



Chaminade
University
OF HONOLULU

EDUC 712 Course Syllabus

3140 Waiālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: EDUC 712

Course Title: Learning Styles and Learning Theories

School/Division: School of Education and Behavioral Sciences

Term: Fall 2019 / October 7 – December 16

Credits: 3

Instructor Name: Dr. Virginie Askildson

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Virtual Office Hours: Mondays 10:30 am – 11:30 am / Wednesdays 12 pm – 1 pm and by appointment

Course Description

Examination of key learning theories and learning profiles for application to teaching and learning.

Students are given an opportunity to differentiate teaching by content, learner preferences, product, and learning environment.

Conceptual Framework

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community.

Education Division Mission Statement

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

Marianist Values

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Program Learning Outcomes (PLO)

1. Demonstrate and analyze his/her own professional and intellectual development and its relationship to best practices in education (Reflective Practice).
2. Differentiate between and critique major learning theories currently driving the field as important empirical, historical, philosophical, and conceptual studies (Theory).
3. Apply research-based practice characterized by caring and mutual respect for diverse populations (Diversity).
4. Design and assess learning activities that allow for the construction of meaning and promotion of self-responsibility for learning (Design).
5. Critique and analyze academic literature and research methodologies (Scholarship).

- Demonstrate the ability to compose academic prose for a variety of audiences including peers, professors, and the larger professional community (Communication).
- Demonstrate the ability to engage in and facilitate academic and professional dialogue within a community of learners (Leadership).

Course Learning Outcomes (CLO)

At the end of this course, students will:

- Identify different teaching strategies based on the science of learning.
- Develop an understanding on how research-based strategies can be effectively and easily implemented in diverse learning situations.
- Think critically about current teaching practices and classroom situations from a scientifically based point of view.
- Develop teaching and learning tools to apply the science of learning with students and parents to enhance success in and out of the classroom.
- Learn what differentiated instruction is, think about the needs of all learners, and how to teach with a growth mindset.
- Create strategic Lesson plans to address student differences in readiness, interest, and learning needs.
- Determine varied teaching approaches to content, process, and product in academically diverse classrooms.

Learning Materials

- Pooja K. Agarwal, Patrice M. Bain (2019) Powerful Teaching: Unleash the Science of Learning.
- Carol Ann Tomlinson (2017). How to Differentiate Instruction in Academically Diverse Classrooms, 3rd Edition.
- Other learning materials will be provided.

Assessment

Due Date	Assignments	Max Points
Week 1	Introduction: Following your instructor's media clip, please complete a <i>one-minute</i> video introduction of yourself. This activity allows all of us in the course to learn to know each other, which is very important in an online course. Include information about your interests and experiences in an educational setting. Also, mention what kind of teacher leader you would be interested in becoming, and if it would be at the school where you are currently teaching or another one. Be creative! After watching all introductions, please make individual comments in order to welcome everyone.	5
Weekly (due Thursday at 4PM)	Discussion Posting on Textbook Readings: Written reactions on assigned readings from the textbooks will be submitted for each week. First, respond to the questions in the DIY retrieval guide for the corresponding chapter, and then pick at least one topic of interest in each reading assignment and specifically react to it. It is important to critique and evaluate the research as you report on it (e.g., what is your point of view based on your own experience as a teacher?)	4 x 7 weeks = 28

