

**COURSE SYLLABUS**  
*The University of Georgia*  
*Occupational Studies - Fall Semester, 2002*

**Course Title:** Enhancing Learning in Occupational Studies

**Course Number:** EOCS 7070

**Credit Hours:** 03  
Meets 2.45 hours T (4:30 - 7:15)  
August 20 - December 3

**Textbook:**

Phillips, D. C. & Soltis, J. C. (1998). Perspectives on learning, (3<sup>rd</sup> ed.). New York, New York: Teachers College Press.

**Supplemental Material:** Given in class

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**ABOUT THIS COURSE**

This class is about learning theories. The primary purpose of this course is to investigate how people learn and the implications of learning for the design of instruction. This course emphasizes the theoretical and practical aspects of meaningfully designing curriculum and associated instruction with a fundamental understanding of how learning occurs. How learning occurs is one of the most important areas of education.

As facilitator of this course, it is my primary responsibility to help you learn through organizing learning activities and clarifying the research literature. Therefore, I will provide a general topical outline to guide class activities and as learners you are expected to become actively involved. This will be accomplished by engaging in active learning experiences such as cooperative group learning, individual research, large group discussion, illustrated presentations, videotapes, and student presentations of their assigned projects. Ultimately, I expect you to be in charge of your own learning.

Graduate courses should meet some of your professional needs. Therefore, I will rely on you to convey your needs and interests.

## **COURSE OBJECTIVES**

The Enhancing Learning student will be able to:

1. Work cooperatively with other class members in learning activities and in generating required outcomes for this course.
2. Explore a framework for issues and problems in teaching and learning via a classic publication.
3. Review the four agreed upon educational philosophies and their impact on instruction.
4. Determine and explain the framework for examination of learning theories.
5. Identify and explain the key learning concepts.
6. Explore the current brain research and its implication to teaching and learning.
7. Identify, categorize, and explain the theories of learning.
8. Compare and contrast the theories of learning.
9. Demonstrate how an educator uses the information about various types of learning into a classroom setting (educational environment).
10. Demonstrate how to develop a portfolio system for organizing and documenting components of teaching and learning.
11. Demonstrate good work habits, work ethics, and a positive attitude toward learning over the life-span.

## **COURSE TOPICS**

The class will examine a range of learning theories using a standard framework so that we are able to make comparisons between and among the theories. In addition, we will position each theory with an educational philosophy orientation. Also, we will examine various themes that are related to learning. Most important, each theory will be examined in light of its implications for career and technical education instruction. For example, if we are examining constructivist-learning theories, we will also seek information with regards to how to teach using social groups, and instruction such as reflection strategies.

As a general framework, I have identified topical areas that we will cover this semester. Some of the topics will be covered in more depth and others may not be covered at all due to time. Those preliminary topics follow.

## ***A Framework for Teaching and Learning***

A Nation Prepared: Teachers for the 21<sup>st</sup> Century

### ***Educational Philosophy & The Nature of the Learner (Quick Review)***

- Root Philosophies: Idealism, Realism, Pragmatism, Existentialism, Behaviorism
- Educational Philosophies: Perennialism, Essentialism, Progressivism, Reconstructionism, Existentialism, and Behavioral Engineering

### ***A Framework for the Examination of Learning Theories***

- Presuppositions or basic philosophic or traditional beliefs
- Critical elements of the learning theory in question
- Beliefs with regard to the nature of learning and the learner
- Design of the instructional environment
- Implications for a curriculum
- Teaching methods associated with the learning theory in question
- Assessment methods associated with the learning theory in question

### ***Key Learning Concepts***

- meta cognition – reflection, critical thinking, self-efficacy.
- Learning context – physical, emotional, communities of practice.
- Learning transfer – Does learning routinely transfer from one class to another? From home to school? From school to home?
- Intelligence – Classic definition, multiple & emotional intelligence.
- Learning/Teaching styles – Do we teach as we learn?
- Barriers to learning – anxiety, fear, stereotypes of race, class & gender.
- Attribution & Dissonance – Internal external responsibility, associated emotions.

