LEARNING THEORY

ONLINE │ 3 credits │ ITLS 6540

CONTACT INFO

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Content

The land on which we gather is the territory of the Shoshone-Bannock and Eastern Shoshone, who have stewarded this land throughout the generations. We thank them for their strength and resilience in protecting this land and aspire to uphold our responsibilities according to their example.

COURSE OVERVIEW

Instructional Technologists and Learning Scientists alike are centrally concerned with how to design for and support learning. This course provides an overview of classical and contemporary perspectives on teaching and learning, including cognitive, constructivist, sociocultural, and situative perspectives. Students will analyze, critique, compare, and contrast these perspectives; apply select perspectives to an education case study; examine research related to their topic of interest that applies two theoretical perspectives from the course; and explore implications of these perspectives on educational research and practice. The seminar format will allow us to delve deeply into educational issues and provide opportunities for individual responsibility. This syllabus design was inspired by Dr. Amy Nusbaum, access her materials at www.osf.io/cx63y

COURSE RESOURCES

There is no textbook for this course. All course resources are available within the course Canvas site. The resources include journal articles, book chapters, primary source materials, and videos. Students will also be required to gather resources related to their scholarship.

HOW WE CREATE A LEARNING ENVIRONMENT

Online learning, especially asynchronous online learning requires flexibility, communication, and agility. You are balancing course work, work, family life, and much more. To build a successful online community, I request that you, at the minimum, engage with your peers through responding to discussion posts and creating your own thoughtful posts as well as provide quality feedback to one another on assignments. Additionally, the Fall 2020 semester will more-than-likely require extraordinary amounts of flexibility and being able to adapt to adverse circumstances. Thank you in advance for your willingness to do so! Please see usu.edu/covid-19/operations/classroom-protocols for additional information.

As a student preparing to become a professional learning scientist (whatever that means to you!), this course will support you in:

- Becoming familiar with a selected set of major theoretical perspectives and conceptual frameworks about learning, and the implications for the design of instruction.
- Identifying research methods associated with different theoretical perspectives
- Developing skills of professional engagement, including thoughtful reading and analysis of sources; identifying, critiquing, and synthesizing theoretical points of view through presentations and written work.
- Building an appreciation for the role of theory in shaping your scholarship within the learning sciences as well as the limitations (i.e. not all educational research is prompted by theoretically-driven questions!)
- Articulate and explain the theoretical views that influence your own scholarship.

HOW I CAN HELP YOU SUCCEED

Basic needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Additionally, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I can.

Accommodations: USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) as early in the semester as possible (University Inn # 101, 435-797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Observation of Religious Holidays: After reviewing the syllabus, please contact me if you foresee a conflict between the due date for a major assignment and your religious observances.

RULES AND REGULATIONS

Academic Integrity: Act with integrity. Consult USU's guidelines for Academic Honesty and Integrity found at studentconduct.usu.edu. Students who plagiarize any assignment or part of the assignment will receive no credit for the assignment, and the assignment cannot be made up. The instructor also will share the incident with appropriate faculty, and this may result in additional consequences, such as the student failing the course and/or being removed from the program. The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.

Sexual Assault Reporting Policy: To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to Title IX Coordinator in alignment with the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at usu.edu/equity/sexual-misconduct/Sexual-Harassment

Assignment Submissions and Deadlines: All graded assignments (**noted in bold on the course schedule**) should be submitted via Canvas. **Components of the Written Education Case Study and Critical Examination of Research are due at 11:59 p.m. Mountain Time on the Wednesday before our class meeting.** You are encouraged to resubmit revised work within one week of the original due date (i.e. a revised case concept) if you document substantial changes. Giving and receiving feedback on course assignments is instrumental to everyone's success, thus do strive to have components of assignments (e.g. a draft of your case dilemma) ready for others to review in class. You can either bring in hardcopies and/or have an electronic copy available.

ASSIGNMENTS AND EVALUATION

Professional Engagement (10 points): To benefit the most from our time as a community of learners, it is important for everyone to behave in a professional manner. Class expectations include but are not limited to responding to others promptly and preparedness. Students are expected to complete assigned readings and resources as well as complete assignments related to readings in advance of due dates. I also require discussion contribution and engagement in scholarly discourse through electronic means.

Evaluation: Students will earn high marks if they regularly embody professional behaviors, lower marks if they embody them some of the time and will be marked down if they behave in ways that are counterproductive to our class goals. Note that the instructor will meet outside of class with any student to help ensure students' professionalism meets basic expectations.

