



AMBROSE

Learning Theory and Application 500: Introduction to the Principles and Applications of Learning Theory

Course Description

This course introduces students to some main theories of learning and possible educational applications to educational practices based on each theory. This is the first of three graduated and integrated courses in the Learning Theory and Application component. As such, it addresses foundational theories and concepts regarding how people learn, individually and in groups, and how teachers can design experiences and create conditions so that diverse learners, including learners with special learning needs and from various cultural backgrounds, including First Nations learners, can learn in an elementary school's nine main disciplines (Program of Studies, Elementary Education—language arts, social studies, mathematics, science, physical education, fine arts, second or additional language, health and life skills and information and communication technology). Literacy and numeracy will be emphasized.

The first part of each lesson seeks to provide you with an up-to-date presentation of the current knowledge in learning. The second part of each lesson provides you with an opportunity to apply the learning theories in an integrated fashion to short cases, described in the Study Process, organized around common problems. You will apply the learning theories to analyzing problems and generating solutions. The case studies ensure active processing of the theoretical material and contribute to the development of practical knowledge, skills, and attitudes. The object of the course is to prepare you to understand the theories and principles of human learning and to use this knowledge to solve a variety of real-life problems that may be encountered in teaching practice. Students will examine the relationship between learning and children's growth and development, human behaviour and assessment in elementary schools.

Class Schedules

Times & Days of class meeting (include labs if applicable)
Classroom

Community Day Thursday October 21
Remembrance Day Thursday November 11

Instructor Information

Instructor: Lynn Davis, Ph.D. R.Psych.
Office Hours: TBA
Office: L2060

Class Time: 1:00-2:15 Winter 2010
Phone: 410-2000 Ext. 6913
E-Mail: ldavis@ambrose.edu.ca

Textbooks

Ormrod, Jeanne Ellis (2004). Human Learning .Pearson/Merrill:Prentice- Hall.

Attendance

See Academic Calendar and B.Ed. Student Handbook.

Course Outline**Topic 1: Chapter 1**

What is Learning? Perspectives on Learning. Foundations of Learning “What are the main questions and issues today in discussions among teachers and academics regarding learning?”

Topic 2: Chapter 2

Neurophysiology of Learning.

Brain and Behaviour “What is the relationship between the brain and learning?”

Topic 3: Chapters 3, 4

Operant and Instrumental Conditioning.

Behaviourism “Is a change in behaviour necessary to confirm that learning has occurred?”

Applications of Instrumental Conditioning

Topic 4: Chapter 5

Applications of Instrumental Conditioning

Topic 5: Chapter 6

Social Cognitive Theory

“What and why do we learn from others?”

“Is reinforcement necessary for learning to occur?”

Topic 6: Chapter 7

Cognition and Memory

Topic 7: Chapter 8 & 9

Long-Term Memory: Storage and the Nature of Knowledge

Topic 8: Chapter 10

Long-Term Memory: Retrieval and Forgetting

Topic 9: Chapter 11

Developmental Perspectives

Topic 10: Chapter 12 & 13

Complex Learning and Cognition

Metacognition, Regulation and Study strategies

Transfer and Problem Solving

Week 11: Chapter 14

Social Process in Knowledge Construction

Week 12: Chapter 15 & 16

Motivation and Affect

Influences on learning; why might some people learn and others not?"

Cognitive factors in motivation

Week 13:

Individual Differences in Learning

Expected Learning Outcomes

1. Compare and contrast the essential features of the major theories of learning.
2. Critically analyze how learning theory relates to learning and behaviour.
3. Demonstrate the ability to conceptualize student difficulties through the application of theories of learning.
4. Formulate short- and long-term classroom interventions, based on the application of learning theory, that address the conceptualization of student difficulties.
5. Examine the relationship between learning theory and teaching practice.
6. Analyze teaching practices to critically determine how these practices can be adapted in ways that are consistent with learning theory

Course Requirements**Assignment 1: Group Presentation**

The Group Presentation requires you to work in a group of students to develop a presentation, to share with the class, related to one of the lessons in the course. Groups must have a minimum of 3 students and a maximum of 4. You may self-select into your groups. Group presentations will not begin until week 5 of the course to allow you time to work together.

Once a topic is selected, the group will work together to develop a presentation for the class. There will be two parts to the presentation:

- Part A will provide a synthesis of the literature related to the topic chosen, discuss the issues related to the topic, and discuss how the topic is related to professional teaching practice.

