for Week 1:
- ALE – Introduction on the Course Wall.
    - Prior to your first class session, visit the Course Wall.
    - Post a picture of yourself, along with some text telling us some things about you. This might include:
        - Previous education
        - Previous teaching experience (yes, parenting and coaching counts!)
        - Concentration within the MAT@USC
        - Interests
        - Prior work experience
    - Your instructor will have posted an example introduction first – follow his or her lead.
    - This assignment is worth 5 points and is due 24 hours prior to your first class session.
- Watch videos:
    - Course Overview
    - Why is this Course in the MAT?
    - Syllabus Intro Video (on course wall)
    - Overview of Educational Terminology by Dr. Kimberly Ferrario: http://screenr.com/cp18
    - Dissecting & Assessing Learning Objectives by Dr. Patrick Crispen: http://youtu.be/7G1xdmacgtU
    - Assessment Terminology by Dr. Brandon Martínez: http://screenr.com/Ujx8
    - Lesson Plan Flow by Dr. Brandon Martínez: http://screenr.com/Wjx8
- Review unit discussion questions and objectives
- Writing Assessment:
    - One of the major components of the MAT program is academic writing. We expect you to be able to write at a graduate level, in order to effectively communicate your ideas to us and to your peers. To that end, you were associated with the Student Writing Tutorial course on 2sc. The course consists of various writing-related tutorials, as well as an assessment. Please review the various skills on the Student Writing Tutorial course, and take the Writing Skills Assessment. Once you have passed the Writing Skills Assessment successfully, with a 100% score (you have 5 tries), please upload proof of your score to this assignment portal for your EDUC 518 instructor. If you find that you are having a difficult time passing the assessment, review the coursework in the Student Writing Tutorial course, and then ask your EDUC 518 instructor for assistance.
- Record your Orientation Teaching Video if you have not done so already
    - **Orientation Video Directions**
    - During your Orientation, you should have recorded yourself teaching something to someone. Please read the following directions to make sure you have done this correctly.

- o The purpose of this assignment is to capture, on video, an example of you teaching someone how to do something. Because this is a learning theories course, we want to see what your tendencies are in terms of teaching before you learn about a variety of learning theories and teaching strategies.
- o Topics:
  - It can be anything. In fact, it shouldn't necessarily be something from your subject area for single-subject candidates or a core subject if you are a multiple-subject student. However, if you are a capstone student, you may video record yourself teaching your students (NOTE: you will have to get release forms signed by every student. Your instructor will give you further directions during your first class discussion).
  - Some past lessons have included:
    - How to do something (tie a necktie, do laundry, groom a horse)
    - How to perform a sports skill (heading a soccer ball, shooting a free throw, etc.)
    - How to make a food/beverage item (French toast, cappuccino, sandwich, etc.)
    - How to set up something (a hammock, tent, iPhone, etc.)
- o You will use this for your summative assessment in the course. What makes these lessons effective is if you make your video BEFORE learning about the theories. If you have any questions about topic or how you should approach the assignment, please ask during class or email your instructor.
- o Directions:
  - Pick your topic (remember, something that can be taught in 5-7 minutes)
  - Select your student(s) and plan on an hour to do this
  - Prepare your area for the lesson—have all the materials ready so that when you start recording you won't have to stop to find something
  - Use a tri-pod. A handheld video is jumpy, distracting, and lowers the quality. If you don't have a tri-pod, set it on some books or a table.
  - Be sure the camera is close enough to you to capture the audio. This means you should do a test of 10-15 seconds to make sure you and your student are speaking loudly enough and that the camera's microphone picks up your audio.
  - Frame the shot so the audience can see everything. This means, no extreme close-ups that cut you or your student out of frame. It also means not having the shot so wide that you and your student are hard to see. As a rule of thumb, waist up with a bit of space between the top of your head and the frame is good framing. Of course, if your lessons demands a full body shot (i.e. teaching someone how to dive off a diving board) then adjust as needed.
  - Once you have recorded, double-check that you got everything you need and download the footage to your hard drive.
  - You do not need to upload this footage anywhere yet, but you will need it, so keep it somewhere safe, and make a backup copy!

Readings
- Anderson & Krathwohl, Chapters 1 and 2
- Dembo & Howard (2007): http://files.eric.ed.gov/fulltext/EJ767768.pdf
- Snowman, Ch. 1

Discussion Questions (these may be discussed during your class time session):
- From your experience, describe an example of great teaching/learning.
- From your experience, describe an example of horrible teaching/learning.
- What is learning theory?
- What is some of the important terminology used in the field of educational psychology?
- How can you select reliable sources to support your work?
- What are the basic expectations of graduate level academic writing?

