



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

EDSC 5523-220: 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: April 23 – 28, 2019
Location: Building 2775, Rooms 10 and 11. Kapaun Air Station on Vogelweh Air Base.
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: March 25, 2019

Site Director:

Email: apramstein@ou.edu. Phone: DSN 480-6807, Civilian 06371-47-6807.

Professor Contact Information:

Course Professor: Dr. Kelly Feille
Mailing Address: College of Education
820 Van Vleet Oval, Room 121
Norman OK 73019
Telephone Number: 405-325-1498
Email Address: feille@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 Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online.

1. Mayer, R. E. (2011). *Applying the science of learning*. Old Tappan, N.J.: Pearson. ISBN 9780136117575.
2. Materials posted on the OU Canvas learning management system: Access Canvas at

<https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

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

1. Phillips, D. & Soltis, J. F. (2009). *Perspectives on learning*. New York: Teachers College Press. ISBN 9780807749838.
2. Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Ballantine Books. ISBN 9780345472328.
3. Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York: Scribner. ISBN 9781501111105.
4. Csikszentmihalyi, M. (2008). *Flow: The psychology of optimal experience*. New York: Harper Perrenial. ISBN 9780061339202.

Course Objectives:

1. Identify and examine three major learning paradigms and related learning theories.
2. Explore historical foundations of each paradigm and related learning theories.
3. Compare how learning occurs in each paradigm and related learning theories.
4. Through the exploration of the implications of different learning theories, begin to develop a personal theory of learning.

Course Outline:

Prior to In-Person Class Meeting (March 26 – April 22)

Date	Assignment
Week 1 March 26-April 1	Gather textbook and readings, become familiar with Canvas site. Before reading, respond to the first discussion prompt and peers. For next week, Read: Chapter 3: Behaviorism in Schunk, 2016 pp 71-113
Week 2 April 2-8	Online discussion for Week 2 For next week, Read: Chapter 4: Social Cognitive Theory in Schunk, 2016 pp 117-159
Week 3 April 9-15	Online discussion for Week 3 For next week, Read: Chapter 6: Constructivism in Schunk, 2016 pp 228-274
Week 4 April 16-22	Online discussion for Week 4 For next week, Read: <i>Applying</i> , Introduction and How Learning Works, pgs 1-49; <i>Applying</i> , How Instruction Works, pgs 51-89; and <i>Applying</i> , How Assessment Works, pgs 91-125

During In-Person Class Meetings (April 23 – 28)

Day	Readings/Activities	Assignment Due
Class 1 Tuesday	Introduction to Learning Theories Cases 1, 2, 3 <i>Perspectives Ch 2</i>	“The Relation of Learning Theory to Teaching” “A Starting Place for Learning”
Class 2 Wednesday	Behaviorism Cases 1 & 2 <i>Perspectives Ch 3</i> Case 1 <i>Perspectives Ch 4</i> Review Chapter 3, Schunk	“Learning and Behavior Change” “the Scientific Status of Gestalt and Behaviorist Theories” “Different Teaching and Learning Strategies”
Class 3 Thursday	Social Cognitive Theory Case 1 <i>Perspectives Ch 5</i> Cases 1, 2, & 3 <i>Perspectives Ch 6</i> Review Chapter 4, Schunk	“Learning to Read” “Culture and Learning”
Class 4 Friday	Constructivism Cases 1, 2, & 3 <i>Perspectives Ch 8</i> Review Chapter 6, Schunk	“Learning Facts and Structures”
Class 5 Saturday	Moving to Application TBD	“A Problem with Multiple Theories of Learning”
Class 6 Sunday	Moving to Application TBD	NA

Following In-Person Class Meetings (April 29 – May 19)

Date	Assignment
Week 6 April 29 – May 5	Review readings and draft part 1 – your theory of learning – of your final paper
Week 7 May 6 – 12	Draft part 2 – theory of learning implementation – of your final paper
Week 8 May 13-19	Submit final paper by May 19 11:00 pm

Assignments, Grading and Due Dates:

Summary – Respond – Question (SRQ) Discussion Board Posts (x4) – 20%

There will be four discussion board post assignments, one for each week of the online portion of the class. The first will serve as an introduction and pre-assessment as a baseline of what we understand about learning prior to diving into the readings. The remaining three will be in direct response to the reading assignment for that week. **Initial discussion board post should be posted by Wednesday of the assigned week.** Responses to discussion board posts may continue throughout the course.

Reflection Slips – 10%

At the end of each in-person class section, you will be asked to reflect on some aspect of the class. This formative assessment will allow me to gauge where we are as a class and where the next class should take us.

Two-Part Final Paper – 70% (35% each part)

1. Part one is a 2000-2500-word essay on your theory of learning (12 point professional font, double-spaced, 1-inch margins). This essay should rely on citations from class readings, as well as outside readings and theorists you may choose to incorporate, to illustrate your theory of learning.
2. Part two asks you to draw on your learning theory and relate it to classroom implementation. What would your classroom environment look like? Provide an overview of the instructional setting, a year in the course or classroom. You will also need to include a model lesson/project/activity that appropriately models the application of your learning theory.

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.

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

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 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

Kelly Feille, PhD

Education

- B.A. Texas State University (San Marcos). 2003. Philosophy, Mathematics Minor.
- Graduated Cum Laude
- Ph.D. Texas Christian University. May, 2014. Science Education.

Current Positions

- Assistant Professor. Science Education. Instructional Leadership and Academic Curriculum, Jeannine Rainbolt College of Education. University of Oklahoma. Norman, OK

Major Areas of Teaching and Research Interest

- Elementary Science Teacher Development
- Schoolyard Pedagogy
- Qualitative Research, Narrative Inquiry

Representative Publications and Presentations

- Feille, K., Nettles, J., Weinburgh, M. (2018). Silhouettes of development: A tool for understanding the needs and growth of teachers. *Journal of Science Teacher Education*, 29 (1), 30-45.
- Feille, K., Nettles, J., & Weinburgh, M. (2017). Water, water everywhere! But is it clean to drink? Applying Engineering Design to the Challenge of Water Purification. *Science Scope*, 40(6), 50–57.
- Feille, K. (2017). Teaching in the field: What teacher professional life histories tell about how they learn to teach in the outdoor learning environment. *Research in Science Education*, 47(3), 603-620. doi:10.1007/s11165-016- 9519-9
- Bloom, M., Fuentes, S. Q., Holden, M., & Feille, K. (2015). Navigating the Environmental Politics of Energy Production: Using Mathematical Modeling as a Tool for Educating Science Teachers for Sustainability. In *Educating Science Teachers for Sustainability* (pp. 275-294). Springer International Publishing.
- Feille, K. (2013) Getting outside: Three teachers' stories of using the schoolyard as an integrated tool for elementary teaching. *Electronic Journal of Science Education*. 17(3)2013.

Representative Honors and Awards Received

- 2010-2014 Andrews Scholar Texas Christian University
- 2006 Wendy Owsley Garrett Science Teacher Award. Botanical Research Institute of Texas

Major Professional Affiliations

- School Science and Mathematics Association, 2017 – Present
- National Science Teachers Association, 2014 – Present
- National Association for Research in Science Teaching, 2011 – Present
- Association for Science Teacher Education, 2010 – Present