



## Graduate Course Syllabus

### EDU 543: Learning Theories and Instruction

Center: Online

#### Course Prerequisites

None

#### Course Description

This course studies the role of contemporary learning theories and their application to educational practice, including issues of readiness, motivation, problem solving, and the social context of learning. Students will understand how to apply scientifically-based instructional strategies to promote learning.

#### Course Outcomes

- Study the cultural-historical influences on learning and describe key influential theorists' contributions to our understandings of learning and instruction
- Investigate the learning process theories and to research the practical applications of each theory

#### 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.

#### *Human Learning*

Jeanne Ormrod

Pearson

7<sup>th</sup> Edition

2016

ISBN: 978-1-323-63847-7

#### Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place 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 discussion topic 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	36	360
Short Papers	3	30	90
Presentations	2	50	100
Blog Discussion	2	25	50
Critical Task			
Milestones	3	50	150
Final Submission	1	250	250
			<b>Total Course Points: 1,000</b>

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

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
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 Assignment Guidelines and Rubrics section of the course.

## Chalk & Wire

Specific assignments in this course will be submitted to Chalk & Wire, the ePortfolio system for this program. These items will be used as artifacts for the professional ePortfolio when completing the degree program. For additional information and instructions for accessing a portfolio, starting a portfolio, and submitting an assignment to Chalk & Wire, please visit the Chalk & Wire module in the course Table of Contents menu. For questions regarding Chalk &

Wire, please contact the SNHU Technology Help Desk, available on mySNHU. Your advisor can also provide additional assistance if needed.

**Note:** All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

### Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion 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.

Module	Topics and Assignments
1	How Learning Takes Place <i>Human Learning</i> , Chapters 1 and 2 1-1 Discussion: Importance of Learning 1-2 Short Paper: Functions of the Brain and Learning 1-3 Critical Task Review: Theory Research Project
2	Behaviorism <i>Human Learning</i> , Chapter 3 2-1 Discussion: Behaviorist Theory Implementation 2-2 Presentation: Behaviorism
3	Applying Behaviorist Theories <i>Human Learning</i> , Chapter 4 3-1 Discussion: Behaviorism Presentation 3-2 Blog Discussion: Behaviorist Approach 3-3 Critical Task Milestone One: Behaviorism Learning Theory
4	Social Cognitive Theory <i>Human Learning</i> , Chapter 5 4-1 Discussion: Social Cognitive Theory 4-2 Short Paper: Albert Bandura
5	Applying Social Cultural Theory in the Classroom <i>Human Learning</i> , Chapter 11 5-1 Discussion: Vygotsky's Theory of Cognitive Development 5-2 Critical Task Milestone Two: Social Cognitive Learning Theory
6	Cognitivism <i>Human Learning</i> , Chapter 6 6-1 Discussion: Cognitive Perspectives 6-2 Short Paper: Cognitive Theorists

Module	Topics and Assignments
7	Applying Cognitive Learning Theories <i>Human Learning</i> , Chapter 10 7-1 Discussion: Constructivism 7-2 Critical Task Milestone Three: Cognitive Learning Theory
8	Components of Memory <i>Human Learning</i> , Chapters 7 and 8 8-1 Discussion: Memory 8-2 Presentation: Long-Term Memory
9	Complex Learning and Cognition <i>Human Learning</i> , Chapters 12 and 13 9-1 Discussion: Metacognition 9-2 Critical Task Final Submission: Theory Research Project
10	Using Motivation <i>Human Learning</i> , Chapter 14 and pages 487–501 10-1 Blog Discussion: Motivation Activities 10-2 Discussion: Maslow's Hierarchy of Needs

### Critical Task: Theory Research Project

The final project for this course is the theory research project. You will investigate three educational theories, summarizing each theory, comparing and contrasting them, and providing examples of the application of each theory in a classroom environment. One theory will be from each of the following theory categories: behaviorist, social cognitive, and cognitive. Throughout the course you will learn about a variety of educational theories and how they can be used in the classroom. Using the readings from the *Human Learning* book and research from the Shapiro Library, you will summarize each theory chosen. Then, you will create three classroom scenarios along with specific examples of how the theory would be applied in the classroom. Finally, you will create a triple Venn diagram and compare and contrast the three theories chosen. This project will show you how learning theories can help students succeed in the classroom.

### Attendance Policy

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a posting to the graded assignment/discussion 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 Student Handbook

Review the [student handbook](#).

## **ADA/504 Compliance Statement**

In accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, Southern New Hampshire University does not discriminate on the basis of disability, including intellectual disability, in admission, treatment, or access to its programs or activities, nor does it discriminate in employment in its programs or activities.

The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. A disability is a condition or impairment that impacts a “major life activity” or “major bodily function.”

- **Major life activities** include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
- **Major bodily functions** include, but are not limited to, functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Disabilities include physical, medical (including pregnancy), mental health, and learning needs.

At the beginning of each term, or as soon as you become aware of a disability or accessibility concern, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC.

Note that accommodations are not retroactive and that disability accommodations are not provided until acceptable documentation of a disability and its impact is received and an accommodation letter has been processed. If you are unsure whether your condition qualifies as a disability or accessibility concern, please contact the OAC for determination.

### **Contact Information:**

Online Accessibility Center

Phone: 866-305-9430

Email: [oad@snhu.edu](mailto:oad@snhu.edu)

**For questions concerning support services, documentation guidelines, or general disability issues, please visit the [Online Accessibility Center](#) website.**

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability and Accessibility Services](#) website.

**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 Withdrawal Policy**

Review the [full withdrawal policy](#).

**Southern New Hampshire University Policies**

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

**Student Work Samples**

For the purpose of continuous improvement of our educational training, Southern New Hampshire University may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you would like to withdraw permission for use of your work, please complete the [Student Work Sample Survey](#).