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Week 2: Learning Objectives and Assessment

Introduction
This unit will focus on the creation of learning objectives based on learning theories. In order to create high quality learning experiences, teacher candidates, as well as those currently teaching, must be able to design learning objectives that meet state standards, but also are supported by the various learning theories discussed so far in the course. This unit also focuses on effective assessment practices. In order to create high quality learning experiences, teacher candidates, as well as those currently teaching, must be able to design assessments that meet state standards, but also are supported by the various learning theories discussed so far in the course. Additionally, this unit will examine the various types and uses of assessment, and will focus on aligning learning objectives, instruction, and assessment.

Goals & Objectives
Upon completing this unit candidates will be able to:
- Summarize the components of a learning objective.
- Construct a properly formatted learning objective.
- Summarize the various types of assessment, particularly formative, summative, criterion-referenced, norm-referenced, formal, informal, and dynamic assessment, through the lens of learning theory.
- Explain when to use the various types of assessment.
- Infer why learning objectives, instruction, and assessment should be aligned.

Activities
- Complete the following before Class Time this week:
- Required reading assignments
- Review unit discussion questions and objectives
- Watch Video: Group Test – located in the video library on the LMS
- ALE – Voicethread
  - This week, you will be participating in a Voicethread with your classmates. Use the link posted by your instructor on the course wall to access your group's Voicethread. If you haven't done so already, you will need to create a free Voicethread account.
  - Locate a resource online that helps you understand the concepts you are learning about this week. You may post ANYTHING classroom-appropriate. This means peer reviewed articles are great, but so are movie clips, games, magazine articles, etc.
  - On Voicethread, post a link to the resource, along with an explanation of why you chose that resource and how it links to this week's readings.
  - This assignment is due 24 hours prior to class, and is worth 5 points.

Readings
- Anderson & Krathwohl, 3 and 6
- Snowman, Ch. 14

Discussion Questions (these may be discussed during your class time session):
- How would you determine what type of assessment is appropriate for learning a given skill or concept?
- How can we differentiate between formative and summative assessment, criterion-referenced and norm-referenced assessment, formal and informal assessment, and dynamic and traditional assessment?
- How and why should we ensure that learning objectives, instruction, and assessment are aligned?
- Throughout the course we will return to the following question: How is assessment viewed through the lens of each learning theory we have discussed?

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Week 3: Behavioral Learning Theory

Introduction

The purpose of this unit is to examine behavioral theories of learning – theories that dominated thinking about learning and human behavior in the United States for almost five decades. Behaviorism includes both classical and operant conditioning; for the purposes of this course, however, we will primarily focus on operant conditioning. Operant conditioning includes the modification of observable behaviors through reinforcement and punishment.

Goals & Objectives

Upon completing this unit, candidates will be able to:

- Summarize the main ideas of behavioral theories of learning, including application to instruction, assessment, motivation, self-regulation, and environment.
- Explain the applications of behavioral approaches in the classroom.
- Critique a real world example of teaching and learning using behavioral theory.
- Design a solution to a real world example of teaching and learning using behavioral theory.

Activities

Complete the following for Week 3:

- Required reading assignments
- Review unit discussion questions and objectives
- ALE - Interactive Video Lesson
    - Complete the Interactive Video Lesson in the coursework section by watching the video and answering the questions.
    - This assignment is worth 5 points and is due 24 hours prior to class.
- TAP 1 Option 1: Behaviorism - Due day of class Week 4.
    - **To meet the requirements of TAP #1, candidates must choose to complete a TAP on either Behaviorism or Cognitive Developmental Theory.** The purpose of this assignment is to help you analyze a teaching video sample and synthesize the information about the current theory to which you have been exposed.
    - **Directions**
        - Choose a video observation from the video library on the LMS (for example, "The 5th Grade, DC," or "Investigating Crickets").
        - Based on the Theory Application Product Rubric in the toolbox, create EITHER an Analysis Paper OR a Web 2.0 Project that analyzes this video using the theory and readings for this unit.
        - If you choose to create an Analysis Paper, you must work independently, and you should use the Analysis Paper Template and Analysis Paper Scaffolding documents to help you.
        - If you choose to create a Web 2.0 project, you may work either independently or collaboratively with one or more classmates, and you should use the Web 2.0 Project Scaffolding document to help you.
        - BOTH Analysis Papers and the Web 2.0 Project must include the same information (only the format in which the information is presented is different):
            - Theory Presentation
                - Present the most important parts of the theory, including how the theory defines learning, the main concepts of the theory, and the strengths and weaknesses of the theory. Support this section with appropriate citations from the readings.
            - Theory Application
                - Explain two ways in which the theory is visible in the video. Support this section with appropriate citations from the readings.
            - Lesson Redesign