### ***Current Brain Research***

- What do we know from current brain research?
- Human development and brain growth cycles
- Teach Me, Teach My Brain: A Call for Differentiated Classrooms*
- Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD)

### ***Behaviorist Theories***

- Operant Conditioning (B.F. Skinner)
- Conditions of Learning (R. Gagne)

### ***Cognitive Learning Theories***

- Anchored Instruction (J. Bransford & the CTGV)
- Cognitive Dissonance Theory (L. Festinger)
- Triarchic Theory (R. Sternberg)

### ***Constructivist Learning Theories***

- Constructivist Theory (J. Bruner)
- Child Development (Piaget)

- Developmental-Cognitive Position (J.Piaget)
- Endogenous Constructivist Theories
- Indigenous Constructivist Theories
- Blended Constructivist Theories

### ***Social Learning Theories***

- Multiple Intelligences (H. Gardner)
- Emotional Intelligences
- Phenomenonography (F. Marton & N. Entwistle)
- Social Learning Theory (A. Bandura)

### ***Activity Learning Theories***

- Social Development (L. Vygotski)

### ***Adult Learning Theories***

- Andragogy (M. Knowles)
- Adult Learning Theory (P. Cross)

### ***Socialization Learning Theories***

- Situated Cognition (J. Lave)
- Communities of Practice (E. Wenger)
- Phenomenonography (F. Marton & N. Entwistle)

### ***Organizational Learning Theories***

- Reflective Practice (D. Schoen)
- Learning Organization (P. Senge, K. Watkins)

## COURSE REQUIREMENTS

1. Attendance. Be here or your grade will suffer. This is a reading, writing, discussion, and reflection class.
2. Class Participation. You must actively participate in the class activities and discussions.
3. Assignments. You will be expected to create the assignments listed below.

## COURSE ASSIGNMENTS AND GRADING

**This course will require extensive in-and out-of-class preparation. The following learning activities are required for successful course completion:**

Assignment	Possible Points
Article Summary	10
Seminar	25
Summary and Reflection on 2 theories	30 @ 15 each
Final exam (take home, comprehensive)	25
Class Participation/Attendance	5
Portfolio	5

## ASSIGNMENT DUE DATES

Assignments or portfolio components are due on the following dates.

<u>Assignment or Portfolio Component</u>	<u>Due Date</u>
Article Summary	September 3
Presentation of Seminar	September 24 - November 5
Learning Theory Reflection Paper	October 8
Learning Theory Reflection Paper	November 12
Final Exam	November 26
Completed Portfolio	December 3

**NOTE: The completed portfolio is due Tuesday, Dec. 3, 2002. All work must be complete and in the portfolio.**

## ASSIGNMENTS

**1. Article Summary.** Complete a report of one article that deals with issues and information regarding teachers and/or teaching and learning; the article will be provided for you. The article report should contain a bibliography reference, a summary of the main points of the author/s, and a personal reaction to the article in terms of its effect or application to teaching and learning. This report will vary in length (approximately three to five pages).

**2. Seminar.** In a cooperative group of three or four individuals, you are to choose a family of learning theories and develop according to the framework for the examination of learning theories (page 3 of this syllabus). You are to present your chosen learning theories in class using modern educational technology in a designated time period. You should submit an outline of your seminar presentation one week in advance. Develop and include a detailed lesson plan for your seminar. A handout should be provided covering the main points of information about your presentation and should include references. Plan questions and answers to ensure understanding of your learning theory. Finally and most important, engage the class in the application of your learning theories. A group learning log must be completed for each group planning session and copies included in each group member's portfolio.

**3. Two Reflective Papers (on learning theories).** Select a learning theory from two different families and also different from your seminar. Describe the theory and explain the use of the theory for your present or anticipated work in education. Use the professional literature to support your position. Use APA and author-date style for documentation. You may use the following headings to create your paper: description of the learning theory; possible or intended use of this theory for teaching and learning; personal, observed, or planned use of the theory; and evaluate the effectiveness of the theory in your work in education.

**4. Final exam.** Complete a take home comprehensive final examination that consists of several thought-provoking scenarios that represent problem situations in teaching and learning. You are to respond in the form of essays or written expression and include appropriate documentation. The final exam will be presented approximately the midpoint of the semester.

**5. You are to prepare and submit a teaching and learning portfolio.** The portfolio should be

- A. An attractive, sturdy 3-ring notebook (1 inch) with a cover which contains logistical information describing the student.
- B. A table of contents arranged into tabbed sections (do not use plastic covers to hold contents).
- C. Include the following components:
  - (1) Summary of an article
  - (2) Two reflection papers on learning theories
  - (3) a. Seminar presentation on learning theories lesson plan,  
b. handouts from the seminar,
  - (4) Final exam, and
  - (5) A reflection paper on the course and the overall value it has to your professional growth.

