Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should <u>not</u> be used to purchase course materials.

LIBERTY UNIVERSITY.

COURSE SYLLABUS

EDUC 205
LEARNING THEORY AND PORTFOLIO DEVELOPMENT

COURSE DESCRIPTION

An introduction to learning theories with an emphasis on experiential learning. Here will also be a focus on learning and learning styles, including management and communications profiles. A major part of this course is the preparation of the Professional Development Profile and the Experiential Learning Portfolio.

RATIONALE

Many different learning theories have been formulated over the last two centuries, having great implications in the world of education. Today, teachers are expected to differentiate and personalize instruction to meet the varying needs of all types of learners; therefore, an understanding of human learning is essential for all educators. Additionally, by establishing a practice portfolio at the beginning of the education program, it will become evident what experiences must be further developed; thus providing the opportunity to intentionally bolster the resume and teaching portfolio.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING

A. Computer with basic audio/video output equipment

B. Internet access (broadband recommended)

C. Blackboard recommended browsers

D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

A. Explain how learning occurs. (PRE A-1)

B. Establish a practice digital portfolio. (PRE C-5)

C. Formulate a working and professional résumé and cover letter. (PRE C-5)

D. Demonstrate an understanding of how children learn and develop. (PRE A-1, PRE-B4)

E. Integrate biblical principles to learning theories.

F. View real-life case studies and identify how a specific learning theory was applied.

G. Examine the roles of the teacher within the profession as well as the impact of implementing effective learning strategies. (PRE-A1, PRE-B2)

H. Examine various learning theories in order to apply them within the classroom. (PRE-B2, PRE-B3)

I. Reflect on specific tools that can be used to improve inquiry skills (PRE-A1)

All items in parentheses refer to overarching School of Education Program Learning Outcomes (PLOs). Follow the link to read the full list of PLOs.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Practice Portfolio Confirmation Quiz

After establishing a Practice Portfolio using PathBrite, the candidate will confirm the creation of this portfolio by taking a brief quiz. (MLO: B)

D. Discussion Board Forums (2)

Discussion boards are collaborative learning experiences. Therefore, the candidate is required to create a thread in response to the provided prompt for each forum. Each thread must be a minimum of 300 words and demonstrate course-related knowledge. Each thread must contain 2 citations in current APA format. In addition to the thread, the candidate is required to reply to 2 classmates' threads. Each reply must be a minimum of 150 words and contain at least 1 citation in current APA format. (MLO: E, G)

E. Cover Letter

The candidate will prepare a 1-page Cover Letter to submit to the instructor for feedback. This must also be uploaded as an artifact to the Practice Professional Portfolio. (MLO: B, C)

F. Résumé

The candidate will prepare a 1–3-page Résumé to submit to the instructor for feedback. This must also be uploaded as an artifact to the Practice Professional Portfolio. (MLO: B, C)

G.   Practice Professional Portfolio

The candidate will establish a practice digital portfolio using Pathbrite and submit as a hyperlink via Blackboard to begin the process of storing essential artifacts such as photographs, resume, and cover letter. MLO: B

H.   Video Case Studies (4)

The candidate will view a video that features the application of a learning theory in a real-life classroom. After viewing, the candidate will analyze and apply the learning theory by responding to 1-2 prompts; each at least 1-2 paragraphs in length. (MLO: F, G, H)

I.   Learning Theory Presentation and Discussion

The candidate will create and share a presentation on the learning theory with which he/she most identifies by selecting one of the following options:
Option 1) Create a 3–5-minute Adobe Spark presentation.
Option 2) Create a narrated PowerPoint presentation with 10-15 slides.
Option 3) Create a narrated Microsoft Sway presentation with at least 10-15 cards.

The presentation must include the theory's key contributor(s), a description of the theory, and how the theory can be integrated into classroom activities. The candidate will post the presentation in the "Learning Theories Presentation" Discussion Board Forum. The candidate is then required to reply to 2 classmates' presentations. Each reply must be a minimum of 150 words. (MLO: D, E, F)

J.   Learning Theories Paper

The candidate will write a 5–7-page paper discussing the learning theory with which he/she most identifies. The candidate will explain how lessons and activities in the classroom can be differentiated to incorporate the selected theory. At least 5 scholarly sources published within the last 5 years must be cited in current APA format. This paper must be submitted via Blackboard (MLO: D, E, G)

K.   Technology & Motivation Flyer

The candidate will create a flyer to promote the benefits of technology integration in early elementary aged classrooms. The flyer must include a title, at least 3 benefits, one citation, and at least one image. Creativity is encouraged.
(MLO: G, H)

L.   Improving Inquiry Skills Reflection

The candidate will reflect on tools that can be used to improve inquiry skills and learn from teaching. (MLO: I)

M.   Quizzes (4)

Each quiz will cover the Reading & Study material for the assigned module/week. Each quiz will be open-book/open-notes, contain 25 multiple-choice questions, and have a 1-hour time limit. The candidate is allowed 2 attempts to complete each quiz. The highest score will be recorded. (MLO: D)

VI.   COURSE GRADING AND POLICIES

A.   Points

Course Requirements Checklist	10
Establish a Practice Portfolio & Confirmation Quiz	30
Discussion Board Forums (2 at 50 pts ea)	100
Cover Letter	50
Résumé	50
Video Case Studies (4 at 50 pts ea)	200
Practice Professional Portfolio	50
Technology & Motivation Flyer	25
Learning Theory Presentation and Discussion	75
Learning Theories Paper	200
Improving Inquiry Skills Reflection	20
Quizzes (4 at 50 pts ea)	200
Total	1010

B.   Scale

A = 900–1010   B = 800–899   C = 700–799   D = 600–699   F = 0–599

D.   Late Assignment Policy

Course Assignments, including discussion boards, exams, and other graded assignments, should be submitted on time.

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1.   Late assignments submitted within one week after the due date will receive a 10% deduction.

2.   Assignments submitted more than one week and less than 2 weeks late will receive a 20% deduction.

3.   Assignments submitted two weeks late or after the final date of the course will not be accepted.

4.   Group projects, including group discussion board threads and/or replies, and assignments will not be accepted after the due date.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E.   Disability Assistance

Students with a documented disability may contact the Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

EDUC 205

Textbook: Snowman & McCown, *Learning Theories Applied to Teaching* (2015).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Snowman & McCown: ch. 6 5 presentations 1 PDF	Course Requirements Checklist Advising Guide Acknowledgement Introduction/Welcome DB Establish a Practice Portfolio & Confirmation Quiz	10 0 0 30
2	Snowman & McCown: ch. 7 Bible Readings 2 presentations	DB Forum 1 Video Case Study 1 Cover Letter	50 50 50
3	Snowman & McCown: ch. 8 2 presentations 1 Website	Video Case Study 2 Résumé Quiz 1	50 50 50
4	Snowman & McCown: ch. 9 3 presentations 1 PDF	Video Case Study 3 Practice Portfolio Quiz 2	50 50 50
5	Snowman & McCown: ch. 10 4 presentations	Video Case Study 4 Learning Theories Presentation DB Quiz 3	50 75 50
6	Snowman & McCown: ch. 11 Bible Readings 1 presentation	DB Forum 2 Technology & Motivation Flyer Quiz 4	50 25 50
7	Snowman & McCown: ch. 13 2 presentations	Learning Theories Paper	200
8	Snowman & McCown: ch. 16 2 presentations	Improving Inquiry Skills Reflection	20
		TOTAL	**1010**

DB = Discussion Board

NOTE: Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.