

Eastern Oregon University Course Syllabus

Number of Course:

ED 586

Name of Course:

Learning Theory

Catalog Description:

The purpose of this course is to explore how learning theory attempts to explain the differences between how we learn different kinds of content and what strategies afford the best routes. The ultimate aim of the course is to create an architecture of teaching and learning that capitalizes on what we know about theory such that we can change the underlying principles at work dependent on what we want to accomplish.

Credit Hours:

3

Instructor:

TBD

Time and place of the course:**Required Texts or Suggested Materials:**

Link to the EOU Bookstore: [Eastern Oregon University Bookstore \(opens in new tab\)](#)

Prerequisites:

Graduate standing

Learning Outcomes:

1. Assess the appropriate and effective uses of behavioral methods and neo-behavioral theories used in K-12 and other settings. The emphasis here is not in classroom management, but rather actual learning situations.
2. Assess the appropriate uses of behavioral Social Learning Theory and a constructivist application.
3. Assess Discovery, Inquiry, Creativity and Problem solving as a family of learning theories that have specific applications.
4. Describe and apply social constructivism.
5. Assess Brain-based learning

Course Requirements:

1. Discussion Boards: You will complete a series of discussion board interactions aligned to each course outcome to apply course content knowledge in order to reflect, analyze, provide recommendations, and critically examine beliefs. Discussion boards provide an

opportunity to gain insight from the experiences and contexts of colleagues in the course.

2. Assignments: Complementary to the interactive discussion board assignments, you will also complete a series of independent assignments aligned to each course outcome to apply course content knowledge in order to reflect, analyze, provide recommendations, and critically examine beliefs. Completed after having interacted on the discussion
3. board, you will be able to apply learning gained from course resources and interactions with colleagues in the course while completing these assignments.
4. Final Project: We are not all behaviorists, constructivists or social learning advocates alone. We teach a variety of different kinds of content: Declarative knowledge, concepts, relationships, affinities, interests, skills, discoveries. We need a whole toolbox, or teaching architecture, to accomplish this. Describe the architecture for one class subject or one specific course you teach. This will require developing a matrix of what you have the students learn matched with the best methodologies for that type of content and the theories that explains why this method works.

Grading Policies:

Scoring guides and rubrics are provided in Canvas. Policies on late work and resubmission of assignments are set by the instructor and will be included in the syllabus.

Grading Scale:

Letter Grade:	Percentage:
A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	63-66.9%
D-	60-62.9%
F	Under 60%

Means of Assessment:

Assignment	Percentage of Final Grade	Course Outcomes
Discussion Boards	25%	1-5
Assignments	50%	1-5
Final Project	25%	1-5

Brief Outline of Course:

This course is an online course administered via Canvas. Candidates will engage in cycles of selfreflection and analysis related to course resources.

- Week 1 Discussion Board on Behaviorism and implications of operant style methods
- Week 2 Written assignment on neo-behavioral approaches with an emphasis on “where” best to employ the strategy
- Week 3 DB on Social Learning theory and emphasis on negative acquisitions
- Week 4 Written assignment best applications of social learning theory
- Week 5 DB Inquiry vs Discovery
- Week 6 Written assignment on best applications of these methodology
- Week 7 DB Constructivism
- Week 8 Written assignment on the approach and appropriate curricular topics
- Week 9 DB Brain-Based methodologies
- Week 10 Written Assignment on overlaps with other theories Finals Week - Final Project

General Education Category and Outcomes:

[Insert text here if GEC course]

University Writing Requirement Outcomes:

[Insert text here if UWR]

Writing Center Statement:

The EOU Writing Center provides a place — physical or virtual — where every EOU student can find an interested, responsive reader. Writing tutorials are free of charge for EOU undergraduate and graduate students and are available for writing at any course level and for writing resumes, job letters, and graduate applications. For drop-in hours or to schedule in-person, synchronous online, or asynchronous online tutoring, please visit the EOU Writing Center: [Writing Center – Eastern Oregon University \(opens in new tab\)](#).

Classroom Decorum:

[Insert text here]

Academic Misconduct Policy:

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found responsible for an act of academic misconduct (including but not limited to cheating, unauthorized collaboration, fabrication, facilitation, plagiarism or tampering) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or a combination of these.

Accommodations/Students with Disabilities Policy:

Any student who feels they may need accommodation for any type of disability must contact the Disability Services Office in Loso Hall, Room 233. Phone: 541-962-3081.

Disclaimer:

This standard syllabus provides only general information on the course. For those enrolled in the course a detailed syllabus will be provided by the Instructor at the beginning of the term. Please keep in mind that not all courses are offered every year.

Syllabus Prepared By:
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Date:
Revised F 2019