- o Identify the learning objective that is being taught. Explain how the lesson could be retaught based on this week's theory; it must be based on the same learning objective as the original lesson. Describe two to three strategies that could be used (that were not already used in the original lesson) to teach the learning objective, as well as how the effectiveness of these strategies would be assessed. Support this section with appropriate citations from the readings.
  - Presentation skills
    - o For ANALYSIS PAPERS, your paper should show mastery of academic writing and APA style that is free from any significant spelling, grammatical, organizational, or formatting errors.
    - o For WEB 2.0 PROJECTS, your final product is cleanly put together, clear in presentation of subject matter, and user friendly. Use your Web 2.0 tool in a way that enhances the user's understanding of the subject matter. Give credit to the original sources, but APA style is not necessary.
      - Candidates must complete three Theory Application Products during the course. Two submissions must be papers. One must be a Web 2.0 Project. Be sure to review your assignments in this course and other courses to plan your coursework schedule.
  - o **Grading:** Each Theory Application Product Assignment is worth 100 points, and 15% of your final grade.
  - o **Date Due:** Day of class Week 4, by 11:59pm Pacific Time.

Readings
- Snowman, p. 286-288 (LO3 Only)
- Snowman, Ch. 7
  McLeod, S. A. (2014). Classical Conditioning. Retrieved from http://www.simplypsychology.org/classical-conditioning.html

Discussion Questions (these may be discussed during your class time session):
- What are the main assumptions and principles of behavioral theories of learning, including its application to instruction, assessment, motivation, self-regulation, and environment?
- What are some examples of productive uses and limitations of behaviorism, based on your own experience? Why were these experiences productive or unproductive?
- Based on the readings in this unit, as well as your prior knowledge and personal/professional experiences, describe how behavioral techniques could be useful in creating a learning environment.
- How can you use behaviorism to analyze a learning event in a real world setting?

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Week 4: Cognitive Learning Theories - Cognitive Developmental Theory

Introduction
This unit focuses on the developmental theories of learning. Cognitive Developmental Theory focuses on how humans develop physically, cognitively, morally, and socially. This unit in particular will focus specifically on how humans develop cognitively, according to Piaget's theory of cognitive development.

Goals & Objectives
Upon completing this unit, candidates will be able to:
- Summarize the main ideas of Cognitive Developmental Theory, including application to instruction, assessment, motivation, self-regulation, and environment.
- Explain the applications of Cognitive Developmental approaches in the classroom.
- Critique a real world example of teaching and learning using Cognitive Developmental Theory.
- Design a solution to a real world example of teaching and learning using Cognitive Developmental Theory.

Activities
Complete the following for Week 4:
- Required reading assignments
- ALE - Interactive Video Lesson
    - Complete the Interactive Video Lesson by watching the video and answering the questions.
    - This assignment is worth 5 points and is due 24 hours prior to class.
- Review unit discussion questions and objectives
- TAP 1 Option 2: Cognitive Developmental Theory – Due day of class Week 5
    - **To meet the requirements of TAP #1, candidates must choose to complete a TAP on either Behaviorism or Cognitive Developmental Theory.** The purpose of this assignment is to help you analyze a teaching video sample and synthesize the information about the current theory to which you have been exposed.
    - **Directions**
        - Choose a video observation from the video library on the LMS (for example, "The 5th Grade, DC," or "Investigating Crickets").
        - Based on the Theory Application Product Rubric in the toolbox, create EITHER an Analysis Paper OR a Web 2.0 Project that analyzes this video using the theory and readings for this unit.
        - If you choose to create an Analysis Paper, you must work independently, and you should use the Analysis Paper Template and Analysis Paper Scaffolding documents to help you.
        - If you choose to create a Web 2.0 project, you may work either independently or collaboratively with one or more classmates, and you should use the Web 2.0 Project Scaffolding document to help you.
        - BOTH Analysis Papers and the Web 2.0 Project must include the same information (only the format in which the information is presented is different):
            - Theory Presentation
                - Present the most important parts of the theory, including how the theory defines learning, the main concepts of the theory, and the strengths and weaknesses of the theory. Support this section with appropriate citations from the readings.
            - Theory Application
                - Explain two ways in which the theory is visible in the video. Support this section with appropriate citations from the readings.
            - Lesson Redesign
                - Identify the learning objective that is being taught. Explain how the lesson could be retaught based on this week's theory; it must be based on the same learning objective as the original lesson. Describe two to three strategies that could be used (that were not already used in the

original lesson) to teach the learning objective, as well as how the effectiveness of these strategies would be assessed. Support this section with appropriate citations from the readings.
- Presentation skills
  - For ANALYSIS PAPERS, your paper should show mastery of academic writing and APA style that is free from any significant spelling, grammatical, organizational, or formatting errors.
  - For WEB 2.0 PROJECTS, your final product is cleanly put together, clear in presentation of subject matter, and user friendly. Use your Web 2.0 tool in a way that enhances the user's understanding of the subject matter. Give credit to the original sources, but APA style is not necessary.
    - Candidates must complete three Theory Application Products during the course. Two submissions must be papers. One must be a Web 2.0 Project. Be sure to review your assignments in this course and other courses to plan your coursework schedule.
- **Grading:** Each Theory Application Product Assignment is worth 100 points, and 15% of your final grade.
- **Date Due:** Day of class Week 5, by 11:59pm Pacific Time.