Weekly (due Saturday at 4PM)	<p><u>Reaction to Peer Posting:</u> After posting your own entry you should read other students' entries and comment on at least two of them. There is no required length on the two comments; however, you will be graded on how you integrate what you learned from the readings, your own ideas, and how well you demonstrate that you have read your other group members' postings. Please try to respond to different classmates each time, this will be a wonderful way to build our learning community.</p>	2 x 7 weeks = 14
11/9 at 4PM	<p><u>3-fold Lesson Plan:</u> Through this assignment, you will demonstrate an understanding of differentiated instruction by creating 3 different lesson plans that focus on the same content. Each lesson plan must address a different area. Plan a lesson differentiated by 1) readiness, 2) interest, and 3) learning profile</p> <ul style="list-style-type: none"> ➤ For this assignment, you will need to use your creativity. Imagine that you are in a classroom full of diverse learners. You are responsible to teach these learners an <i>academic</i> concept (e.g. multiplication, life cycle of a butterfly, primary colors etc.) ➤ Think of the concept that you would like to teach. Refer to your state standards for some ideas. ➤ The question you need to ask yourself as a teacher is: "How will I "teach" my lesson while accommodating a variety of needs, interests, and how students approach learning?" ➤ You will create three lesson plans that focus on the same concept. However, you will write each lesson to accommodate a different area (readiness, interest, and learning profile). ➤ The final lesson may be an assessment. ➤ Make each of your lessons relevant to today's learners ➤ Graded for content, spelling, punctuation, grammar usage, and formatting 	6 x 3 lesson plans = 18
11/23 at 4PM	<p><u>Learning Theories Portfolio:</u></p> <ul style="list-style-type: none"> ➤ This is YOUR summary of each of the learning theories described in our text, <i>Powerful teaching, unleash the science of learning</i>, and other resources provided during class. ➤ Create a portfolio presentation in PowerPoint/Prezi. ➤ Briefly, but thoroughly, and in your own words, outline each of the four power tools: retrieval practice, spacing, interleaving, and feedback-driven metacognition ➤ Graded for content, spelling, punctuation, grammar usage, graphics, and formatting. <p>Let your creativity shine through as you create a power point/Prezi presentation which will efficiently summarize the learning theories described in our text. In addition to content, you are encouraged to include graphics, color, etc., to reach out to the variety of learning preferences of your readers. Be sure to include examples to demonstrate each power tool or learning theory presented.</p>	15

12/15 at 4PM	<p>Signature Assignment: Case Study: You will complete one case study.</p> <ul style="list-style-type: none"> ➤ This case study will be based on your observations and analysis of a learning situation (a specific unit). The observations should be made in an educational setting, preferably a classroom. ➤ Please include a description of the setting, demographics of the observed group, the content (what was to be learned?), process (identify how students acquired knowledge in various ways when applicable), product (explain how students demonstrated learning), and the learning environment (where and with whom students learned). ➤ Please include a description of the application of learning theories and teaching approaches used for the specific unit observed, and any other significant information. ➤ You will use at least two other references other than the textbooks used for this course. ➤ The case study should be at least 5 pages long (pages that do not count in length are title pages and reference pages). Your paper must be typed (in Times New Roman 12) & double-spaced and include (top left-hand corner): <ul style="list-style-type: none"> - Your name - Date of submission - An appropriate title ➤ Graded for content, spelling, punctuation, grammar usage, and APA formatting. 	20
Total		100 pts

May be subject to change based on the dynamics of current events. Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. No late assignments will be accepted after. If there is an emergency, make sure to contact me before the due date of an assignment. No work will be accepted after the last day of the course.

