



## Graduate Course Syllabus

### IDT 520: Theories of Learning and Instruction

Center: Online

#### Course Prerequisites

None

#### Course Description

In this course, students analyze seminal learning theories and how they are applied to instructional design solutions. Various aspects of cognition, memory, behavioral conditioning, experiential learning, and the construction of knowledge are explored in the context of designing effective learning experiences that draw from appropriate principles of learning. Students, using theoretical knowledge to guide them, explore how technology can be leveraged to effectively meet the needs of diverse learners and approaches to instruction in applied settings.

#### Course Outcomes

- Differentiate between various learning theories in terms of their effectiveness in applied instructional scenarios
- Recommend appropriate applications of cognition that can improve the design of learning experiences and the competence of learners
- Create learning experiences for target audiences that effectively incorporate a variety of learning and cognitive theories
- Align instructional technology resources to support a variety of learning theories
- Analyze instructional problems to determine gaps in the application of learning theories and recommend solutions supported by peer-review research

#### Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

*Learning Theories: An Educational Perspective*

Dale H. Schunk

Pearson

7th Edition

ISBN: 978-013-401348-0

*The I.D. Casebook: Case Studies in Instructional Design*  
Peggy A. Ertmer, James A. Quinn, and Krista D. Galzewski  
Pearson  
4th Edition  
2014  
ISBN: 978-0-13-325825-7

### **Chalk & Wire Account**

With your mySNHU account, you will have access to obtain a Chalk & Wire account. This online platform will be used throughout the MSIDT program for building your professional portfolio. Your Chalk & Wire account and portfolio design should have been set up in the IDT 510: Instructional Design and Technology as a Profession course. If you currently do not have a Chalk & Wire account, please see the [Creating Your Chalk and Wire Account](#) document for set-up instructions.

### **Instructor Availability and Response Time**

Your class interaction with the instructor and your classmates will take place in Blackboard on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions forum in Blackboard so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

### **Grade Distribution**

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	10	10	100
Short Papers	3	40	120
Epistemological Reviews	4	55	220
Final Project			
Final Project Milestones	3	70	210
Final Project Submissions	1	300	300
		<b>Total Course Points:</b>	950

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

## University Grading System: Graduate

Total Points: 950				
Grade	Numerical Equivalent	Points	Points Equivalent	
			Lower	Upper
A	93-100	4.00	884	950
A-	90-92	3.67	855	883
B+	87-89	3.33	827	854
B	83-86	3.00	789	826
B-	80-82	2.67	760	788
C+	77-79	2.33	732	759
C	73-76	2.00	694	731
F	0-72	0.00	0	693
I	Incomplete			
IF	Incomplete/Failure*			
W	Withdrawn			

\*Please refer to the [policy page](#) for information on the incomplete grade process.

### Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Course Information area in the Assignment Guidelines and Rubrics folder.

### Weekly Assignment Schedule

The Learning Modules area in Blackboard contains one module folder for each week of the course. All reading and assignment information can be found in the folders. Assignments and discussion board posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module in Blackboard.

Module	Topics and Assignments
1	Learning, Instruction, and Knowledge 1-1 Reading: <i>Learning Theories: An Educational Perspective</i> , Chapter 1, pages 1-28 1-2 Discussion: Behavioral Versus Cognitive Theories 1-3 Short Paper: Learning Beliefs and Assumptions 1-4 Final Projects Milestone One: Review Final Project Guidelines
2	Learning and the Brain 2-1 Reading: <i>Learning Theories: An Educational Perspective</i> , Chapter 2, pages 29-70 2-2 Discussion: Implications of Brain Research on Instruction 2-3 Final Project Milestone 1: Instructional Needs Identification

