Course Change Request

Date Submitted: 01/26/18 3:54 pm

Viewing: EPSY 673: Learning Theories

Last edit: 01/29/18 9:03 am
Changes proposed by: gbrys

Catalog Pages referencing this course:
- Department of Educational Psychology
- Department of Teaching, Learning and Culture
- EDCI - Educ Curriculum & Dev.
- EPSY - Educational Psychology

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbrys@tamu.edu">gbrys@tamu.edu</a></td>
<td>9798622289</td>
</tr>
</tbody>
</table>

Rationale for Course

The proposed changes are part of a routine curriculum review.

Course prefix: EPSY  Course number: 673
Department: Educational Psychology
College/School: Education & Human Development
Academic Level: Graduate
Effective term: 2018-2019

Complete Course Title:
Learning Theories

Abbreviated Course Title: LEARN THEORY FOR EDUC

Catalog course description:
Comprehensive study of classical and current learning theories; their significance to modern education.

Prerequisites and Restrictions
Approval of department head.

Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings: No  Crosslisted With:
Stacked: No  Stacked with:

In Workflow
1. EPSY Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 01/26/18 4:42 pm Shanna Hagan-Burke (shaganburke): Approved for EPSY Department Head
2. 01/29/18 9:03 am Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 01/30/18 9:27 am Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 02/13/18 3:43 pm Beverly Irby (irbyb): Approved for ED Committee Chair GR
5. 02/13/18 3:45 pm Beverly Irby (irbyb): Approved for ED College Dean GR
6. 02/16/18 12:53 pm Meagan Kelly (meagankelly): Approved for GC Preparer
7. 03/01/18 3:15 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

The student learning outcomes for the online course are similar to the student learning outcomes for the face-to-face course. The program faculty have determined that the syllabi for face-to-face courses and online courses should mirror each other.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Credit Hours: The online section of this course has similar assignments and projects as the original face-to-face course and requires approximately 9 hours per week to complete the following: viewing of the presentation, reading the assigned readings, engaging in the online discussions, & completing the weekly application assignments and course projects. Interaction with the instructor as well as with other students is ongoing throughout the course.

Teaching Component: Class sessions are asynchronous. Students can access the content multiple times during the week as well as multiple times throughout the semester. The content portion of the class is not closed after the initial presentation time, but is continually available to the students. The content is provided through online PowerPoint presentations, videos, content application assignments and projects, and asynchronous class discussions.

Student Interaction & Feedback: All of the interactions: student-to-student and instructor-to-student are conducted through the eCampus platform. These interactions can be tracked on the discussion boards and through the comments on assignment and project submissions. Students are allowed three submissions on assignments and projects. After the first assignment attempt, the instructor provides constructive comments on how the assignment or project can be improved. The student makes the suggested changes and resubmits. This can be done a third time if necessary. Since there are 2-3 assignments or discussions each week of class, it is easy to track these contacts on eCampus.

Will this course be taught as a distance education course? Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? No

This will be a required course or an elective course for the following programs:
## Course Syllabus

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus:</td>
<td>Upload syllabus</td>
</tr>
<tr>
<td>Upload syllabus</td>
<td><a href="#">EPSY 673 Online Syllabus.pdf</a></td>
</tr>
<tr>
<td>Letters of support or other documentation</td>
<td>No</td>
</tr>
<tr>
<td>Additional information</td>
<td></td>
</tr>
<tr>
<td>Reviewer Comments</td>
<td></td>
</tr>
<tr>
<td>Reported to state?</td>
<td>No</td>
</tr>
</tbody>
</table>
Instructor: Dr. Joyce Juntune  
e-mail: j-juntune@tamu.edu


Course Purpose: This course is designed to provide a background in major and traditional theories of human learning.

Course Objectives

1. To identify the influence of various learning theories in one's environment, thinking and practice.
2. To be able to apply the principles of the various learning theories to research and educational activities.
3. To gain an understanding of how learning theory shapes instruction.

Learning Outcomes:

1. Students will gain an in-depth understanding of the theories of learning as evidenced by a comparison chart which includes applications to an area of interest.
2. Students will develop an understanding of the contributions of learning theory to instruction by observing instruction and writing an analysis of the learning theories involved in the instruction.
Special Information for our Students

"Students with Disabilities Act"

"The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services in the Disabilities Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu"

“Academic Honesty”

As commonly defined, plagiarism consists of passing off as one’s own words, writings, etc., which belong to another. Therefore, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. In addition, all materials generated for this class are copyrighted. As such, you do not have the right to copy the handouts, unless I specifically grant permission. If you have any questions concerning plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section entitled “Scholastic Dishonesty.”

AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: www.tamu.edu/aggiehonor/
Learning Sciences Policy on Plagiarism and Other Academic Misconduct  
(Adopted July 31, 2013)

TAMU Integrity Academic Statement and Policy

“An Aggie does not lie, cheat, or steal or tolerate those who do.”  (http://aggiehonor.tamu.edu/)  

You must properly acknowledge the sources of the words, ideas, and information you present in all course assignments, assessments, and other activities. Failure to do so constitutes plagiarism  (Aggie Honor System:

http://aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx

In all of your work in this course, you should use your own words to express your understanding whenever possible, being certain that you always give proper credit to the source. When you quote, paraphrase, or summarize another source, you must clearly indicate that you have done so following the rules and formats specified by APA (2010, pp. 169-174). In addition, you must avoid “paragraghism,” (i.e., plagiarism via paraphrase, Gall, Gall, & Borg, 2007, p. 75), in which text from another source is used with only minor revisions. For information about how to avoid plagiarism see:

Aggie Honor System Rules:

http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx

Plagiarism, TAMU Library Guides:

http://guides.library.tamu.edu/content.php?pid=393112&sid=3221010

Avoiding Plagiarism, TAMU University Writing Center:

http://writingcenter.tamu.edu/for-faculty/teaching-writing/classroom-workshops/undergrad/plagiarism/

Avoiding Plagiarism, Self-Plagiarism, and Other Questionable Writing Practices; U.S. Department of Health and Human Services Office of Research Integrity:

http://ori.dhhs.gov/education/products/plagiarism/6.shtml

Avoiding Plagiarism Tutorial, McGraw-Hill:

http://highered.mcgraw-hill.com/sites/0072873469/student_view0/avoiding_plagiarism_tutorial/

How to recognize plagiarism, paraphrasing, Indiana University Bloomington School of Education:

https://www.indiana.edu/~istd/example1paraphrasing.html

All incidents of suspected plagiarism or other academic misconduct in this class will be reported to the Aggie Honor System Office as required by TAMU rules and procedures (http://aggiehonor.tamu.edu/). If a finding of plagiarism or other academic misconduct is reached, the student’s Chair or Temporary Advisor will be notified. The range of possible penalties for such offenses ranges from mandatory ethics training with no penalty to expulsion from the program or university.
**Course Requirements:**

The assignments for this class are as follows:

- **Reading Reflections** - There will be regular reflections to the readings. These are designed to provide an opportunity to tie the information in the textbook to “real-life” learning experiences. *Each of these will be worth 10 points.*

- **Discussion Postings** - There will be regular discussion postings on questions relating to the material covered during this course. *Each of these will be worth 5 points.*

- **Projects** - There will be four projects
  - Project 1 - Digging Deeper (25 points)
  - Project 2 - Analysis Chart (25 points)
  - Project 3 - Real-Life Learning (25 points) Choose one of the following projects:
    - a) “Real-Life” Instruction – Observe and analyze a teaching situation
    - b) “Real-Life” Curriculum – Examine a curriculum you are teaching or developing.
  - Project 4 - Personal Theory of Learning (25 points)

**Grading:**
Grades will be calculated according to the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Reflections</td>
<td>50</td>
</tr>
<tr>
<td>Discussion Postings</td>
<td>20</td>
</tr>
<tr>
<td>Projects</td>
<td>100</td>
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</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>155 – 170</td>
</tr>
<tr>
<td>B</td>
<td>139 – 154</td>
</tr>
<tr>
<td>C</td>
<td>123 – 138</td>
</tr>
<tr>
<td>D</td>
<td>107 – 122</td>
</tr>
<tr>
<td>F</td>
<td>106 and below</td>
</tr>
</tbody>
</table>

*ecampus is set to allow for 3 submits per assignment
If you resubmit an assignment—use the same link as for the original assignment. If you upload documents—be sure they are either a pdf or a Word document.*
<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| **Week One** | Ch. 1 *Introduction to the Study of Learning*  
Overview of the course. Critical Issue for Learning Theories  
Ch. 2 *Neuroscience of Learning*  
Brain development and learning | Readings: Ch 1 & 2  
Reading Reflection #1  
Discussion Posting #1 |
| **Week Two** | Ch. 3 *Behaviorism*  
Connectionism and conditioning  
Ch. 4 *Social Cognitive Theory*  
Modeling and self-efficacy  
Ch. 5 *Information Processing Theory: Encoding & Storage*  
Attention, perception, memory | Readings: Ch 3, 4, & 5  
Reading Reflection #2  
Discussion Posting #2  
Project #1 |
| **Week Three** | Ch. 6 *Information Processing Theory: Retrieval & Forgetting*  
Relearning, visual memory, transfer  
Ch. 7 *Cognitive Learning Processes*  
Metacognition, problem solving, critical thinking  
Ch. 8 *Constructivism*  
Piaget, Bruner, Vygotsky | Readings: Ch 6, 7, & 8  
Reading Reflection #3  
Discussion Posting #3  
Project #2 |
| **Week Four** | Ch. 9 *Motivation*  
Achievement motivation, attributions, intrinsic motivation  
Ch. 10 *Self-Regulated Learning*  
Behavioral & social cognitive influences, | Readings: Ch 9, & 10  
Reading Reflection #4  
Discussion Posting #4  
Project #3 |
| **Week Five** | Ch. 11 *Contextual Influences*  
Home, school, culture  
Ch. 12 *Next Steps*  
Putting it all together | Readings: Ch 11 & 12  
Reading Reflection #5  
Project #4 |

Final Day to turn in projects & assignments—August 6th 11:59 pm
References