Readings
- Snowman, p. 23-31 (on Piaget's theory only)
- Snowman, p. 32-33 (green Suggestions for Teaching table only)
- Snowman, Ch. 3 (Focusing only on the Cognitive Characteristics for each age level)

Discussion Questions (these may be discussed during your class time session):
- Review of the main assumptions and principles of Piaget's Cognitive Developmental Theory, including application to instruction, assessment, motivation, self-regulation, and environment.
- What are some examples of productive uses and limitations of Piaget's Cognitive Developmental Theory of learning, based on your own experience? Why were these experiences productive or unproductive?
- Based on the readings in this unit, as well as your prior knowledge and personal/professional experiences, describe how Piaget's Cognitive Developmental Theory could be useful in creating a learning environment.
- How is Piaget's Cognitive Developmental Theory different from and similar to behavioral theories of learning?
- How can you use Piaget's Cognitive Developmental Theory to analyze a learning event in a real world setting?

Week 5: Cognitive Learning Theories - Information Processing Theory and Complex Cognitive Processes

Introduction
This unit is focused on Information Processing Theory, a cognitive theory of learning. Cognitive theories of learning are a dominant theoretical perspective in the last 50 years. Cognitive approaches to learning include a number of different theories that explain learning processes that are situated within the individual and arose as a response to behaviorism. This unit will also focus on the more complex cognitive processes that occur within the brain, like transfer, problem solving/critical thinking, creativity, and metacognition.

Goals & Objectives
Upon completing this unit, candidates will be able to:
- Summarize the main ideas of Information Processing Theory, including application to instruction, assessment, motivation, self-regulation, and environment.
- Explain the applications of Information Processing Theory in the classroom.
- Critique a real world example of teaching and learning using Information Processing Theory.
- Design a solution to a real world example of teaching and learning using Information Processing Theory.
- Design instructional approaches that take into account the complex cognitive processes of metacognition, transfer, creativity, and problem solving/critical thinking.

Activities
Complete the following for Week 6:
- Required reading assignments
- ALE - Interactive Video Lesson
    - Complete the Interactive Video Lesson by watching the video and answering the questions.
    - This assignment is worth 5 points and is due 24 hours prior to class.
- Review unit discussion questions and objectives
- TAP 2 Option 1: Information Processing Theory – Due day of class Week 6
    - **To meet the requirements of TAP #1, candidates must choose to complete a TAP on Information Processing Theory or Constructivism (note that you will not be writing about Complex Cognitive Processes or Connectivism).** The purpose of this assignment is to help you analyze a teaching video sample and synthesize the information about the current theory to which you have been exposed.
    - **Directions**
        - Choose a video observation from the video library on the LMS (for example, "The 5th Grade, DC," or "Investigating Crickets").
        - Based on the Theory Application Product Rubric in the toolbox, create EITHER an Analysis Paper OR a Web 2.0 Project that analyzes this video using the theory and readings for this unit.
        - If you choose to create an Analysis Paper, you must work independently, and you should use the Analysis Paper Template and Analysis Paper Scaffolding documents to help you.
        - If you choose to create a Web 2.0 project, you may work either independently or collaboratively with one or more classmates, and you should use the Web 2.0 Project Scaffolding document to help you.
        - BOTH Analysis Papers and the Web 2.0 Project must include the same information (only the format in which the information is presented is different):
            - Theory Presentation
                - Present the most important parts of the theory, including how the theory defines learning, the main concepts of the theory, and the strengths and weaknesses of the theory. Support this section with appropriate citations from the readings.
            - Theory Application
                - Explain two ways in which the theory is visible in the video. Support this section with appropriate citations from the readings.

- Lesson Redesign
  - Identify the learning objective that is being taught. Explain how the lesson could be retaught based on this week's theory; it must be based on the same learning objective as the original lesson. Describe two to three strategies that could be used (that were not already used in the original lesson) to teach the learning objective, as well as how the effectiveness of these strategies would be assessed. Support this section with appropriate citations from the readings.
- Presentation skills
  - For ANALYSIS PAPERS, your paper should show mastery of academic writing and APA style that is free from any significant spelling, grammatical, organizational, or formatting errors.
  - For WEB 2.0 PROJECTS, your final product is cleanly put together, clear in presentation of subject matter, and user friendly. Use your Web 2.0 tool in a way that enhances the user's understanding of the subject matter. Give credit to the original sources, but APA style is not necessary.
    - Candidates must complete three Theory Application Products during the course. Two submissions must be papers. One must be a Web 2.0 Project. Be sure to review your assignments in this course and other courses to plan your coursework schedule.
  - **Grading:** Each Theory Application Product Assignment is worth 100 points, and 15% of your final grade.
  - **Date Due:** Day of class Week 6, by 11:59pm Pacific Time.

