

Reflective Teacher



**MALONE COLLEGE
EDUCATION DEPARTMENT
COURSE SYLLABUS**

Summer II 2008

Course Prefix and Number: GRED 530

Course Title: Learning Theories and Styles

Credit Hours: 3

Meeting days and times: Eight class meetings

Monday and Wednesday evenings – 5:00 – 9:00 PM.

June 9, 11, 16, 18 and July 7, 9, 14, and 16.**

**** Our course meets for 2 weeks, then does not meet for 2 weeks to allow you time for independent process and products, and then meets for another 2 weeks.**

Course Instructor: Dr. Georgia Eshelman

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Course Description:

Analysis of learning theories as they apply to classroom learning and instruction. Students examine both cognitive and behavioral models of learning, modalities of learning, organization of learning tasks, and strategies for reinforcing learners. Students review research and construct their own learning projects for implementation.

Course Textbooks:

Sousa, David A. How the Brain Learns, Third Edition. Thousand Oaks, California: Corwin Press, A Sage Publications Company, 2006. ISBN # 1-4129-3661-6

Course Objectives: Upon completion of this course and/or within this course, the graduate student will:

Stewardship: (Global Stewardship Objective)

Effectively use all relevant knowledge, experiences, and resources to inform decisions and to guide practices that provide the best learning experience for all children.
(Disposition/2)*

Philosophy:

Value the classical and contemporary learning theories as a means to a better understanding of the teaching and learning process. (Disposition/3)

Incorporate understanding of the various teaching methodologies and learning preferences

present in instructional settings into one's personal philosophy of education. (Disposition/5)

Knowledge Base:

Explain historical and sequential development of learning theories. (Knowledge/3)

Explore the relationship of an individual's learning needs to his or her growth and development. (Knowledge/4)

Describe problems of learning and instruction in the current educational environment. (Knowledge/6)

Identify current theories of teaching and learning and implications for one's professional practice. (Knowledge/9)

Demonstrate orally and in writing an understanding of learning theories and styles. (Skill/4,5)

Communication:

Present a current teaching or learning theory and its implications for the classroom. (Knowledge/7/T)

Call and/or e-mail the instructor of this course to explain any class absence within 24hours of the absence. (Skill & Disposition/1,7b,8,9,10/T)

Collaboration:

Work with colleagues and peers to explore classical and contemporary theories of Learning and their application in today's educational setting. (Skill/5)

Professional Practice:

Relate specific principles of learning theories and styles to one's own teaching practice. (Skill/5,6)

Identify teaching and learning styles that are appropriate for individual and/group learning Experiences. (Knowledge/4,5)

Design a teaching and learning experience based on a classical and/or contemporary learning theory or style. (Skill/4,5,6)

Reflection:

Analyze one's personal teaching strategies to identify elements of various learning theories and styles. (Skill/4,5,6)

Relate personal experiences to learning theories and styles encountered during one's life span to date. (Skill/4)

Be aware of the role attitudes and values play in relationship to learning and motivation. (Disposition & Knowledge/1,4b & c, 5,6, 7c,8,9,10/D)

Become committed to helping each learner achieve full potential through knowledge of what each learner needs. (Disposition & Skill/1,4,5,6,7c,8,9,10/D)

Consider the variety of teaching styles that may be practiced and focus on identifying a preferred teaching style while being willing to adapt your preferred teaching style to students' learning styles by recognition of what is needed. (Knowledge & Skill & Disposition/1,3,4,5,6,7,8,9,20/D & T)

Appreciate the role of faith in learning and consider ways in which one's personal faith can be demonstrated in the classroom as an instructor. (Disposition/1,9,10/D)

*(Domain of Learning/Candidate Proficiency/Diversity or Technology emphasis)

Methodology

Lecture, discussion, small group exercises, student presentations, and demonstrations will be used to meet the objectives of the course.

Course Content

Human Learning ; Science and Theory
Parts of the Brain and their functions in learning
Constructivist theory and practice
Behavioristic Views of Learning
The Beginnings of Modern Cognitivism
Action Research and Applied Research
Cognitive Theories of Learning
Multiple Intelligences
Neural Networks : The New Connectionism
Learning and Memory
Learning Modalities
Motivation and Behavior
Contemporary Learning and Teaching Styles

Assessment of Course Objectives

The following assessment activities will give evidence of the extent to which each graduate student has accomplished the preceding course objectives.

A pre-test with 30 points of credit available will be administered during the first class meeting.

A comprehensive final examination with 60 points of course credit available will be taken on July 14th

Prior to the class meeting when material will be discussed, assigned text chapters will be read and notes taken. These notes will be in class for use in discussion and elaboration. A course notebook will be developed and utilized A total of 94 points is available.

A "problem" in your practice will be identified and researched. This "problem" will serve as the object of your Action Research. The entire Action Research plan can earn up to 100 course points.

An existing set of 10 or more lessons, unit, and/or extended class project will be reviewed and recommendations for change will be prepared and presented utilizing one or more elements of LIMES. A total of 100 course points are available.

A Reflective Journal addressing eight topics will be completed with up to 32 course points available.

**Between June 19th and July 6th, class does not meet while each graduate student works independently on three course tasks: Reflective Journal – product due Monday, July 7th
LIMES revision – product due on or before July 14th
Action Research Plan – product due on or before July 16th**

as well as read and take notes on Chapter four of text . – due Monday, July 7th.

Monday, July 7, 2008

Segment One: Discussion circle on Reflective Journal “...as a student” and
“...as a teacher” Collect Reflective Journal product
Segment Two: Discuss Chapter Four of text, pages 135 – 164. .
Segment Three: Format for presentations and colleague feedback techniques of
Oral Presentations on LIMES and Action Research Plan

Wednesday, July 9, 2008

Segment One: Presentations
Segment Two: Presentations
Segment Three: Presentations

Monday, July 14, 2008

Segment One: Presentations
Segment Two: Presentations
Segment Three: Post-test/Comprehensive Final Examination
For Wednesday, read and take notes on Chapter 8 of text

Wednesday, July 16, 2008

Segment One: Discuss Chapter 8, pages 273 - 284
Segment Two: Return and discuss Post-test/Final Examination
Segment Three: Culmination