

Course Description

This online course examines the major theories of how people learn and how this can inform effective design in the new information society.

This course is completely online

3 credits

Course Objectives

By the end of this course, you will:

1. Gain knowledge about the major theories of how people learn
 2. Use these learning theories to critically examine and analyze the design of online resources
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Instructor

Instructor: [Mimi Recker](http://mimirecker.usu.edu/) (<http://mimirecker.usu.edu/>)

Course design assistance: Na Chungsoo, Dhanna Franco

Office: Online or EDUC 229

Office Hours: By appointment via video, phone, or in person

Phone: (435) 797-2692

Email: Only use canvas email to communicate with the instructor

Course Resources

Pugh, K. J. (2017). *Computers, cockroaches, and ecosystems: Understanding learning through metaphor*. IAP.

Links to readings and video freely available online.

Course Requirements

The course consists of an introduction and four major learning theories: behaviorism, cognitivism, constructivism, and socioculturalism.

For each learning theory module, students will:

1. Carefully and thoughtfully read and watch assigned reading and videos
2. Based on the readings and videos, thoughtfully respond to reading guide questions
3. Contribute meaningfully to course discussion topics
4. Complete analysis assignment

Assessment Methods and Criteria

The following is a short description of each assignment type. For the first introductory module, only the reading guide assignment is required.

- 1. Module reading guide (4% each, 20% total)**

Each module includes a series of readings and videos.

During the first week of the module, your assignment will be to read assigned chapter(s) in the book and associated resources and then respond to the reading guide questions to help you check your understanding and reflect on the readings. These reading guide responses are graded on a pass/fail basis. We recommended that you read the questions before completing the reading assignment. Please include your name on your submission.

Submit your reading guide response by the Friday of the week at 11:59pm.

- 2. Module discussion topics (10% each theory module - 40% total)**

During the second week of the module, you will respond to the discussion prompts and your classmates' contributions.

Contribute one response to the discussion prompts by Wednesday of the week at 11:59pm to the discussion board.

Respond to at least one (preferably more) classmate by Friday of the week at 11:59pm.

3. **Critical analysis of online resource (10% each theory – 40% total)** For the third week of the module, you will:

1. Select one of the resources we have provided to you (video and other media). You may also select a resource of your own choosing.
2. Describe the resource
3. Analyze it according to how well it exemplifies (or not) the learning theory under consideration in the module. Support your claims with assigned readings and videos from the course, as appropriate.

Submit a 5-10 double-spaced page report.

Grading Scheme

The following grading standards will be used in this class:

Grade	Range
A	100 % to 93.0%
A-	< 93.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 83.0%
B-	< 83.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 73.0%
C-	< 73.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 60.0%
F	< 59.0 % to 0.0%

Course Schedule/Outline

See class schedule at end of this syllabus.

Attendance and Excused Absences Policy

Insert course policy content here.

Nonattendance Policy

Students May Be Dropped For Nonattendance

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. ***(This does not remove responsibility from the student to drop courses which he or she does not plan to attend.)*** This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may be considered for other courses. Requests must be made during the first 20 percent of the course and will be considered on an individual student basis. Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account (see [2018-2019 General Catalog](http://catalog.usu.edu/content.php?catoid=12&navoid=3955) [_ \(http://catalog.usu.edu/content.php?catoid=12&navoid=3955\) _](http://catalog.usu.edu/content.php?catoid=12&navoid=3955)).

Assumption of Risk

All classes, programs, and extracurricular activities within the University involve some risk, and certain ones involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, a student does so at his or her own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at: <http://www.usu.edu/riskmgt/> [_ \(http://www.usu.edu/riskmgt/\)](http://www.usu.edu/riskmgt/)

Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at libguides.usu.edu/rc. [_ \(http://libguides.usu.edu/rc\)](http://libguides.usu.edu/rc)

Classroom Civility.

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code Article V Section V-3](https://studentconduct.usu.edu/studentcode/article5) [_ \(https://studentconduct.usu.edu/studentcode/article5\)](https://studentconduct.usu.edu/studentcode/article5) for more information.