- In Part B, the group will elaborate upon one practical illustration of the application of learning to teaching. This will involve a case scenario that will be demonstrated to the class. The method of demonstration may be your choice for example; skit presentation, class demonstration or other. Draw on your creativity as a group in presenting this conceptual application.

Questions to help you choose your applied practice example for Part B:

- How can we apply this learning theory to enhance an educational setting/situation?
- What guidelines might emerge through the application of this theory to educational programs?
- How might this theory be translated into a particular intervention strategy for individuals or groups?
- How might this theory impact our educational models for assessment or program evaluation?

Part A of the presentation should follow APA format and be no more than 10 to 12 pages in length, excluding references. Part B can be presented in any format the group chooses from traditional paper to power point to web page or to an in class demonstration of a particular model or strategy that the group has developed together. Part B is open to accommodate flexibility and creativity in presentation style. Remember to identify, on the first or cover page of all assignments, the course name, the instructor's name and your own name, along with student ID number. Part A may be submitted through the portal or by email.

The overall purpose of this assignment is to have you explore a particular topic and develop skills and knowledge in a given area, as well as promote your understanding of how learning theory and processes can be applied in practice to construct learning activities for others.

Evaluation Component	Weight (40 marks)
Part A:	
APA Style (Part A only)	
Synthesis of the literature Clear and accurate synthesis of articles in the literature on the selected learning issue.	10 marks
Discussion of issues and application of the topic to teaching practice Discussion of the issues related to the particular area of learning theory chosen. Discussion of how the selected learning issue relates to teaching practice generally.	10 marks
Part B:	
Conceptual and theoretical demonstration Clearly defined links between the principles of learning related to the selected teaching scenario.	10 marks

Presentation Organization, presentation of material, response to student questions.	10 marks
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Assignment 2: Case Study

This is an individual project where you are you will choose one case study to analyze through critical reflection using different learning theories. The chosen case should represent typical situations in educational practice imitating the complexities of real life. The case will require the thoughtful process of critical reflection and application of learning theory learned in the course. You will analyze each case situation from various learning perspectives and through a number of different theoretical lenses and choose the theory or theories that you believe best address the presenting issue. Do not choose too many or you will not be able to do a comprehensive job.

For each case:

- Conceptualize the student needs/issue in each case study using the learning theory or theories you believe best address the presenting issue.
- Develop teaching objectives and applications based on how you have conceptualized the needs/issue
- Discuss the limitations of the objectives and applications developed.

Grading Criteria

Evaluation Component	Weight (30 marks)
APA Style	
Needs Identification Carefully and fully describe the student issue in each case study using the learning theory or theories that best address each case. Remain true to the facts of each case.	6 marks
Critical Analysis Accurately and fully apply learning theory or theories in analyzing the case. Support the analysis objectively with appropriate evidence cited from each case.	6 marks
Application of Learning Theory and Use of Vocabulary Utilize learning theories that are suitable and useful for each case. Make sure that you use the vocabulary and terminology associated with each learning theory you have chosen.	6 marks
Plan of Action Clearly and fully describe useful, reasonable application of learning theory as necessitated by each case. Choose applications that are consistent with the learning theory used in the	6 marks

analysis. Make sure that the applications are practical, reasonable, and workable in the context of the case study situation.	
Evaluation of Plan of Action Discuss the drawbacks or limitations of the applications you have developed based on learning theory.	6 marks

Assignment 3: Practicum reflection (Journal)

Each week choose a practical class example from your practicum that reflects a learning theory or topic addressed in class that week. Briefly describe the aspects of the theory and the specifics of the demonstration and application of the theory to the scenario. Reflect on the success of application of the theory, what worked, what did not and why? What else if anything might have been tried, keeping within the theory discussed. Be prepared to share with classmates.

Evaluation Component	Weight (30 marks)
Example and Theory Presentation and discussion of class example and aspects of weekly learning theory demonstrated .	15 marks
Reflection Consideration and reflection of the use of the theory to assist in teaching in the practical class example.	15 marks

Grading: The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	Excellent
A	
A-	
B+	Good
B	
B-	
C+	Satisfactory
C	

C-	
D+	
D	Minimal Pass
F	Failure

THE 10 CORE PROGRAM COMPETENCIES

1. Build affirmative relationships with children.
2. Apply theories of curriculum, learning, and assessment, to the development of programs.
3. Build learning communities.
4. Design teaching and learning scenarios that include inquiry-based learning.
5. Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs.
6. Engage in shared praxis.
7. Design and implement programs that incorporate attention to cultural realities and diversities.
8. Understand critical and creative thinking as essential to learning in all programs.
9. Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University College Bachelor of Education Program.
10. Design and develop teaching portfolios, with an emphasis on electronic portfolios.

