Course Information
ITLS 7150—Advanced Seminar: Learning Theory
Tuesday, 9:00 a.m.- 11:30 a.m.
EBLS 243

Instructor Information
Instructor: David F. Feldon, Ph.D.
Office: EBLS 243
Phone: (435) 797-0556
Office Hrs: By appointment
E-mail: david.feldon@usu.edu

Purpose
Cognitive load theory informs instructional and multimedia design based on current understanding of human cognitive architecture. This seminar will delve deeply into the theory and its basis in empirical evidence. Current critiques and emerging directions for the further development of theory will also be discussed. The course will emphasize analysis of the relevant research and the framing of new studies that may advance the ability of the theory to further advance the field.

Objectives
Students in this course will learn to:

1. Explain the major tenets of cognitive load theory and apply them to the analysis of learning situations.

2. Analyze, interpret, and critique the results of empirical studies testing and expanding aspects of cognitive load theory.

3. Identify, explain, and evaluate critiques of cognitive load theory, including issues related to the measurement of cognitive load.

Expectations of Students
- Actively engage with the course material and find ways to make it relevant to your professional and academic needs and goals
- Challenge statements that are confusing or with which you disagree
- Engage in class dialogue with thoughtfulness, openness, and respect
- Attend class having read and taken notes on the readings due
- Work to develop your writing and speaking skills throughout the course

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1 Although the course requirements listed in this syllabus will not change, the instructor reserves the right to change assigned readings in order to best accommodate the needs of the students in the course.
Expectations of Instructor

- Available during and outside of class time to address questions and concerns
- Will respond to messages and emails within 48 hours
- Provide clear explanations of salient principles and theories
- Conduct an intellectually challenging and rigorous course

Absences

If you find it absolutely necessary to be absent from class because of illness or an emergency, you are responsible to master all information presented during your absence. Do not ask the instructor to repeat important information—identify a classmate who will help you.

It is important to understand that the purpose of the lectures is not to explain the readings. While time will be spent on clarification, most of the material presented in class will serve as an extension of relevant ideas and issues. As such, attendance and participation in class will be necessary aspects of the learning process, in addition to the readings. Consequently, absences should be avoided to prevent you from falling behind and missing information for which you will be responsible.

Administrative Issues

All administrative issues will be handled according to established USU and CEHS policies.

Please note that I only give incomplete grades in rare and exceptional cases.

Special Needs

Any student requiring accommodations based on a disability is required to register with the Office of Student Disability Services each semester. A letter of verification for approved recommendations can be obtained through OSD.

Required Texts

All readings will be posted in Canvas as PDF files.

Grading

Assignments more than one week late will not be accepted unless a student has experienced an extreme emergency (contact the instructor). A paper received from one day to seven days late will receive a one full letter grade reduction.

Presentations cannot be made up. Only in the most extreme individual circumstances will the instructor modify this policy.

Any case involving academic dishonesty will be referred to the University for further action.

Course Requirements

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<th>Requirement</th>
<th>Credit</th>
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<tr>
<td>Discussion Facilitation (2)</td>
<td>50%</td>
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<tr>
<td>Final Paper</td>
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Assignments  
Discussion Facilitation:
On dates selected during the first class meeting, you will choose two classes to take the lead on discussion facilitation for all assigned readings. The purpose of the assignment is not to provide a summary. Instead, you must understand the collective readings at a deep level to identify the central issues and controversies and formulate driving questions to serve as the focus of the discussion for that day. The instructor will provide support as necessary both prior to and during the facilitation to ensure a successful interaction for the class as a whole. Credit is given on the basis of evident preparation and comprehension of core issues in the readings discussed, not on the success of the class interaction itself. Credit/No Credit.

Final Paper:
The final paper may be either a review of literature (integrative or critical) or a research proposal. Papers should be approximately 12 single-spaced pages in length (excluding references) will be required in this course. This is a departure from APA format, but please make the adjustment. You can choose any topic relevant to cognitive load theory. Research proposals will entail a thorough content-oriented literature review and a full explanation of the methodological approach. The literature review topic and/or research question and methodology selected must be approved by the instructor in an email. See the course schedule for approval timeline. Graded.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Discussion Facilitators</th>
<th>Readings Due</th>
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<tbody>
<tr>
<td>Jan 13</td>
<td>Introductions; Scheduling;</td>
<td></td>
<td>Sweller et al. (1998); van Merrienboer &amp; Sweller (2005)</td>
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<td>Overview of CIP Model</td>
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<td>Jan 20</td>
<td>Introduction to Cognitive</td>
<td>Sweller et al. (1998); van Merrienboer &amp; Sweller (2005)</td>
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<td>Load Theory</td>
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<td>Feb 3</td>
<td>Measurement of Load;</td>
<td>Antonenko, Paas, Grabner, van Gog (2010); Brunken, Steinbacher, Plass, &amp; Leutner (2002); Camp et al. (2001); Leppink, Paas, van der Vleuten, van Gog, &amp; van Merrienboer (2013);</td>
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<td>Cognitive Efficiency</td>
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<td>Feb 17</td>
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<td>Theory</td>
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<td>Mar 10</td>
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<td>Segmentation</td>
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<tr>
<td>Date</td>
<td>Reading Topic</td>
<td>References</td>
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<td>Mar 31</td>
<td>NO CLASS</td>
<td>Gog. &amp; van Merrienboer (2012)</td>
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<td>Apr 7</td>
<td>New Directions in CLT: Evolutionary biology and Creativity</td>
<td>Sweller (2009); Paas &amp; Sweller (2012)</td>
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<td>Apr 14</td>
<td>New Directions in CLT: Motivation</td>
<td>Feldon &amp; Chao (2013); Rey &amp; Buchwald (2011); Schnitz et al. (2009)</td>
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<td>Apr 21</td>
<td>Review and Synthesis</td>
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<td>Apr 28</td>
<td>Final Paper due via email by midnight</td>
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**Required References**

**Readings**

Readings will be posted to Canvas and available in PDF format for download.