Course Discussion Facilitation (10 points): Students, in groups of 2-3, will lead the discussion of course resources for one week. This should be a discussion that supports your colleagues' understanding of the topic. Plan for a 15-20-minute lecture as well as discussion prompts, submitting your group's lesson plan and any additional resources to Dr. Lundgren before class (preferably two days before).

Evaluation: Students will be evaluated on their ability to engage colleagues and effectively lead the course discussion for the week.

Development of a Written Education Case Study (8-10 pages) (40 points): Students will write an educational case study that approaches an educational topic (aka dilemma) of interest. The assignment is to construct an educational dilemma drawing from real life or events that you could see happening in the future and write up an analysis with supporting literature to illustrate how two contrasting theoretical perspectives would inform a decision to resolve the case. Each of the two theoretical perspectives will be informed by at least three research studies (i.e. a total of at least 6).

Evaluation: Peer evaluation as well as instructor feedback will be used to evaluate this assignment. Peers will assess the viability of the case through the student presenting their idea on Canvas via a video, PowerPoint presentation, podcast, or or means. The instructor will provide feedback on a rough draft of the case dilemma. The case dilemma will then be revised based on instructor and peer feedback.
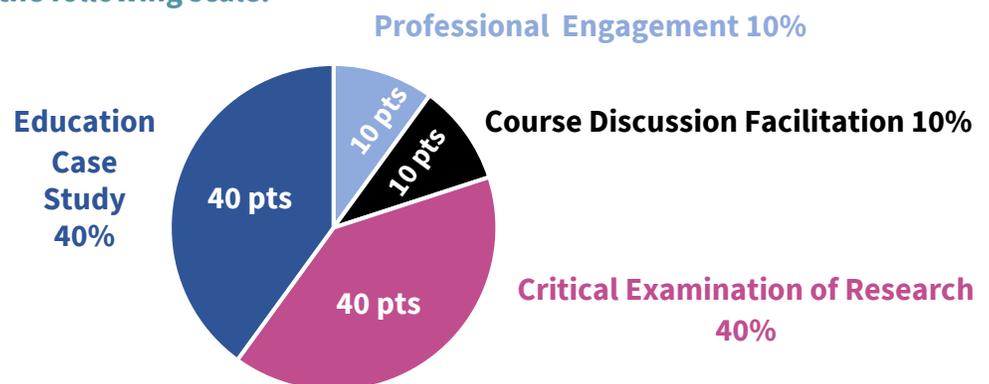
Critical Examination of Research (8-10 pages) (40 points):

Students will select a broad educational issue of interest to you (e.g. online learning communities, curriculum development for diverse learners, mentoring) that has been examined from two distinct theoretical perspectives. Using at least three research studies from each perspective students will examine and contrast the research among different theoretical perspectives. Topics for discussion in the paper should include, but are not limited to the following: (1) focus of the research (i.e. aspects of the educational issue that were examined and guiding research questions/goals) within each perspective; (2) the methods used; and (3) different findings as a function of focus, methods, and theory.

Evaluation: The instructor will provide written feedback on drafts of the paper. Students will give a 10-minute presentation during our final week of class to discuss the findings of your examination with implications for educational research and practice.

Grades will be calculated using the following scale:

