

**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 not be used to purchase course materials.**

## ***COURSE SYLLABUS***

---

### **EDUC 500**

#### **LEARNING THEORY**

#### **COURSE DESCRIPTION**

An overview of the teaching-learning process. Topics include learning theory, individual differences, motivation, human development, exceptionality, teaching methodology, measurement and evaluation.

#### **RATIONALE**

When educators have an understanding of advanced learning theories and current research, they are better prepared to apply the most appropriate and effective theories and approaches in various educational settings, which increases the academic and behavioral success of their learners. This course integrates a Christian worldview as students explore topics including individual differences, motivation, human development, exceptionality, teaching strategies, at-risk students, and classroom management.

#### **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. Evaluate key learning theories through the lens of a Biblical worldview, and describe the strengths and limitations of each theory.

- B. Apply knowledge of social, emotional, and moral development in considering how to solve problems in the classroom.
- C. List, define, and apply qualities of effective learning and teaching based on Biblical principles.
- D. Analyze the learning processes associated with behavioral learning theory.
- E. Analyze structures of social-cognitive learning theory.
- F. Analyze and apply constructivist learning theory approaches.
- G. Analyze student diverse characteristics and learners with special needs and their influence on learning
- H. Evaluate instructional methods and designs using concepts from behavioral, social-cognitive, and information-processing theories of learning.
- I. Analyze how environmental factors interact with students' characteristics to affect motivation to learn.
- J. Create a customized learning theory integrating the definition of learning, effective learning theories and approaches, plan for creating a nurturing learning environments, Biblical principles, and purposes for learning and instruction.

#### **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. Background Check Quiz  
The Background Check Quiz provides the status of the candidate's clearance for potential placement in K–12 schools. The candidate must only begin this quiz only when he/she is prepared to complete it. The candidate will have 1 hour to choose the correct answers to 4 questions on the quiz that reflect where the candidate is in the background check process with the CastleBranch (Current) Education initial background check.
- 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 forum will be completed in 2 parts: a thread addressing the instructor's prompt and 2 replies to classmates' threads. The thread must be at least 400 words and the replies must be at least 200 words each. Each thread must include at least 2 references in current APA format. (Outcomes: A, C, G, I, J)

- E. Compare/Contrast Moral Development Assignment  
The candidate will complete a template based off *A Child's Mind: How Kids Learn Right from Wrong*, and readings from the Slavin textbook. All sources must be cited in current APA format. (Outcomes: A, B, J)
- F. Social Cognitive Theory Analysis Template Assignment  
The candidate will complete a template based on viewing the video "Bandura's Social Cognitive Theory" (F. Davidson, 2003). Each question must be answered using complete sentences and must follow current APA format. The final question must be answered with 1–2 solid paragraphs of at least 400 words each. At least 1 scholarly source must be included in this assignment. (Outcomes: A, E, H, I, J)
- G. Character Education Interview Assignment  
For this assignment, the candidate will select either a teacher or a parent to inquire about his/her school experiences regarding character education. The candidate must explain the requirements of the assignment and ask permission to take notes and record the participant's answers. The candidate is responsible for locating this person. The School of Education Field Office will not assist in locating a parent or teacher. In addition, school districts are not responsible for assisting the student in locating a parent or teach to complete this assignment. (Outcomes: A, B, C, J)
- H. Video Analysis Tool: Scaffolding Assignment  
The candidate will view the teaching video and answer questions provided. Each question must be answered in at least 150 words. Responses must be in current APA format and include a title and reference page. At least 1 source must be cited in current APA format. This paper will be submitted as a Word document. (Outcomes: F, H, I, J)
- I. Annotated Bibliography  
The candidate must submit an Annotated Bibliography in current APA format. The bibliography must contain at least 6 scholarly sources from [Liberty University's online databases](#) that are pertinent to the topics being studied. All sources must be published within the past 5 years. For this Annotated Bibliography assignment, the candidate must not include any textbook from this course. (Outcome: J)
- J. Video Analysis Tool: Long-term Retention Assignment  
The candidate will view the teaching video and answer questions provided. Each question should be answered in at least 150 words. Responses must be in current APA format and include a title and reference page. At least 1 source must be cited in current APA format. This paper will be submitted as a Word document. (Outcomes: A, C, H, J)