Readings
- Anderson & Krathwohl Ch. 4 & 5
- Snowman, Ch. 8
- Snowman, p. 217-219, 222-231

Discussion Questions (these may be discussed during your class time session):
- Describe the main assumptions and principles of Information Processing Theory, including application to instruction, assessment, motivation, self-regulation, and environment.
- What are some examples of productive uses and limitations of Information Processing Theory, based on your own experience? Why were these experiences productive or unproductive?
- Based on the readings in this unit, as well as your prior knowledge and personal/professional experiences, describe how knowledge of Information Processing Theory and Complex Cognitive Processes could be useful in creating a learning environment.
- How can you use Information Processing Theory and Complex Cognitive Processes to analyze a learning event in a real world setting?
- How is Information Processing Theory different from and similar to behavioral, cognitive developmental, and constructivist theories of learning?

Week 6: Cognitive Learning Theories – Constructivism and Connectivism

Introduction

This unit continues the focus on cognitive theories of learning, a dominant theoretical perspective in the last 50 years. Cognitive approaches to learning include a number of different theories that explain learning processes that are situated within the individual and arose as a response to behaviorism. This unit focuses on how individuals construct knowledge (individual, or cognitive, constructivism) as well as how learners construct knowledge socially (social constructivism). This unit will also examine the new theory of connectivism, and examine its potential viability as a learning theory.

Goals & Objectives

Upon completing this unit, candidates will be able to:

- Summarize the main ideas of Constructivism, including application to instruction, assessment, motivation, self-regulation, and environment.
- Explain the applications of Constructivist approaches in the classroom.
- Critique a real world example of teaching and learning using Constructivism.
- Design a solution to a real world example of teaching and learning using Constructivism.
- Summarize the main ideas of Connectivism, including application to instruction, assessment, motivation, self-regulation, and environment.
- Critique the viability of Connectivism as a learning theory.

Activities

Complete the following for Week 6:
- Required reading assignments
- ALE - Interactive Video Lesson
  - Complete the Interactive Video Lesson by watching the video and answering the questions.
  - This assignment is worth 5 points and is due 24 hours prior to class.
- Review unit discussion questions and objectives
- TAP 2 Option 1: Individual Constructivism and Complex Cognitive Processes – Due day of class Week 7
  - **To meet the requirements of TAP #1, candidates must choose to complete a TAP on either Information Processing Theory or Constructivism (note that you will not be writing about Complex Cognitive Processes or Connectivism).** The purpose of this assignment is to help you analyze a teaching video sample and synthesize the information about the current theory to which you have been exposed.
  - **Directions**
    - Choose a video observation from the video library on the LMS (for example, "The 5th Grade, DC," or "Investigating Crickets").
    - Based on the Theory Application Product Rubric in the toolbox, create EITHER an Analysis Paper OR a Web 2.0 Project that analyzes this video using the theory and readings for this unit.
    - If you choose to create an Analysis Paper, you must work independently, and you should use the Analysis Paper Template and Analysis Paper Scaffolding documents to help you.
    - If you choose to create a Web 2.0 project, you may work either independently or collaboratively with one or more classmates, and you should use the Web 2.0 Project Scaffolding document to help you.
    - BOTH Analysis Papers and the Web 2.0 Project must include the same information (only the format in which the information is presented is different):
      - Theory Presentation
        - Present the most important parts of the theory, including how the theory defines learning, the main concepts of the theory, and the strengths and weaknesses of the theory. Support this section with appropriate citations from the readings.
      - Theory Application

- o Explain two ways in which the theory is visible in the video. Support this section with appropriate citations from the readings.
  - Lesson Redesign
    - o Identify the learning objective that is being taught. Explain how the lesson could be retaught based on this week's theory; it must be based on the same learning objective as the original lesson. Describe two to three strategies that could be used (that were not already used in the original lesson) to teach the learning objective, as well as how the effectiveness of these strategies would be assessed. Support this section with appropriate citations from the readings.
  - Presentation skills
    - o For ANALYSIS PAPERS, your paper should show mastery of academic writing and APA style that is free from any significant spelling, grammatical, organizational, or formatting errors.
    - o For WEB 2.0 PROJECTS, your final product is cleanly put together, clear in presentation of subject matter, and user friendly. Use your Web 2.0 tool in a way that enhances the user's understanding of the subject matter. Give credit to the original sources, but APA style is not necessary.
      - ▪ Candidates must complete three Theory Application Products during the course. Two submissions must be papers. One must be a Web 2.0 Project. Be sure to review your assignments in this course and other courses to plan your coursework schedule.
- o **Grading:** Each Theory Application Product Assignment is worth 100 points, and 15% of your final grade.
- o **Date Due:** Day of class next week, by the end of the day.