Grading scale

100-90%	A
89-80%	B
79-70%	C
69-60%	D
59-0%	F

Schedule

Week	Topic	Tasks
Week 1 10/7 – 10/13	Applying the science of learning to teaching (<i>Power tools</i>)	<ul style="list-style-type: none"> *Read Agarwal & Bain: Introduction and Chapter 1 *Discussion week 1 due Thursday at 4PM: <p>Respond to questions in the DIY retrieval guide pp. 304-305,</p> <ul style="list-style-type: none"> * Then, read other students' entries and, by Saturday, 4PM comment on <u>at least two</u> of them. * Post an online video Introducing yourself due Thursday at 4PM and comment on <u>at least two</u> other videos by Saturday, 4PM.
Week 2 10/14 – 10/20	Retrieval practice/ Differentiated instruction	<ul style="list-style-type: none"> *Read Agarwal & Bain: Chapters 2 & 3 *Read Tomlinson: Chapter 1 *Discussion week 2 due Thursday at 4PM: <p>For Agarwal & Bain: respond to at least 4 questions of your choice in each of the corresponding chapters of the DIY retrieval guide pp. 306-309 [total of 8 questions answered].</p> <p>For Tomlinson: pick at least one topic of interest and specifically react to it.</p> <ul style="list-style-type: none"> * Then, read other students' entries for Agarwal & Bain and Tomlinson, and, by Saturday, 4PM comment on <u>at least two</u> entries in total (from either book or both [1/1 or 2/0, or 0/2]) * View (and react to) by Sunday, 4PM: Video interview with the Principal from an elementary school in Hawaii Kai
Week 3 10/21 – 10/27	Spacing and Interleaving / Differentiated classrooms	<ul style="list-style-type: none"> *Read Agarwal & Bain: Chapter 4 *Read Tomlinson: Chapters 5, 6, 7 *Discussion week 3 due Thursday at 4PM: <p>For Agarwal & Bain: respond to at least 4 questions of your choice in the corresponding chapter of the DIY retrieval guide pp. 309-310.</p> <p>For Tomlinson: pick at least one topic of interest per chapter and specifically react to each one (three topics total).</p> <ul style="list-style-type: none"> * Then, read other students' entries for Agarwal & Bain and Tomlinson, and, by Saturday, 4PM comment on <u>at least two</u> entries in total (from either book or both) * View (and react to) by Sunday, 4PM: Video interview with the Principal from a middle school in Hawaii Kai
Week 4 10/28 – 11/3	Feedback-driven metacognition / Readiness, interest, learning profile	<ul style="list-style-type: none"> *Read Agarwal & Bain: Chapter 5 *Read Tomlinson: Chapters 9, 10, 11 *Discussion week 4 due Thursday at 4PM: <p>For Agarwal & Bain: respond to at least 4 questions of your choice in the corresponding chapter of the DIY retrieval guide pp. 311-313.</p> <p>For Tomlinson: pick at least one topic of interest per chapter and specifically react to each one (three topics total).</p> <ul style="list-style-type: none"> * Then read other students' entries for Agarwal & Bain and Tomlinson, and, by Saturday, 4PM comment on <u>at least two</u> entries in total (from either book or both) * View (and react to) by Sunday, 4PM: Video interview with the Principal from a high school in Hawaii Kai
Week 5 11/4 – 11/10	Lesson planning	<ul style="list-style-type: none"> *Read Article posted for week 5 on Learning Styles ("<i>Five teaching and learning myths debunked</i>"). No discussion due :-) * 3-fold Lesson Plan due on 11/9 at 4PM!

Week	Topic	Tasks
Week 6 11/11 – 11/17	Create an effective combination of <i>Power Tools</i> to use in your classroom/ Content	*Read Agarwal & Bain: Chapters 6 & 7 *Read Tomlinson: Chapter 12 *Discussion week 6 due Thursday at 4PM: For Agarwal & Bain: respond to at least 4 questions of your choice in each of the corresponding chapters of the DIY retrieval guide pp. 313-316 [total of 8 questions answered]. For Tomlinson: pick at least one topic of interest and specifically react to it. * Then read other students' entries for Agarwal & Bain and Tomlinson, and, by Saturday, 4PM comment on <u>at least two</u> entries in total (from either book or both)
Week 7 11/18 – 11/24	Process / Learning Theories Portfolio	*Read Tomlinson: Chapter 13 No discussion due :-) * Learning Theories Portfolio due on 11/23 at 4PM! (upload your PowerPoint/Prezi)
Week 8 11/25 – 12/1	Products/ Grading/ Anxiety	*Read Agarwal & Bain: Chapter 8 *Read Tomlinson: Chapters 14 & 15 *Discussion week 8 due Thursday at 4PM: For Agarwal & Bain: respond to at least 4 questions of your choice in the corresponding chapter of the DIY retrieval guide pp. 316-317. For Tomlinson: pick at least one topic of interest per chapter and specifically react to each one (two topics total). * Then read other students' entries for Agarwal & Bain and Tomlinson, and, by Saturday, 4PM comment on <u>at least two</u> entries in total (from either book or both).
Week 9 12/2 – 12/8	Conversations w/ students & parents about learning	*Read Agarwal & Bain: Chapters 9 & 10 *Discussion week 9 due Thursday at 4PM: Respond to at least 4 questions of your choice in each of the corresponding chapters of the DIY retrieval guide pp. 317-319 [total of 8 questions answered]. * Then read other students' entries, and, by Saturday, 4PM comment on <u>at least two</u> of them.
Week 10 12/9 – 12/16	Professional development / Case Study	*Read Agarwal & Bain: Chapter 11 No discussion due :-) * Case Study due on 12/15 at 4PM!

May be subject to change based on the dynamics of current events.

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. If you would like to determine if you meet the criteria for accommodations, contact the Counseling Center at counselingcenter@chaminade.edu.

Attendance Policy

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed

assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences.

Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the grade.

Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.