3	<p>Behaviorist Learning and Instruction</p> <p>3-1 Reading: <i>Learning Theories: An Educational Perspective</i>, Chapter 3, pages 71-116</p> <p>3-2 Discussion: Behaviorist Teaching and Learning</p> <p>3-3 Epistemological Review: Behaviorist Theory</p>
4	<p>Social Cognitive Learning and Instruction</p> <p>4-1 Reading: <i>Learning Theories: An Educational Perspective</i>, Chapter 4, pages 117-162</p> <p>4-2 Discussion: Examples of Social Cognitive Learning</p> <p>4-3 Epistemological Review: Social Cognitive Theory</p>
5	<p>Information Processing Theory of Learning and Instruction</p> <p>5-1 Reading: <i>Learning Theories: An Educational Perspective</i>, Chapters 5 and 6, pages 159-237</p> <p>5-2 Discussion: Information Processing in Action</p> <p>5-3 Epistemological Review: Information Processing</p>
6	<p>Constructivism Learning and Instruction</p> <p>6-1 Reading: <i>Learning Theories: An Educational Perspective</i>, Chapter 6, pages 228-277</p> <p>6-2 Discussion: Constructivist Theory Analysis</p> <p>6-3 Short Paper: Case Study Analysis</p> <p>6-4 Epistemological Review: Constructivist Theory</p>
7	<p>Cognitive Learning in Action</p> <p>7-1 Reading: <i>Learning Theories: An Educational Perspective</i>, Chapter 7, pages 278-344, and article</p> <p>7-2 Discussion: Learning Theories and Technology</p> <p>7-3 Final Project Milestone 2: Learning Theory and Family Selection</p>
8	<p>Thinking About Applying Theory to Practice: Motivation</p> <p>8-1 Reading: <i>Learning Theories: An Educational Perspective</i>, Chapter 9, pages 340-395</p> <p>8-2 Short Paper: Comparing Theories</p> <p>8-3 Final Project Milestone Three: Learner's Characteristics</p> <p>8-4 Discussion: A School in the Cloud</p>
9	<p>Thinking About Applying Theory to Practice: Self-Regulation</p> <p>9-1 Reading: <i>Learning Theories: An Educational Perspective</i>, Chapter 10, pages 396-440, and articles</p> <p>9-2 Discussion: Adjusting for Self-Regulation</p>
10	<p>Thinking About Applying Theory to Practice: Development</p> <p>10-1 Reading: <i>Learning Theories: An Educational Perspective</i>, Chapters 11 and 12, pages 441-484</p> <p>10-2 Discussion: Instructional Dilemma</p> <p>10-3 Final Project Submission</p>

### Attendance Policy

Online students are required to post to the Blackboard discussion board during the first week of class. If a student does not submit a posting to the discussion board during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

### Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

## **SNHU College of Online and Continuing Education Guide to Student Success**

Review the [guide to student success](#).

### **Diversity and Disability Statement**

The College of Online and Continuing Education (COCE) at SNHU values diversity and inclusion. SNHU strives to create inclusive and welcoming academic environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion, please notify the Disability Resource Center (DRC) as soon as possible. We will work with you and your instructor to address needs and concerns.

We encourage all students with known or suspected physical, medical, sensory, psychiatric, and/or learning disabilities to register with the Disability Resource Center (DRC) in order to assess learning needs and take advantage of available academic accommodations and support services. We look forward to hearing from you. Our contact information is below.

Disability Resource Center (DRC)

(866) 305-9430

(877) 520-8916 (fax)

[drc@snhu.edu](mailto:drc@snhu.edu)

We welcome COCE students, faculty, and staff to consult with the Disability Resource Center (DRC) on disability-related questions or concerns.

### **Academic Honesty Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

### **Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

### **SNHU College of Online and Continuing Education Withdrawal Policy**

Review the [full withdrawal policy](#).

### **Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).

### **Assessment Calibration and Student Work Samples**

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please contact the assessment calibration administrator at [assessmentcalibration@snhu.edu](mailto:assessmentcalibration@snhu.edu). See [this document](#) for more information.