Readings
- http://www.ingedewaard.net/papers/connectivism/2005_siemens_ALearningTheoryForTheDigitalAge.pdf
- Kop & Hill (2008) http://www.irrodl.org/index.php/irrodl/article/viewArticle/523/1103%22
- Snowman, Ch. 10, p. 211-216, 291-293

Discussion Questions (these may be discussed during your class time session):
- Review of the main assumptions and principles of Constructivism and Connectivism, including application to instruction, assessment, motivation, self-regulation, and environment.
- What are some examples of productive uses and limitations of Constructivism and Connectivism, based on your own experience? Why were these experiences productive or unproductive?
- How can you use Constructivism and Connectivism to analyze a learning event in a real world setting?
- How are Constructivism and Connectivism different from and similar to behavioral, developmental, and constructivist theories of learning?

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Week 7: Contextual Theories of Learning: Social Cognitive Theory

Introduction

Social Cognitive Theory views learning as situated within a social context, and was influenced by both behavioral and cognitive approaches. This theory is the first to examine learning by observation, and has been heavily influenced by the research of Albert Bandura.

Goals & Objectives

Upon completing this unit, candidates will be able to:

- Summarize the main ideas of Social Cognitive Theory, including application to instruction, assessment, motivation, self-regulation, and environment.
- Explain the applications of Social Cognitive Theory in the classroom.
- Critique a real world example of teaching and learning using Social Cognitive Theory.
- Design a solution to a real world example of teaching and learning using Social Cognitive Theory.

Activities

Complete the following for Week 7:

- Required reading assignments
- ALE - Interactive Video Lesson
    - Complete the Interactive Video Lesson by watching the video and answering the questions.
    - This assignment is worth 5 points and is due 24 hours prior to class.
- Review unit discussion questions and objectives
- Orientation Teaching Video Analysis Proposal (Due in class Week 8)
    - You have read about and discussed a variety of theoretical perspectives that can be applied in practice to achieve learning goals. In this assignment, you are asked to review the teaching video that you made during Orientation and, thinking about what you have learned in this course, identify the learning theory you think you applied in your teaching. The purpose of this assignment is to assist you in identifying how individuals incorporate learning theory into their teaching (even unconsciously), and engage in a process of self-evaluation and class discourse in order to improve your teaching practices.
    - **Directions**
        1. View your teaching video with your study group and discuss which of the learning theories you all think it best exemplifies.
        2. Locate examples to support your conclusion.
        3. Imagine you were going to teach this lesson again, but this time applying pedagogy based on three different learning theories.
        4. Identify the theories and describe how the instruction would change. You should use your group members for assistance in developing these ideas. Fill out the Proposal Template provided by your instructor.
        5. Bring your proposal to class in Week 8, saved as a PDF. Also upload your proposal to the assignment portal in Week 8 prior to class time.
    - **Grading:** This assignment is worth 50 points and constitutes 10% of your grade in this course.
    - **Date Due:** By Class Time in Week 8
- TAP 3: Social Cognitive Theory – Due day of class Week 8
    - **To meet the requirements of TAP #1, candidates must complete a TAP on Social Cognitive Theory.** The purpose of this assignment is to help you analyze a teaching video sample and synthesize the information about the current theory to which you have been exposed.
    - **Directions**
        - Choose a video observation from the video library on the LMS (for example, "The 5th Grade, DC," or "Investigating Crickets").
        - Based on the Theory Application Product Rubric in the toolbox, create EITHER an Analysis Paper OR a Web 2.0 Project that analyzes this video using the theory and readings for this unit.

- ▪ If you choose to create an Analysis Paper, you must work independently, and you should use the Analysis Paper Template and Analysis Paper Scaffolding documents to help you.
- ▪ If you choose to create a Web 2.0 project, you may work either independently or collaboratively with one or more classmates, and you should use the Web 2.0 Project Scaffolding document to help you.
- ▪ BOTH Analysis Papers and the Web 2.0 Project must include the same information (only the format in which the information is presented is different):
  - • Theory Presentation
    - o Present the most important parts of the theory, including how the theory defines learning, the main concepts of the theory, and the strengths and weaknesses of the theory. Support this section with appropriate citations from the readings.
  - • Theory Application
    - o Explain two ways in which the theory is visible in the video. Support this section with appropriate citations from the readings.
  - • Lesson Redesign
    - o Identify the learning objective that is being taught. Explain how the lesson could be retaught based on this week's theory; it must be based on the same learning objective as the original lesson. Describe two to three strategies that could be used (that were not already used in the original lesson) to teach the learning objective, as well as how the effectiveness of these strategies would be assessed. Support this section with appropriate citations from the readings.
  - • Presentation skills
    - o For ANALYSIS PAPERS, your paper should show mastery of academic writing and APA style that is free from any significant spelling, grammatical, organizational, or formatting errors.
    - o For WEB 2.0 PROJECTS, your final product is cleanly put together, clear in presentation of subject matter, and user friendly. Use your Web 2.0 tool in a way that enhances the user's understanding of the subject matter. Give credit to the original sources, but APA style is not necessary.
- ▪ Candidates must complete three Theory Application Products during the course. Two submissions must be papers. One must be a Web 2.0 Project. Be sure to review your assignments in this course and other courses to plan your coursework schedule.
  - o **Grading:** Each Theory Application Product Assignment is worth 100 points, and 15% of your final grade.
  - o **Date Due:** Day of class Week 8, by 11:59pm Pacific Time.

