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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Course Requirements Checklist</td>
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<tr>
<td>Background Check Quiz</td>
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<tr>
<td>Discussion Board Forums (2 at 75 pts ea)</td>
<td>150</td>
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<tr>
<td>Compare/Contrast Moral Development Assignment</td>
<td>75</td>
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<tr>
<td>Social Cognitive Theory Analysis Template Assignment</td>
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<tr>
<td>Character Education Interview Assignment</td>
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<tr>
<td>Video Analysis Tool: Scaffolding Assignment</td>
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<td>Annotated Bibliography</td>
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<tr>
<td>Video Analysis Tool: Long-term Retention Assignment</td>
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<tr>
<td>Final Paper</td>
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<td>APA Quizzes (2 at 20 pts ea)</td>
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<td>Textbook Readings Quizzes (7 at 30 pts ea)</td>
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B. Scale

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<tr>
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<td>B</td>
<td>860–899</td>
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<tr>
<td>B-</td>
<td>840–859</td>
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<td>C+</td>
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<td>F</td>
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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 to make arrangements for academic accommodations. Further information can be found at 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. 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:**

<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
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</table>
| 1           | 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 |
| 2           | 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 |
|             | 75  
20  |
| 3           | Slavin & Schunk: chs. 4–5  
3 presentations  
1 website |
|             | Social Cognitive Theory Analysis Template Assignment  
Textbook Readings Quiz 3 |
|             | 75  
30 |
| 4           | Slavin & Schunk: ch. 6  
Van Brummelen: ch. 3  
1 presentation |
|             | Character Education Interview Assignment  
Textbook Readings Quiz 4 |
|             | 75  
30 |
| 5           | 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 |
| 6           | Slavin & Schunk: chs. 8–9  
Van Brummelen: ch. 7  
2 presentations |
|             | DB Forum 2  
Textbook Readings Quiz 6 |
|             | 75  
30 |
| 7           | Slavin & Schunk: chs. 10–11  
Van Brummelen: Epilogue  
1 presentations |
|             | Final Paper  
Textbook Readings Quiz 7 |
|             | 150  
30 |
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<td>Slavin &amp; Schunk: ch. 12 2 presentations</td>
<td>Video Analysis Tool: Long-term Retention Assignment</td>
<td>75</td>
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<td></td>
<td><strong>TOTAL</strong> 1010</td>
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</tbody>
</table>

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.