



Instructor:

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Video conferencing/Zoom appointments are available upon request.

Time and Location:

This course is being offered via distance, asynchronously. The weekly modules of the course will officially begin on Wednesday and end on Tuesday of each week. However, the course Canvas site can be accessed 24 hours a day, and each student may complete the coursework at their own pace within this weekly timeframe – <https://online.utk.edu>.

Course Description:

Introduction to theories of teaching and learning and related research. Explores the neuroscience of learning, behaviorism, social cognitive theory, information processing theory, constructivism, cognitive learning processes, experiential learning, motivation, self-regulation, and developmental theories. Additionally, explores the applications of teaching and learning theory in the context of teaching agricultural subject matter.

Objectives:

Upon completion of the course, the learner will be able to:

1. Define teaching and learning.
2. Describe principles associated with foundational teaching and learning theories.
3. Design learning experiences based upon principles associated with foundational teaching and learning theories.
4. Apply principles of foundational teaching and learning theories in the context of teaching agricultural subject matter.
5. Discuss how learning occurs.

Required Text:

Schunk, D. H. (2016). *Learning theories: An educational perspective* (7th ed.). Boston, MA. Person Education Inc.

Course Calendar			
Date	Topics	Reference(s)	Assignments Due Each Week
1/9-1/15	Welcome Week		Where Should We Begin Questions Personal Introduction PowerPoint or Video
1/16-1/22	The Study of Learning	Schunk Ch. 1 & Canvas	Study of Learning Application Paper
1/23-1/29	Neuroscience of Learning	Schunk Ch. 2 & Canvas	
1/30-2/5	Behaviorism	Schunk Ch. 3 & Canvas	
2/6-2/12	Social Cognitive Theory	Schunk Ch. 4 & Canvas	Journals 1, 2, & 3
2/13-2/19	Information Processing Theory: Encoding and Storage	Schunk Ch. 5 & Canvas	
2/20-2/26	Information Processing Theory: Retrieval and Forgetting	Schunk Ch. 6 & Canvas	
2/27-3/5	Mid Term Exam		
3/6-3/12	Mid Term Exam		Mid Term Exam
3/13-3/19	Cognitive Learning Processes	Schunk Ch.7 & Canvas	
3/20-3/26	Constructivism	Schunk Ch. 8 & Canvas	Journals 4, 5, & 6
3/27-4/2	Creative Cognitive Learning Processes Project		
4/3-4/9	Creative Cognitive Learning Processes Project		Creative Cognitive Learning Processes Project
4/10-4/16	Developing, Designing, and Assessing a Learning Experience	See Canvas	
4/17-4/23	Teaching and Learning Experience and Assessment		Teaching and Learning Experience and Assessment
4/24-4/30	Final Exam		Final Exam

Grading Scale				
A = 90 to 100%	B+ = 85 to 89%	C+ = 75 to 79%	D+ = 65 to 69%	F = 0 to 59%
	B = 80 to 84%	C = 70 to 74%	D = 60 to 64%	

Course Assignments

Course Assignments ALEC 524	Due	Points Possible	Points Awarded
Personal Introduction PowerPoint or Video	1/15/19	25	
Where Should We Begin Questions	1/15/19	25	
Study of Learning Application Paper	1/22/19	75	
Journals (2 submissions; 200 points each)	2/12/19 & 3/26/19	400	
Mid-Term Exam	3/12/19	100	
Creative Cognitive Learning Processes Project	4/9/19	100	
Teaching and Learning Experience and Assessment	4/23/19	175	
Final Exam	4/30/19	100	

Late Assignments and Make-Up Work: There will be no late assignments allowed that are unexcused. All assignments are due by the date listed in the syllabus and course outline. Non-university excused late assignments or work will be accepted up to 3 class days past the due date and will be **penalized 10%/day**.