Readings
- • Snowman, Ch. 9

Discussion Questions (these may be discussed during your class time session):
- • Describe the main assumptions and principles of social cognitive theories of learning, including application to instruction, assessment, motivation, self-regulation, and environment.
- • What are some examples of productive uses and limitations of social cognitive theory, based on your own experience? Why were these experiences productive or unproductive?
- • How can you use social cognitive theories to analyze a learning event in a real world setting?
- • How are social cognitive theories of learning different from and similar to behavioral, developmental, constructivist, connectivist, IPT, and cognitive theories of learning?
- • How have you seen social cognitive theory in evidence in this course (through your own projects, class discussions, etc.)?
- • What are some of the possible benefits and drawbacks of observational learning?

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Week 8: Contextual Theories of Learning: Vygotsky's Sociocultural Theory

Introduction

This unit is focused on the tenets of the sociocultural perspective and its application to practice in *mediational* approaches to learning. As with constructivism, there is some debate as to whether this is a theory or a perspective, given the broadness of sociocultural principles. However, the emphasis on cultural mediation in sociocultural perspective makes it highly relevant to current issues in learning.

Goals & Objectives

Upon completing this unit, candidates will be able to:

- Summarize the main ideas of Vygotsky's Sociocultural Theory, including application to instruction, assessment, motivation, self-regulation, and environment.
- Explain the applications of Vygotsky's Sociocultural Theory in the classroom.
- Critique a real world example of teaching and learning using Vygotsky's Sociocultural Theory.
- Design a solution to a real world example of teaching and learning using Vygotsky's Sociocultural Theory.

Activities

Complete the following before Class Time this week:
- Required reading assignments
- ALE - Interactive Video Lesson
    - Complete the Interactive Video Lesson by watching the video and answering the questions.
    - This assignment is worth 5 points and is due 24 hours prior to class.
- Review unit discussion questions and objectives
- Orientation Teaching Video Recreation Proposal due by class time this week
- Orientation Teaching Video Recreation
    - For your final assignment in this course, you will be re-teaching the lesson you taught for your Orientation Teaching Video. You will be using the methods described in your Orientation Teaching Video Proposal to re-teach your lesson. You will create a video presentation to show your results.
    - **Directions**
        - Your video should include:
            - Title screen (10-15 seconds) - your name, section number, instructor, title.
            - Clips from original video (up to 5 minutes) - including at least 2 captions describing what theories and concepts from the theories were evident and how. Example - Behaviorism: the use of a consequence (praise) immediately following a desired behavior in order to increase the behavior. Example - Sociocultural: use of scaffolding to assist learner. Use of partially completed order of steps for making a cafe mocha.
            - Lesson Objectives for redesigned lesson (10-15 seconds) - include boilerplate language (The student will be able to…), cognitive process, and content.
                - Example- The student will be able to explain the steps involved in making a strawberry banana smoothie.
            - Clips from redesigned lesson video (up to 10 minutes) - show each of the three strategies you applied. Captions should highlight:
                - the strategy (Example: creation of a mnemonic to help learner remember sequence)
                - the theory that supports that strategy (see example from #2 above)
                - the assessment strategy/ies (i.e. formal/informal, formative/summative, observation using a rubric, authentic, 10-item multiple-choice quiz, etc.)
                - captions should be on screen for 5-7 seconds
            - Reflection (up to 5 minutes) - you talking to the camera, includes your thoughts on how your original lesson went, the design of your new lesson, and the

implementation of your new lesson. Make sure to discuss the relevance of the learning theories to your lesson redesign. Some questions you should consider are:

- What were the strengths and weaknesses in your lesson?
- What prior experiences, knowledge, and skills helped students succeed with this learning experience?
- Did students learn the concepts or skills well enough for application in new and novel situations? If not, what additional learning experiences might better support this level of application?
- What elements of practice need to change in order to improve student learning and participation (e.g., changes to the instructional sequence, stronger links to students' prior knowledge, more differentiated support for learners, efforts to ensure more equitable student participation, etc.)?
- How does the theoretical perspective on learning that you used help you make sense of your instructional practices?
  - Closing screen (10-15 seconds) - this can say whatever you like, but should indicate that your video is ending.
  - **Your final video should be no more than 20 minutes in length.**
  - **Grading:** This assignment is worth 200 points, which is 25% of your final grade.
  - **Due Date: This assignment is due 48 hours prior to Class Time in Week 10**. Look for the Turn It In page in that unit. You must also post your video on the course wall.
- Work on filming and editing your Orientation Teaching Video Recreation this week.