K. Final Paper

The candidate will create his/her own customized theory of human learning and development. The paper must be 7 pages: 5 pages for the body, 1 title page, and 1 reference page. It must include at least 6 scholarly sources, plus both course textbooks (Slavin & Schunk and Van Brummelen). All sources must be published within the past 5 years. (Outcomes: A, B, C, D, E, F, G, H, I, J)

L. APA Quizzes (2)

The candidate will complete 2 quizzes based on the APA manual. Each quiz will consist of 20 multiple choice or true/false questions. The quizzes are open-book, open-notes, and will have a 1-hour time limit. (Outcome: J)

M. Textbook Readings Quizzes (7)

Each quiz will cover the assigned Reading & Study materials. Each quiz will be open-book/open-notes, contain 30 multiple-choice questions, and have a 2-hour time limit. (Outcomes: A, B, C, D, E, F, G, H, I, J)

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Background Check Quiz	0
Discussion Board Forums (2 at 75 pts ea)	150
Compare/Contrast Moral Development Assignment	75
Social Cognitive Theory Analysis Template Assignment	75
Character Education Interview Assignment	75
Video Analysis Tool: Scaffolding Assignment	75
Annotated Bibliography	75
Video Analysis Tool: Long-term Retention Assignment	75
Final Paper	150
APA Quizzes (2 at 20 pts ea)	40
Textbook Readings Quizzes (7 at 30 pts ea)	210
<b>Total</b>	<b>1010</b>

B. Scale

A = 940–1010    A- = 920–939    B+ = 900–919    B = 860–899    B- = 840–859  
 C+ = 820–839    C = 780–819    C- = 760–779    D+ = 740–759    D = 700–739  
 D- = 680–699    F = 0–679

C. LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

D. Disability Assistance

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

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at [equityandcompliance@liberty.edu](mailto:equityandcompliance@liberty.edu). Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

## ***COURSE SCHEDULE***

### **EDUC 500**

Textbooks:    *APA, Publication manual of the American Psychological Association* (current ed).  
                   *Slavin & Schunk, Learning Theories: EDUC 500* (2017).  
                   *Van Brummelen, Walking with God in the Classroom* (2009).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	APA Manual: chs. 6–7 Slavin & Schunk: chs. 1–2 5 presentations	Course Requirements Checklist Class Introductions Advising Guide Acknowledgement DB Forum 1 Background Check Quiz APA Quiz 1 Textbook Readings Quiz 1	10 0 0 75 0 20 30
<b>2</b>	APA Manual: chs. 2, 4 Slavin & Schunk: ch. 3 Van Brummelen: ch. 2 2 presentations 3 websites	Compare/Contrast Moral Development Assignment APA Quiz 2 Textbook Readings Quiz 2	75 20 30
<b>3</b>	Slavin & Schunk: chs. 4–5 3 presentations 1 website	Social Cognitive Theory Analysis Template Assignment Textbook Readings Quiz 3	75 30
<b>4</b>	Slavin & Schunk: ch. 6 Van Brummelen: ch. 3 1 presentation	Character Education Interview Assignment Textbook Readings Quiz 4	75 30
<b>5</b>	Slavin & Schunk: ch. 7 Van Brummelen: ch. 6 2 presentations 1 website	Video Analysis Tool: Scaffolding Assignment Annotated Bibliography Textbook Readings Quiz 5	75 75 30
<b>6</b>	Slavin & Schunk: chs. 8–9 Van Brummelen: ch. 7 2 presentations	DB Forum 2 Textbook Readings Quiz 6	75 30
<b>7</b>	Slavin & Schunk: chs. 10–11 Van Brummelen: Epilogue 1 presentations	Final Paper Textbook Readings Quiz 7	150 30

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>8</b>	Slavin & Schunk: ch. 12 2 presentations	Video Analysis Tool: Long-term Retention Assignment	75
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

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