A	90-100
B	80-89.99
C	70-79.99
D	60-69.99
F	<60

Professional Engagement 10%

Course Discussion Facilitation 10%

Education Case Study 40% — 40 pts

10 pts

10 pts

Critical Examination of Research 40% — 40 pts

Month	Class dates, activities, and TOPICS ***assignments bolded and are due on Wednesdays at 11:59pm Mountain***	Readings for class (read prior that week, discussion posts are due on Fridays at 11:59pm Mountain)
09/2020	3 (Week 1): Introduction to the course, building a community of learning; How to read an academic paper; creating a citation management system	--
General Assignment: Orient yourself to learning theory & educational research	10 (Week 2): OVERVIEW OF THEORIES	• Nathan, M. J. & Alibali, M. W. (2010). Learning sciences. *WIREs Cognitive Science*. 1. pp. 329-345 DOI: 10.1002/wcs.54 • Ertmer, P. A. & Newby, T. J. (1993). Behaviorism, Cognitivism, Constructivism: Comparing Critical Features From an Instructional Design Perspective. *Performance Improvement Quarterly*, 6(4). pp. 50–72. doi: 10.1111/j.1937- 8327.1993.tb00605.x
	17 (Week 3): **Case study selection due** CONSTRUCTIVISM	• Piaget, J. (1964). Development and learning. In M. Gauvain & M. Cole (Eds.), *Readings on the development of children*, 2nd edition, pp. 19-28. W. H. Freeman. • Ernest, P. (2010). Reflections on theories of learning. In B. Sriraman, & L. English (Eds.), *Theories of Mathematics Education* (pp. 39-48). New York: Springer. • Fosnot, C. T., & Perry, R. S. (2005). Constructivism: A psychological theory of learning. In C. T. Fosnot (Ed.), *Constructivism: Theory, Perspectives And Practice* (2nd. ed., pp. 8-39). New York, NY: Teachers College Press. • Video of Jean Piaget's theory of cognitive development
	24 (Week 4): SOCIOCULTURAL PERSPECTIVES	• Nasir, N., Rosebery, A., Warren, B., & Lee, C. (2014). Learning as a Cultural Process. In R. Sawyer (Ed.), The Cambridge Handbook of the Learning Sciences (Cambridge Handbooks in Psychology, pp. 686-706). Cambridge: Cambridge University Press. doi:10.1017/CBO9781139519526.041 • Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. (1978) Cambridge, MA: Harvard University Press. (pp. 79 – 91) • Video of Vygotsky's social interactions

Readings are subject to change!

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10/2020 General Assignment: Case study development	1 (Week 5): **Rough draft of case due** SITUATED LEARNING	• Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32–42. • Lave, J. & Wenger E. (1991). *Situated Learning. Legitimate Peripheral Participation.* Cambridge University Press. (pp. 27 – 58) • Video of situated learning
	8 (Week 6): COGNITIVE INFORMATION PROCESSING	• Mayer, R. E. (1996). Learners as information processors. *Educational Psychologist*, 31, 151-161. • TBD Reading
	15 (Week 7): **Feedback to peer on case due** SOCIAL COGNITIVE THEORY/SELF-EFFICACY	• Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual review of psychology*, 52(1), 1-26. • Britner, S. L., & Pajares, F. (2006). Sources of science self-efficacy beliefs of middle school students. *Journal of Research in Science Teaching*, 43(5), 485–499. https://doi.org/10.1002/tea.20131
	22 (Week 8): Mid-semester check-in COMMUNITY OF PRACTICE & AFFINITY SPACES	• Gee, J.P. (2012). Affinity Spaces. In *Situated Language and Learning: A Critique of Traditional Schooling*. pp 70-81. Routledge. https://doi.org/10.4324/9780203594216 • Cox (2005). What are communities of practice? A comparative review of four seminal works. *Journal of Information Science*, 31(6), pp. 527–540. DOI: 10.1177/0165551505057016
	29 (Week 9): METACOGNITION AND SELF-REGULATION	• National Academies of Sciences, Engineering, and Medicine 2018. *How People Learn II: Learners, Contexts, and Cultures*. Washington, DC: The National Academies Press. pp. 69-83 https://doi.org/10.17226/24783 • Schunk, D. H. (1990) Goal Setting and Self-Efficacy During Self-Regulated Learning, *Educational Psychologist*, 25:1, 71-86, DOI: 10.1207/s15326985ep2501_6 • Butler, D. L. & Winne, P. H. (1995). Feedback and self-regulated learning: A theoretical synthesis. Review of Educational Research 65(3) pp. 245-281 http://www.jstor.com/stable/1170684

*Readings are subject to change!

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11/2020 General assignment: Critical examination of research	5 (Week 10): Case Part 1 due UNIVERSAL DESIGN	• Norman, D. A. (2008) Sociable Design. www.jnd.org • Antonenko, P.D., Dawson, K. and Sahay, S. (2017), A framework for aligning needs, abilities and affordances to inform design and practice of educational technologies. *Br J Educ Technol*, 48: 916-927. doi:10.1111/bjet.12466
	12 (Week 11): CRITICAL PERSPECTIVES	• Simpson, J. S. & Parsons, E. C. (2008). African American Perspectives and Informal Science Education Experiences. *Science Education 93*(2) pp. 293-321 DOI 10.1002/sce.20300 • Britzman, D. (1995). Is there a queer pedagogy? Or, stop reading straight. *Educational Theory 45*(2) pp. 151-165. https://doi.org/10.1111/j.1741-5446.1995.00151.x
	19 (Week 12): **Completed case (Parts 1 & 2 [theoretical analysis]) due**	--
	26 (Week 13): NO CLASS THANKSGIVING HOLIDAY	--
12/2020	3 (Week 14): **VIRTUAL** **Final presentations of cases & critical examination of research papers due**	--

*Readings are subject to change!