Readings
- Snowman, p. 31-37 (Parts on Vygotsky only)
- Snowman, p. 96-105

Discussion Questions (these may be discussed during your class time session):
- Describe the main assumptions and principles of sociocultural theories of learning, including application to instruction, assessment, motivation, self-regulation, and environment.
- What are some examples of productive uses and limitations of sociocultural theory, based on your own experience? Why were these experiences productive or unproductive?
- How can you use sociocultural theory to analyze a learning event in a real world setting?
- How are sociocultural theories of learning different from and similar to behavioral, developmental, constructivist, cognitive, connectivist, IPT, and social cognitive theories of learning?
- How have you seen sociocultural theory in evidence in this course (through your own projects, class discussions, etc.)?
- Active learning activities do not always promote active mental experiences. Why do you think students who are actively engaged in learning experiences may not be constructing new knowledge from these experiences?

University of Southern California
Rossier School of Education
Course Syllabus

Week 9: Motivation & Self-regulation

Introduction

The focus of this unit is on the nature of motivation and self-regulation. We will discuss the various ways that motivation and self-regulation are explained through each of the learning theories that have been discussed so far in the course. We will also discuss how student motivation and self-regulation can be affected through a variety of strategies supported by learning theories.

Goals & Objectives

Upon completing this unit candidates will be able to:
- Summarize motivational approaches aligned with learning theories.
- Summarize self-regulatory strategies aligned with learning theories.
- Critique motivational strategies in a real world setting.
- Critique self-regulatory strategies in a real world setting.
- Explain the relationship between motivation and self-regulation in the learning process.
- Explain the main tenets of attribution theory
- Describe how attribution theory can be applied in the classroom.

Activities

Complete the following before Class Time this week:
- Required reading assignments
- Review unit discussion questions and objectives

Readings
- Kamins & Dweck (1999)
- Snowman, Ch. 11
- Snowman, review Ch. 9 portions on self-regulation

Discussion Questions (these may be discussed during your class time session):
- What is the relationship between motivation, self-regulation, and academic achievement for diverse students?
- How are motivation and self-regulation addressed in the different learning theories and perspectives we have discussed in class?
- How can we design instruction that motivates students, as opposed to trying to motivate students to engage in boring lessons?
- What implications does attribution theory have for the classroom?
- How can self-regulation be explicitly incorporated into instruction?
- Are there strategies that can influence student motivation and self-regulation that are aligned with more than one learning theory/perspective? If so, what are they and how does the explanation of their use (i.e. how does it influence motivation) differ by perspective?
- To what extent do students' social relationships and motives influence their participation in classroom processes?

Week 10: Reflection

Introduction

Reflection, or examining your teaching practice in a critical and reflective way, is a vital part of being an effective educator. The focus of this unit is on understanding the role of reflection in the teaching process, and to engage in a process of reflection on your growth as a learner and educator through your work in the EDUC 518 course.

Goals & Objectives

Upon completing this unit candidates will be able to:
- Summarize the role of reflection in the process of developing as an educator.
- Infer how theories of learning can inform and influence the process of reflection.
- Explain how their understanding of theories of learning has changed during their work in the EDUC 518 course.
- Explain how their perspective on the role of the teacher has changed during their work in the EDUC 518 course.
- Summarize how to provide and accept critical but constructive feedback from colleagues and students.
- Critically examine a sample of their own teaching practice.

Activities

Complete the following before Class Time this week:
- Reflection questions
- Review unit discussion questions and objectives
- Orientation Teaching Video Re-creation Due **48 hours prior to your Week 10 class session** (submit via the assignment portal AND post on the course wall)
- Watch 2 of your colleagues' Orientation Teaching Video Recreations before class time.

Readings
- Snowman, Ch. 16

Discussion Questions (these may be discussed during your class time session):
- What does it mean to be a reflective educator?
- What kinds of reflective practice should you regularly engage in as an educator to ensure that you are continually developing professionally?
- How can learning theories help you to reflect on your teaching practices before, during, and after instruction?
- How can you use learning theories to gain valuable feedback on your teaching practices from your students?
- How could you work collaboratively with your peers to improve your teaching practice?
- How has your understanding of the process of learning and the art and science of teaching changed during your time in the EDUC 518 course?