



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## EDSC 5523-221: The Science of Learning Theories

### Course Description:

Learning is a critical component of adaptive behavior in animals and humans. This course is a study of the theory of human learning and how that theory can be applied to the classroom. As educators can better help students learn if they understand the processes through which student learning takes place, the course will provide an overview of the development of learning theory with opportunities to connect those theories to instruction and assessment. By the end of the course, students will become conversant with basic assumptions, concepts, and principles of learning theory; grasp possible implications of each theory for different instructional settings; create, revise, and begin to use their own personal theory of learning in the design of a curriculum for their future classroom.

### Class Dates, Location and Hours:

Dates: December 4 – 9, 2018  
Location: Stuttgart, Germany. See site director for classroom location.  
Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.  
Last day to enroll or drop without penalty: November 5, 2018

### Site Director:

Email: [apstuttgart@ou.edu](mailto:apstuttgart@ou.edu). DSN: 431-3304 or CIV 07031-15-2580.

### Professor Contact Information:

Course Professor: Crag Hill  
Mailing Address: College of Education  
820 Van Vleet Oval  
Norman, Ok 73019  
Telephone Number: 405-325-1498  
Email Address: [crag.a.hill@ou.edu](mailto:crag.a.hill@ou.edu)  
Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

### Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fhcg.follett.com](mailto:0831mgr@fhcg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Phillips, D. & Soltis, J. F. (2009). *Perspectives on learning*. New York: Teachers College Press. ISBN 9780807749838.

2. Mayer, R. E. (2013). *Applying the science of learning*. Old Tappan, N.J.: Pearson. ISBN 9780136117575.
3. Materials posted on the OU Canvas learning management system: Access Canvas at <https://oklahoma.instructure.com/>, enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

### **Optional books (which you may use in your final project)**

1. Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Ballantine Books. ISBN 9780345472328.
2. Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York: Scribner. ISBN 9781501111105.
3. Csikszentmihalyi, M. (2008). *Flow: The psychology of optimal experience*. New York: Harper Perennial. ISBN 9780061339202.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

### **Course Objectives:**

- Understand the assumptions, concepts, and principals of learning theory throughout history to the present.
- Grasp implications of each theory for different instructional settings.
- Create, revise, and begin to use their own personal theory of learning in the design of a curriculum for their future classroom.

### **Assignments, Grading, and Due Dates:**

#### **Online Discussion Entries - 20%**

Write a 600-800 word piece on your theory/theories of learning. This will serve as both an introduction but also a pre-test, a baseline of what we think learning is before we delve into the readings.

I have parsed the reading for the course across the three weeks prior to our face-to-face-meeting. For each set of readings post 6-8 discussion Qs that we will utilize in the discussion of the reading during our face-to-face meetings.

#### **Exit slips - 10%**

At the end of each of class section I will ask you to write an exit slip. This will serve as formative assessment for our progress and will lead to further discussion in the following class.

#### **Two-Part Final Paper (70%; 35% each part)**

**Part one** will be a 10 page essay on your theory of learning citing the class reading that most informs your theory. Your theory may also draw from theorists we may not have explored or not in depth (see recommended reading above).

**Part two** will be a 10 page plan for how you would implement your theory of learning in your future classroom. What would your classroom environment look like? Give a broad overview of a year-long course. You may also choose to include an instructional calendar, a list of resources (texts, videos, etc.). More information on this part of your final paper during our face-to-face meetings.

### **Class Participation:**

You are expected to act professionally during the class, including being prompt to class and staying for the entire class; actively participating in in large and small group discussions and activities; actively and respectfully listening and responding to the comments and questions made by fellow students; thinking deeply about course materials and class conversations; and being prepared for each class session.

**Course Outline:****Prior to In-Person Class Meeting (November 5-November 30)**

<b>Date</b>	<b>Assignment</b>
Week 1 November 5-9	Order textbooks, become familiar with Canvas class site. Before beginning the reading, write and post on Canvas: What is your theory of learning? How do we learn? This is both a kind of pre-test but also a way to introduce each one of us. Respond to prompt and peers.
Week 2 November 12-16	Online discussion for Week 2 Read Perspectives, Chapters 1-4 Write and post on Canvas 6-8 discussion Qs based on reading for Class 1 and 2
Week 3 November 19-23	Online discussion for Week 3 Read Perspectives, Chapters 5-8 Write and post on Canvas 6-8 discussion Qs based on reading for Class 3 and 4
Week 4 November 26-30	Perspectives, Chapter 9 Applying, Introduction and How Learning Works, pgs. 1-49 Applying, How Instruction Works, pgs. 51-89; How Assessment Works, pgs. 91-125 Chapter 1, Mindset, pgs. 3-14 Chapter 1, Grit, pgs. 3-14 Write and post on Canvas 6-8 discussion Qs based on reading for Class 5 and 6