## Tentative Course Schedule

<u>Date</u>	<u>Lesson Topic/s</u>	<u>Chapter</u>
August 20	Orientation to course Review of Educational Philosophies	
Sept. 3	A Nation Prepared: Teacher for the 21 <sup>st</sup> Century Social Learning Theory - MI	
Sept. 10	Key Learning Concepts <i>Models of Teaching</i>	
Sept. 17	Current Brain Research	
Sept. 24	Behaviorist Theories	Chapter 3
October 1	Cognitive Learning Theories	Chapter 7
October 8	Constructivist Learning Theories	Chapter 5
October 15	Activity Learning Theories	Chapter 6
October 22	Adult Learning Theories	
October 29	Socialization Learning Theories	
Nov. 5	Organizational Learning Theories	
Nov. 12	Review of Learning Theories	
Nov. 19	Review of Learning Theories	
Nov. 26	Portfolio Development	
Dec. 3	Final wrap-ups	

## References

These references are taken from a variety of sources. You will not be expected to read everyone. However, you may find this list of resources handy, as you examine each learning theory or concept.

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Educational Psychologist, 28(2), 117-148.

Bandura, A. (1986). Social Foundations of Thought and Action. Engelwood Cliffs, NJ: Prentice-Hall.

Behm, J., & Cohen, A. Explorations in Cognitive Dissonance. New York: Wiley.

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p. In D. Nix & R. Sprio (Eds), Cognition, education and multimedia. Hillsdale, NJ:

Erlbaum Associates.

Bransford, J.D., & Stein, B.S. (1993). The Ideal Problem Solver (2nd Ed). New York: Freeman.

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Researcher, 19 (6), 2-10.

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Brown, J.S., Collins, A., & Duguid, S. (1989). Situated cognition and the culture of learning.

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- Gardner, H. (1993a). *Multiple Intelligences: The Theory in Practice*. NY: Basic Books.
- Gardner, H. (1993b). *Creating Minds*. NY: Basic Books.
- Jonassen, D., Ambruso, D., & Olesen, J. (1992). Designing hypertext on transfusion medicine using cognitive flexibility theory. *Journal of Educational Multimedia and Hypermedia*, 1(3), 309-322.
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- Lave, J. (1988). *Cognition in Practice: Mind, mathematics, and culture in everyday life*. Cambridge, UK: Cambridge University Press.
- Lave, J., & Wenger, E. (1990). *Situated Learning: Legitimate Peripheral Participation*. Cambridge, UK: Cambridge University Press.
- Lyman, H. (1968). *Intelligence, Aptitude, and Achievement Testing*. Boston: Houghton Mifflin.
- Marks-Tarlow, T. (1995). *Creativity inside out: Learning through multiple intelligences*. Reading, MA: Addison-Wesley.
- Marton, F., Hounsell, D., & Entwistle, N. (1984). *The Experience of Learning*. Edinburgh: Scottish Academic Press.
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- Spiro, R.J., Coulson, R.L., Feltovich, P.J., & Anderson, D. (1988). Cognitive flexibility theory: Advanced knowledge acquisition in ill-structured domains. In V. Patel (ed.), *Proceedings of the 10<sup>th</sup> Annual Conference of the Cognitive Science Society*. Hillsdale, NJ: Erlbaum. [Reprinted in Ruddell, R.B. & Ruddell, M.R. (1994). *Theoretical Models and Processes of Reading* (4th Ed.). Newark, DE: International Reading Association.]
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- Young, M. (1996). *Situated Cognition Course Notes*

# Article Report Rubric

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Please read each rubric level and determine how your article report compare and then place a whole number or decimal fraction indicating how you rate your work. Place your rating in the space provided at the bottom of the rubric.

**Standard:** A typed report on article relating to teaching and learning or teachers. Well-written summary of the authors' key points under a heading of "Summary" and thoughtful personal reflections under the heading of "Reflection" which include personal reactions to information and ideas presented in the article and plans for using article content now or in the future. Bibliographic reference is provided.

## High Performance: Rating = 3

The report was typed and included a well-written, comprehensive summary of the author's key points and a thoughtful reflection which included personal viewpoints and a description of how information learned might be applied. A bibliographic reference was provided following APA style. Information was separated under headings of Summary and Reflection.

## Sound Performance: Rating = 2

The report was mostly well-written, typed and included a mostly comprehensive summary of the author's key points and a thoughtful reflection, but lacked sufficient detail about plans for using information gained from the publication. A bibliographic reference was included written in APA style. Information was separated under headings of Summary and Reflection.

## Beginning Performance: Rating = 1

The report was typed with only "broad-brush summaries" and limited personal reflections which lack sufficient detail and plans for using the information. The report was written with several evident writing flaws. Bibliographic entry was provided but not according to APA style. Article report did not place information under headings of Summary and Reflection.

## Not Yet Performance: Rating = 0

Only a very limited summary of the authors key points were included and personal reflection was very brief and did not include much detail and content on plans for using the obtained information. The report was poorly written and contained many writing flaws. Bibliographic entry was not included and did not follow APA style. Information provided in article report was not placed under headings making it difficult to determine what was the author/s work and what was the reader's response.

Article Reports Rating \_\_\_\_\_

Comments: