

**Reflections on Teaching and Learning Styles (H-EDUC-712-91-5)**  
Chaminade University of Honolulu  
Fall 2012

**Essential Details**

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Office Hours:	By appointment via email
Website:	Chaminade eCollege
Required Texts:	None. All readings will be made available online.

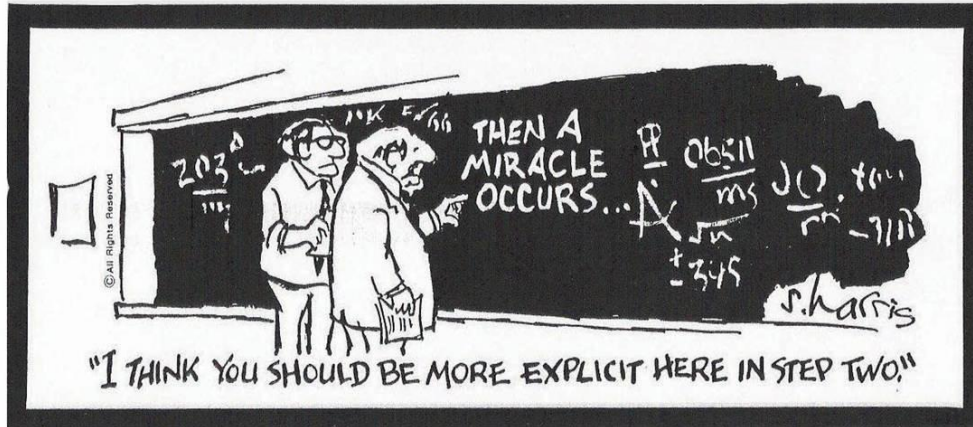
**Course Overview**

**Catalog Description:** This course provides an exploration of and examination of key learning theories and learning styles for application to teaching and learning. Emphasis is given to understanding the history and practical application of behavioral, cognitive, brain based and learning theories as applied in learning and educational environments. Students are given an opportunity to examine their own learning and teaching styles and how these affect their own learning and teaching.

**Course Goals:**

Students will be able to:

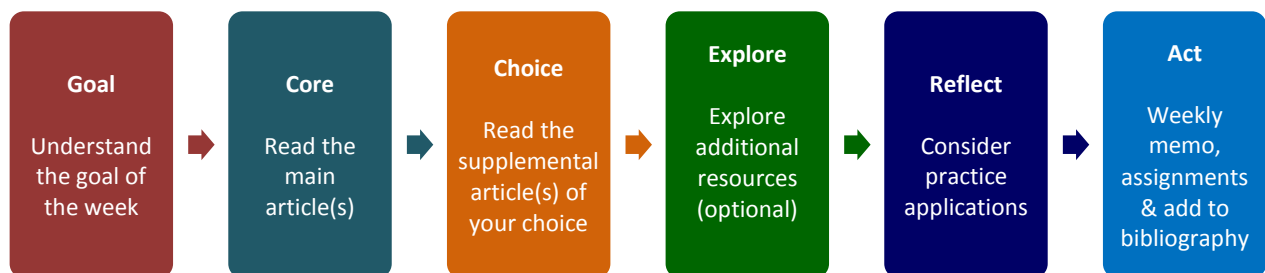
- Demonstrate an understanding of how students learn and develop
- Demonstrate an understanding of the basic concepts of what comprises a learning style, including the underlying neurobiology
- Demonstrate an ability to translate learning science into usable knowledge (school-based and instructional practice)
- Leverage our best available knowledge (and promote its continued growth) to go beyond simple questions and explanations about our students.
- Engage and address the questions about how to enhance the quality of the environments and experiences for all students – especially those with *distinct learning styles*.
- Be explicit on what to do in Step Two regarding how to serve students with *distinct learning styles* [see **cartoon below**]



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**Course Format:** This course is both online and accelerated, covering an entire semester's work in just 10 short weeks. This type of learning requires significant initiative and responsibility on the part of both the instructor and student. I will try to provide a written or audio introduction to each week but because this is an online course, weekly readings and assignments are of paramount importance. Along with readings, most weeks will include the completion of and participation in online discussions, memo writing, and instructional resource sharing with other participants enrolled in the course. Please note that in addition to weekly assignments, students should be continuously working on their final project.

Each week of the course begins on Monday and ends on the following Sunday. Unless otherwise noted, participation in the threaded discussions must be completed and all assignments submitted **by midnight on the Sunday of each week.**



## Assignments and Grading

Remember, unless otherwise stated, assignments are due by midnight on Sunday.

**Online Assignments (25%):** Almost every week of the course there will be a discussion topic, and/or online activity posted. Most discussions and activities will be brainstorming instructional practices, debating issues and sharing resources. Participation in these online discussions and activities is mandatory and equivalent to attendance. It is my hope that by the end of the course, the compilation of these thoughtful resources and conversations will serve as some of the most valuable takeaways of the course.

**Weekly Briefs (10%):** Threaded discussion and online assignments will tend to specific or follow a protocol. In contrast, briefs are a one-page, single-spaced informal memo where students can reflect on whatever they want. The briefs are intended to help students make sense of, or pose questions of, the course readings and ideas. Because briefs are meant to be a reflective and synthesizing exercise for you, and an informative assessment for me, they will not be graded weekly. Their completion will be a component of the course grade and I will read, and offer brief comments on, random selections each week. Out of the 10 class sections (including the first session of the course) you must **submit two (2) briefs**. Hopefully this affords you some flexibility with your schedule, and allows you to reflect on content that is particularly compelling to you. Even though you only must submit 2 briefs, I have found this exercise incredibly beneficial to me both as a student and educator; therefore, please feel encouraged to submit as many briefs as you find useful. Briefs will be submitted via the “Doc Sharing” tab (Weekly Briefs folder). Feel free to click “instructor only” when uploading your briefs.