**During In-Person Class meetings (December 4-9)**

<b>Day</b>	<b>Readings/Activities</b>	<b>Assignment Due</b>
Class 1 Tuesday	Perspectives, Chapters 1-2 Cases 1, 2, 3 Chapter 2 “Starting Place for Learning,” pgs. 104-105 Exit slip	Perspectives, Chapters 1-2 “Starting Place for Learning,” pgs. 104-105
Class 2 Wednesday	Perspectives, Chapters 3-4 Case 1, 2 Chapter 3; Case 1, Chapter 4 “Learning and Behavior Change,” pgs. 105-106; “The Scientific Status of Gestalt and Behaviorist Theories,” pgs. 106-107; “Different Teaching and Learning Strategies,” pgs. 107-108 Exit slip	Perspectives, Chapters 3-4 “Learning and Behavior Change,” pgs. 105-106; “The Scientific Status of Gestalt and Behaviorist Theories,” pgs. 106-107; “Different Teaching and Learning Strategies,” pgs. 107-108
Class 3 Thursday	Perspectives, Chapters 5-6 Case 1, Chapter 5; Case 1, 2, 3 Chapter 6 “Learning to Read,” p. 109; “Culture and Learning,” p. 117 Exit slip	Perspectives, Chapters 5-6 “Learning to Read,” p. 109; “Culture and Learning,” p. 117
Class 4 Friday	Perspectives, Chapters 7-8 Case 1, 2, 3, Chapter 8 “Learning to Facts and Structures,” p. 110 Exit slip	Perspectives, Chapters 7-8 Case 1, 2, 3, Chapter 7 “Learning to Facts and Structures,” p. 110

<b>Day</b>	<b>Readings/Activities</b>	<b>Assignment Due</b>
Class 5 Saturday	Perspectives, Chapter 9 Case 1, Chapter 9 “Learning Theory and Artificial Intelligence,” p.112; “Learning to Balance Chemical Equations,” pgs. 112-114 Applying, Introduction and How Learning Works, pgs. 1-49 Exit Slip	Perspectives, Chapter 9 “Learning Theory and Artificial Intelligence,” p.112; “Learning to Balance Chemical Equations,” pgs. 112-114 Applying, Introduction and How Learning Works, pgs. 1-49 Exit Slip
Class 6 Sunday	Applying, How Instruction Works, pgs. 51-89; How Assessment Works, pgs. 91-125 Chapter 1, Mindset, pgs. 3-14 Chapter 1, Grit, pgs. 3-14 Exit Slip	Applying, How Instruction Works, pgs. 51-89; How Assessment Works, pgs. 91-125 Chapter 1, Mindset, pgs. 3-14 Chapter 1, Grit, pgs. 3-14

**Following In-Person Class Meetings (December 10-28)**

<b>Date</b>	<b>Assignment</b>
Week 6 December 10-14	Review readings and draft part 1—your theory of learning—of your final paper.
Week 7 December 17-21	Draft part 2—theory of learning implementation—of your final paper.
Week 8 December 24-28	Submit Final paper by December 28 at 11 pm

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

## **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

## **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

**Crag Hill, Ph.D.**

### Education

- 2008 Ph.D. Curriculum & Instruction, University of Idaho
- 2001 M.A. Curriculum & Instruction, University of Idaho
- 1990 B.A. English, San Francisco State University

### Current Positions

- Assistant Professor, English Education
- Department of Instructional Leadership and Curriculum
- University of Oklahoma

### Frequently Taught Advanced Programs Courses

EDEN 5940 Field Studies in Education: Literature for Young Adults  
EDSC 5523-220 The Science of Learning Theories

### Major Areas of Teaching and Research Interest

- Critical theory and young adult literature
- Critical theory and comics
- Mentoring early career teachers
- Visual literacy, and poetry

### Representative Publications and Presentations

- Hill, C. and Victor Malo-Juvera (forthcoming 2018). *Critical Approaches to Teaching the High School Novel: Reinterpreting Canonical Literature*. New York: Routledge.
- Hill, C. (Ed.). (2016). *Teaching Comics Through Multiple Lenses: Critical Perspectives*. New York: Routledge.
- Hill, C. (Ed.). (2014). *The Critical Merits of Young Adult Literature: Coming of Age*. New York: Routledge.
- Hill, C. and Karina Clemmons. (Forthcoming 2015). "Stimulating Healthy Dialogue and
- Hill, C. (2014). "Coming of Age: Young Adult Literature and Scholarship" in *The Critical Merits of Young Adult Literature: Coming of Age*. Crag Hill (Ed), 1-24. New York: Routledge.
- Darragh, J. and Crag Hill. (2014). "'The Worst Form of Violence': Unpacking Portrayals of Poverty in Young Adult Novels," in *The Critical Merits of Young Adult Literature: Coming of Age*. Crag Hill (Ed), 73-91. New York: Routledge.
- Hill, C. (2012). "Dystopian Novels: What Imagined Futures Tell Young Readers About the Present and Future." *Teaching Young Adult Literature Today: Insights, Consideration and Perspectives for the Classroom Teacher and Educational Researcher*. Judith Hayn and Jeffrey Kaplan (Eds), 99-115. Lanham, MD: Rowan and Littlefield.

### Major Professional Affiliations

- National Council of Teachers of English, 1991-Present
- International Reading Association, 2000-Present