LTA Core Competency Examples

Core Competency #1: Building Relationships

Learning theory based understanding regarding two contextual variables affecting learning: that all students can learn, albeit at different rates and in different ways; and, students need for physical, social, cultural and psychological security

Core Competency #2: Applying Learning Theory to Instructional Design

Awareness of societal and cultural understandings children deploy when learning new knowledge, understandings and skills

Understanding of knowledge representations including propositions, frames of reference, concepts, schemata and worldview in learning

Transfer of learning, near and far, lateral and vertical, positive and negative

Executive strategies and the role and influence of **metacognitive**, self-regulatory approaches to learning

Motivation and the causes for learning among diverse individuals and groups

Core Competency #3: Building Learning Communities

Student learning is enhanced through the use of home and community resources

Core Competency # 4: Building Scenarios

Differentiation of instruction skills, based upon learning theory, so that all learners can meaningfully find personal multiple entry points into learning experiences and teachers can use multiple ways of assessment, both of and for learning.

Guiding Questions for Program Strand: What do learners actually do when faced with a learning activity, when learning something is a necessity? How can teachers design learning experiences so that what is known about learning can indeed be applied to teaching?

KSA Teaching Quality Standards

Ministerial Directive 4.2.1. Interim Professional Certification

Teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand:

- a. contextual variables affect teaching and learning. They know how to analyze many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students' learning;
- b. the structure of the Alberta education system. They know the different roles in the system, and how responsibilities and accountabilities are determined,

- communicated and enforced, including the expectations held of them under the Certification of Teachers Regulation, A.R. 261/90 as amended and their school authority's teacher's evaluation policy;
- c. the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach. They know how to use these documents to inform and direct their planning, instruction and assessment of student progress;
 - d. the subject disciplines they teach. They have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools;
 - e. all students can learn, albeit at different rates and in different ways. They know how (including when and how to engage others) to identify students' different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs;
 - f. the purposes of short, medium and long term range planning. They know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students;
 - g. students' needs for physical, social, cultural and psychological security. They know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning;
 - h. the importance of respecting students' human dignity. They know how to establish, with different students, professional relationships that are characterized by mutual respect, trust and harmony;
 - i. there are many approaches to teaching and learning. They know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes;
 - j. the functions of traditional and electronic teaching/learning technologies. They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records;
 - k. the purposes of student assessment. They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large scale assessment techniques and instruments. They know how to analyze the results of classroom and large scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students;
 - l. the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning. They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students;
 - m. student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning;
 - n. the importance of contributing, independently and collegially, to the quality of their school. They know the strategies whereby they can, independently and collegially,

- enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues;
- o. the importance of career-long learning. They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments, supervision and evaluations to select, develop and implement their own professional development activities;
 - p. the importance of guiding their actions with a personal, overall vision of the purpose of teaching. They are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience;
 - q. they are expected to achieve the Teaching Quality Standard.

Important Notes/Dates:

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty – Friday, September 17, 2010 (Fall semester) or Friday, January 21, 2011 (winter semester)

The last day to voluntarily withdraw from a course or change to audit without academic penalty – Friday, November 12, 2010 (Fall semester) or Friday, March 18, 2011 (Winter semester)

Please note that final grades will be available on your student portal. Printed grade sheets are no longer mailed out.

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.

Students are advised to retain this syllabus for their records.

Course changes, including adding or dropping a course, may be made during the Registration Revision period, as outlined in the Calendar of Events. All course changes must be recorded on a Registration form, available from the Office of the Registrar. Due to circumstances such as class size, prerequisites or academic policy, the submission of a Registration form does not guarantee that a course will be added or removed from a student's registration. Students may change the designation of any class from credit to audit up to the date specified in the Calendar of Events, although students are not entitled to a tuition adjustment or refund after the Registration Revision period.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. Students intending to withdraw from some or all of their courses must submit a completed Registration form to the Registrar's office. The dates by which students may voluntarily withdraw from a course without penalty are listed in the Calendar of Events. A grade of 'W' will be recorded on the student's transcript for any withdrawals from courses made after the end of the Registration Revision period and before the Withdrawal Deadline (also listed in the Calendar of Events). 'W' grades are not included in grade point average calculations. A limit on the number of courses from which Academic a student is permitted to withdraw may be imposed. Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from Ambrose. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