**Project Proposal (10%):** Throughout the semester you will develop and refine a final project. First, you will submit your project proposal. Included in the proposal will be a title, a topic (or question), and a short, but thoughtful, description of what you propose to do for your project. When considering a topic, think of a specific area of content that really interests you and that you’d like to explore more deeply. Also consider topics that you wished we had devoted more time to or still present lingering questions for you.

Grading Scale	
90 – 100	A
80 – 89	B
70 – 79	C
0– 69	F

In the spirit of this course, I am not mandating a specific form of expression. My interest is in your understanding and application of course material, not necessarily your ability to write a traditional paper; therefore, I am open to alternative assessments. You are free to propose any project you’d like but I will offer some examples and we will brainstorm others on our course website.

**Annotated Bibliography (15%):** You will submit an annotated bibliography and outline for your final project. The outline will include short descriptions of all the major topics you will cover in the project and a clear articulation of the argument you plan to make. The annotated bibliography will include references to 5-10 articles (all in APA format) you plan to use in your project, with a corresponding paragraph describing the core ideas in the article and how it relates to your project.

**Final Project (40%):** I want the final project to be both personally meaningful and professionally relevant to you; therefore, you have a great deal of choice as to what you construct. The project should reflect the goals of the course and be considered a comprehensive demonstration of your learning in this course. Strong projects will illustrate your own beliefs and perspectives, along with an understanding of *the field’s* professional wisdom and established knowledge, and an understanding of strategies in addressing students with distinct learning styles.

**Academic Integrity**

Please review the University’s Student Handbook, General Catalog, and the Education Division Policy Manual regarding important institutional and academic policies, including but not restricted to, information regarding standards of conduct, Plagiarism, Freedom of Expression, Add/Drop, and Students with Disabilities.

**Citation**

All work submitted is expected to be the student’s own. Students must be careful to distinguish between ideas that are his or her own and those that have been derived from other sources. Information and opinions drawn from all sources are to be attributed specifically to these sources and it is the student’s

responsibility to learn and use the proper forms of citation. **For this course, please use the APA format on all submitted work.** You do not need to include APA citations in your weekly memos.

**Course Schedule**

Date		Topic	Due
Oct. 1	<b>INTRO</b>	<b>Introduction to Learning Styles</b> <ul style="list-style-type: none"> <li>• Introduction, course overview</li> <li>• What are learning styles? What aren't they?</li> <li>• What classroom implications do they present?</li> </ul>	Online Assignments
Oct. 8	<b>LEARNING &amp; the BRAIN</b>	<b>Multiple Perspectives on Intelligence</b> <ul style="list-style-type: none"> <li>• Difference between intelligence and learning style</li> <li>• Relevance of intelligence theories</li> </ul>	Online Assignments
Oct. 15		<b>How We Learn</b> <ul style="list-style-type: none"> <li>• Learning via neural networks</li> <li>• Influences on development</li> <li>• Introduction to Universal Design for Learning</li> </ul>	Online Assignments
Oct. 22		<b>Disability versus Variability</b> <ul style="list-style-type: none"> <li>• The current situation regarding students with “distinct learning styles”</li> <li>• The importance of the environment</li> <li>• Explore UDL as a framework to view and address variability in learners</li> </ul>	Online Assignments  <b>Project Proposal</b>
Oct. 29	<b>LEARNING AND VARIABILITY</b>	<b>Literacy</b> <ul style="list-style-type: none"> <li>• Reading and spelling development</li> <li>• Dyslexia and other struggling readers</li> </ul>	Online Assignments
Nov. 5		<b>Executive Function</b> <ul style="list-style-type: none"> <li>• The brain’s “air traffic control” system</li> <li>• Planning, Organization, Goal-setting, Cognitive flexibility, Self-monitoring</li> </ul>	Online Assignments
Nov. 12		<b>Information Processing</b> <ul style="list-style-type: none"> <li>• Different types of memory</li> <li>• The importance of working memory</li> <li>• Processing Speed</li> </ul>	Online Assignments
Nov. 19		<b>Attention</b> <ul style="list-style-type: none"> <li>• The nature of attention networks</li> <li>• Myths and misconceptions about attention</li> </ul>	Online Assignments  <b>Annotated Bibliography</b>

Nov. 26	EMOTION & LEARNING	<b>Affective Learning Network</b> <ul style="list-style-type: none"> <li>• The <i>why</i> of learning</li> <li>• The importance of emotion</li> </ul>	Online Assignments
Dec. 3		<b>Stress and Resiliency</b> <ul style="list-style-type: none"> <li>• The effect of stress on development</li> <li>• Protective factors</li> </ul>	Online Assignments
Dec. 10		<b>No Class ---- Reading Period</b>	
Dec. 17		<b>Final Assessment</b>	<b>FINAL PROJECT</b>

### Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008), Chaminade University of Honolulu offers accommodations for individuals with disabilities. If you would like to determine if you qualify for ADA accommodations, please contact Dr. June Yasuhara at the Chaminade Counseling Center at [jyasuhar@chaminade.edu](mailto:jyasuhar@chaminade.edu) or (808) 735-4845. For more information, please visit the [Counseling Services](#) page.