University Policies & Procedures

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](http://www.usu.edu/hr/files/uploads/Policies/403.pdf) [_ \(http://www.usu.edu/hr/files/uploads/Policies/403.pdf\)](http://www.usu.edu/hr/files/uploads/Policies/403.pdf) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:

- Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
- Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
- Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
- Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
- Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity](https://studentconduct.usu.edu/studentcode/article6)
(<https://studentconduct.usu.edu/studentcode/article6>)

Sexual Harassment/Title IX

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and [USU Policy 339](http://www.usu.edu/policies/339) (<http://www.usu.edu/policies/339>) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU’s [Office of Equity](https://equity.usu.edu/) (<https://equity.usu.edu/>) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment ([USU Policy 305](http://www.usu.edu/policies/305) (<http://www.usu.edu/policies/305/>)), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

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 \(DRC\)](http://www.usu.edu/drc/) [\(http://www.usu.edu/drc/\)](http://www.usu.edu/drc/) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu (<mailto:drc@usu.edu>)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: <https://studentaffairs.usu.edu> [\(https://studentaffairs.usu.edu/\)](https://studentaffairs.usu.edu/), (435) 797-1712, studentservices@usu.edu (<mailto:studentservices@usu.edu>), TSC 220
- Student Legal Services: <https://ususa.usu.edu/student-association/student-advocacy/legal-services> [\(https://ususa.usu.edu/student-association/student-advocacy/legal-services\)](https://ususa.usu.edu/student-association/student-advocacy/legal-services/), (435) 797-2912, TSC 326,
- Access and Diversity: <http://accesscenter.usu.edu> [\(http://accesscenter.usu.edu/\)](http://accesscenter.usu.edu/), (435) 797-1728, access@usu.edu (<mailto:access@usu.edu>); TSC 315
- Multicultural Programs: <http://accesscenter.usu.edu/multiculture> [\(http://accesscenter.usu.edu/multiculture\)](http://accesscenter.usu.edu/multiculture/), (435) 797-1728, TSC 315
- LGBTQA Programs: <http://accesscenter.usu.edu/lgbtqa> [\(http://accesscenter.usu.edu/lgbtqa/\)](http://accesscenter.usu.edu/lgbtqa/), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity> [\(https://www.usu.edu/provost/diversity/\)](https://www.usu.edu/provost/diversity/), (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State

University: <https://studentconduct.usu.edu/studentcode> [\(https://studentconduct.usu.edu/studentcode/\)](https://studentconduct.usu.edu/studentcode/)

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII](https://studentconduct.usu.edu/studentcode/article7/) [\(https://studentconduct.usu.edu/studentcode/article7/\)](https://studentconduct.usu.edu/studentcode/article7/).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](http://www.usu.edu/studentconduct) [\(http://www.usu.edu/studentconduct\)](http://www.usu.edu/studentconduct/)
- [Student Code](https://studentconduct.usu.edu/studentcode/) [\(https://studentconduct.usu.edu/studentcode/\)](https://studentconduct.usu.edu/studentcode/)
- [Academic Integrity](https://studentconduct.usu.edu/studentcode/article6/) [\(https://studentconduct.usu.edu/studentcode/article6\)](https://studentconduct.usu.edu/studentcode/article6/)
- [USU Selected Academic Policies and Procedures](http://www.usu.edu/provost/faculty-life/syllabus.cfm) [\(http://www.usu.edu/provost/faculty-life/syllabus.cfm\)](http://www.usu.edu/provost/faculty-life/syllabus.cfm/)
- [USU Academic Policies and Procedures](http://catalog.usu.edu/content.php?catoid=4&navoid=546) [\(http://catalog.usu.edu/content.php?catoid=4&navoid=546\)](http://catalog.usu.edu/content.php?catoid=4&navoid=546/)

- [Academic Freedom and Professional Responsibility Policy](http://www.usu.edu/hr/files/uploads/Policies/403.pdf)
(<http://www.usu.edu/hr/files/uploads/Policies/403.pdf>)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

Course Summary:

Date	Details	
Fri Jan 10, 2020	 Introduce Yourself (https://usu.instructure.com/courses/564536/assignments/2803711)	due by 11:59pm
	 Read the Syllabus	to do: 11:59pm
	 Start Your Reading - Chapter 1	to do: 11:59pm
	 Unit 1. Introduction and Start Your Reading	to do: 11:59pm
Fri Jan 17, 2020	 Reading Guide 1 - What is a Learning Theory? (https://usu.instructure.com/courses/564536/assignments/2803838)	due by 11:59pm
	 Reading - Chapter 1	to do: 11:59pm
	 Unit 2. What is a Learning Theory?	to do: 11:59pm
	 Watching Video Clips - What is a Learning Theory?	to do: 11:59pm
Fri Jan 24, 2020	 Reading Guide 2 - Behaviorism (https://usu.instructure.com/courses/564536/assignments/2803839)	due by 11:59pm
	 Reading - Chapter 2	to do: 11:59pm
	 Unit 1. Behaviorism - (1) Introduction	to do: 11:59pm
	 Watching Video Clips - Behaviorism	to do: 11:59pm
Fri Jan 31, 2020	 Discussion 1 - Behaviorism (https://usu.instructure.com/courses/564536/assignments/2803710)	due by 11:59pm
	 Unit 2. Behaviorism - (2) Discussion	to do: 11:59pm

Date	Details	
Fri Feb 7, 2020	 Submit your analysis paper 1 - Behaviorism (https://usu.instructure.com/courses/564536/assignments/2805151)	due by 11:59pm
	 Unit 3. Behaviorism - (3) Analysis Paper	to do: 11:59pm
Fri Feb 14, 2020	 Reading Guide 3 - Cognitivism (https://usu.instructure.com/courses/564536/assignments/2814480)	due by 11:59pm
	 Reading - Chapter 3-4	to do: 11:59pm
	 Unit 1. Cognitivism - (1) Introduction	to do: 11:59pm
	 Watching Video Clips - Cognitivism	to do: 11:59pm
Fri Feb 21, 2020	 Discussion 2 - Cognitivism (https://usu.instructure.com/courses/564536/assignments/2814481)	due by 11:59pm
	 Unit 2. Cognitivism - (2) Discussion	to do: 11:59pm
Fri Feb 28, 2020	 Submit your analysis paper 2 - Cognitivism (https://usu.instructure.com/courses/564536/assignments/2814482)	due by 11:59pm
	 Unit 3. Cognitivism - (3) Analysis Paper	to do: 11:59pm
Fri Mar 13, 2020	 Reading Guide 4 - Constructivism (https://usu.instructure.com/courses/564536/assignments/2814483)	due by 11:59pm
	 Reading - Chapter 5-6	to do: 11:59pm
	 Unit 1. Constructivism - (1) Introduction	to do: 11:59pm
	 Watching Video Clips - Constructivism	to do: 11:59pm
Fri Mar 20, 2020	 Discussion 3 - Constructivism (https://usu.instructure.com/courses/564536/assignments/2814484)	due by 11:59pm
	 Unit 2. Constructivism - (2) Discussion	to do: 11:59pm
Fri Mar 27, 2020	 Submit your analysis paper 3 - Constructivism (https://usu.instructure.com/courses/564536/assignments/2814485)	due by 11:59pm
	 Unit 3. Constructivism - (3) Analysis Paper	to do: 11:59pm
Fri Apr 3, 2020	 Reading Guide 5 - Socioculturalism (https://usu.instructure.com/courses/564536/assignments/2814486)	due by 11:59pm
	 Reading - Chapter 7-8	to do: 11:59pm
	 Unit 1. Socioculturalism - (1) Introduction	to do: 11:59pm
	 Watching Video Clips - Socioculturalism	to do: 11:59pm

Date	Details	
Fri Apr 10, 2020	 Discussion 4 - Socioculturalism (https://usu.instructure.com/courses/564536/assignments/2814487)	due by 11:59pm
	 Unit 2. Socioculturalism - (2) Discussion	to do: 11:59pm
Tue Apr 21, 2020	 Submit your analysis paper 4 - Socioculturalism (https://usu.instructure.com/courses/564536/assignments/2814488)	due by 11:59pm
	 Unit 3. Socioculturalism - (3) Analysis Paper	to do: 11:59pm