Assignment Details

Title	Description
Personal Introduction PowerPoint or Video	Create a 4-6 minutes narrated PowerPoint or Video of yourself. This assignment is designed to be a brief autobiography which allows you to introduce yourself to the instructor and describe your prior knowledge of educational learning theories.
Where should we begin questions	This assignment is designed to assess your knowledge of teaching and learning prior to completing the course. Please do not use any resources in answering the questions. Answer each question based on your prior knowledge and experiences.
Study of Learning Application Paper	This assignment will define the context in which you will complete your other assignments. Thus, in this assignment, you will need to describe the context (Extension, school-based agricultural education, sports, etc.) in which you will apply the teaching and learning principles discussed during the course. Second, you should define learning and how it occurs in your chosen context. Lastly, you should discuss how learning is studied and assessed in your chosen context.
Journals	Six times during the semester you will be given a question or statement to address in your journal. Each journal entry should be approximately 1-2 double spaced pages and focus on the application of course concepts to your chosen context. You will need to use citations to support your claims and link to course concepts. Additional guidelines for this assignment will be provided via the grading rubric.
Creative Cognitive Learning Processes Project	This will be a creative work. You will pick one topic/subject in your previously chosen context and include the following in your creative work: (a) declarative, procedural, and conditional knowledge required; (b) differences between novices and experts related to the topic/subject; and (c) how one can move from a novice to an expert. Creative works could include video, narrated presentation, graphic model, website, podcast, and so forth.
Teaching and Learning Experience and Assessment	Utilizing the topic/subject in your creative cognitive learning processes project, design a learning experience and an assessment to measure learning. You should include learning objectives, a description of the learning activities to be conducted, an assessment, and a discussion on how the information presented in the course guided your development of the learning experience and assessment.
Mid-Term & Final Exams	The exams will follow a "take home" format.

All papers, exams, and journals should be 12 point Times New Roman font, double spaced, before and after paragraph spacing set to zero points, one inch margins, and follow APA 6th edition for in-text citations and references.

Success in an Online Course

Taking a course online can be a lot of fun! Here are some tips that will help you get the most of this course while taking full advantage of the online format:

- Schedule "class times" for yourself. It is important to do the coursework on time each week. Don't forget to check your email and the announcements for any important updates.
- Read ALL of the material contained on this site. There is a lot of helpful information that can save you time and improve class success.
- Study all of the materials
- Work through all activities
- Complete all the written assignments and activities
- Print out the due dates table and check off the assignments as you do them.
- Take full advantage of the online discussion boards. Ask for help or clarification of the material if you need it.
- Do not wait to ask questions! Waiting to ask a question might cause you to miss a due date.
- Do your work well in advance of the due dates. Sometimes things happen. If your computer goes down when you are trying to submit an assignment, you'll need additional time to get to another computer.

Academic Honor

An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

Dispositions Statement

All teacher candidates at UTK are expected to demonstrate commitment to the Professional Dispositions (<http://web.utk.edu/~wwishar1/ddm>) in coursework and field settings related to their preparation program. Instructors for targeted courses are asked to document that students have shown behavior indicating appropriate dispositions at the conclusion of the course. Instructors, supervisors, and mentors (both public school and university) can report dispositional deficiencies at any time through the procedures at the web site indicated above. Candidates and others are encouraged to visit the website cited above for additional information about the dispositions and/or procedures pertaining to them.

Students with Disabilities

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

Key Campus Resources for Students

- [Undergraduate Catalog](#): (Listing of academic programs, courses, and policies)
- [Graduate Catalog](#)
- [Hilltopics](#): (Campus and academic policies, procedures and standards of conduct)
- [Course Timetable](#): (Schedule of classes)

- [Academic Planning](#): (Advising resources, course requirements, and major guides)
- [Student Success Center](#): (Academic support resources)
- [Library](#): (Access to library resources, databases, course reserves, and services)
- [Career Services](#): (Career counseling and resources; HIRE-A-VOL job search system)
- [Student Health Center](#) (visit the site for a list of services)
- OIT Help Desk: (865) 974-9900

The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. Students will be notified in writing and/or by email of any such revisions, alterations, and/or amendments.



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