



Syllabus for Learning Theory

Credits: 3
EDUC 5210

Instructor Contact Information:

You can also always send your instructor a private message through the Moodle Messaging system. Once logged into your course, click your instructor's Moodle profile page to be provided the ways in which to communicate with your instructor. Your instructor's email will also be listed in their profile.

Course Description

Teaching does not take place without learning, so understanding how students learn is crucial to teaching effectively. To prepare students for advanced study in the Master of Education program, this course explores major theories and models of learning, examining how they shape educational practice. Students will analyze defining features of the learning environment and structural barriers that impact student success. Through the evaluation of educational practices using established learning theories, students will develop a deeper understanding of impactful teaching strategies to cultivate a supportive and engaging learning environment. The course culminates in the construction of a personal theory of learning, integrating research and reflection to support professional growth.

Learning Objectives

Program Learning Outcomes (PLOs)

By the end of this program,

1. Students will be able to create and analyze developmentally appropriate curricula.
2. Students will be able to create an effective learning environment by implementing practices based on the diversity of their learners and the resources available to them.
3. Students will be able to create lessons based on the performance of learners on previous assessments.
4. Specialization
 - a. *for Elementary Specialization*: students will be able to analyze the advantages of using the development instructional approach stages at various age levels.
 - b. *for Secondary Specialization*: students will be able to identify and develop high-impact pedagogical practices that help adolescents to stay resilient within the school context.

Course Learning Objectives (CLOs)

By the end of this course students will be able to:

1. Examine the major theories and models of how students learn.
2. Examine defining features of the learning environment.
3. Analyze structural barriers to learning.
4. Evaluate educational practices through the lens of a learning theory or model.
5. Construct a personal theory of learning.



Co/Prerequisites

None.

Course Materials

UoPeople courses use open educational resources (OER) and other materials specifically donated to the University with free permissions for educational use. Therefore, students are not required to purchase any textbooks or sign up for any websites that have a cost associated with them. The main required textbooks for this course are listed below and can be readily accessed using the provided links. There may be additional required/recommended readings, supplemental materials, or other resources and websites necessary for lessons; these will be provided for you in the course's General Information and Forums area, and throughout the term via the weekly course Unit areas and the Learning Guides.

This course does not contain a main textbook; resources to all required reading will be provided in the course Learning Guide for each week.

Technology Requirements

- To succeed in this course, you will need:
 - A PC (laptop or desktop) - This course is not optimized for mobile devices.
 - Reliable internet access - High-speed internet is recommended for the best experience.
- Assignments in this course require the following tools:
 - Word processor (e.g., Microsoft Word) – for most assignments.
 - Presentation software (e.g., Microsoft PowerPoint) – for presentation tasks.
 - Graphic design tool (e.g., Canva) – for infographic assignments.
 - Screen & video recording software (e.g., ScreePal, Loom) – for reflective video submissions.

Campus Tech Support Email for English programs: support@uopeople.edu

Regular and Substantive Interaction

As your instructor, they will interact and engage with each of you on a regular basis throughout the term to support your learning. They will provide direct instruction related to the course's learning objectives, respond to your questions, grade and/or provide feedback on your submitted coursework, post regular announcements, and engage in the course discussion areas regarding academic course content when appropriate.

Course Expectations and Learning Activities

Class Introductions

This section is your opportunity to introduce yourself to your classmates and create a vibrant learning community. By sharing your background, interests, and goals, you can create meaningful connections and discover commonalities with your peers.



Discussions & Response Posts/Ratings

Some units in this course require that you complete a Discussion Assignment. You are required to develop and post a substantive response to the Discussion Assignment in the Discussion Forum. A substantive response is one that fully answers the question that has been posted by the instructor. In addition, you must extend the discussion by responding to at least two (2) of your peers' postings in the Discussion Forum with comments or questions about their main post. Grading rubrics are provided inside the Discussion Forum page for each week. Discussion Forums are only active for each current and relevant learning week, so it is not possible to contribute to the forum once the learning week has come to an end. Failure to participate in the Discussion Assignment by posting in the Discussion Forum and responding to peers as required may result in failure of the course.

Assignment Activities

The assignment activities are graded by your instructor. The grading rubric is listed under the assignment instructions. The grading rubric is a document that outlines the criteria that your instructor will use to grade your work. Failure to submit Assignment Activities may result in failure of the course.

The Research and Practice Portfolio

Throughout the M.Ed. Program, you will be building a portfolio of instructional strategies and materials and acquiring knowledge and skills for advanced professional practice. Students begin building their portfolio right from start. It serves as a repository for research findings and sample units and lessons. Students use it to archive ideas and resources related to instructional methods, classroom management, and assessment. The portfolio supports your own self-reflection on changes that demonstrate growth in professional knowledge, skills, and attitudes that is part of the Capstone experience. The component parts of the Research and Practice Portfolio include:

- Reflective Portfolio Activities
- Research
- Teaching and Learning Resources
- Philosophy of Teaching Statement

Course Forum

The Course Forum is the place to raise issues and questions relating to the course. It is regularly monitored by the instructors and is a good place to meet fellow students taking the same course. While it is not required to participate in the Course Forum, it is highly recommended.

Participation Expectations

- Be involved and active in your courses.
- While we have several discussion forums that are not graded in the same week, your participation is required as it will be assessed in assignment activities in the following units.
- Be highly motivated and disciplined.
- Check the course homepage, calendar and assignment page, the course syllabus, your UoPeople email, and the Moodle course discussion forums several times a week.
- Post the required comments and responses to the discussion forum for your course.
- Keep up with your assignments and manage your time well. Different types of activities (e.g. infographics, presentation slides, reflection, essay) will help you enhance understanding and achieve the expected skills.



- Participate actively in class discussions.
- Be polite and respectful.
- Use proper grammar and correct spelling.
- Be honest and original. Plagiarism will not be tolerated in any online course.

Non-participation is characterized by lack of any assignment submissions, inadequate contributions to the Discussion Forums, and lack of peer feedback in discussions.

Also, please note the following important points about course participation:

- Assignments must be submitted on or before the specified deadline. A course timeline is provided in the course schedule, and the instructor will specify deadlines for each assignment.
- Occasionally there may be a legitimate reason for submitting an assignment late. Most of the time, late assignments will not be accepted and there will be no make-up assignments.
- All students are obligated to inform their instructor in advance of any known absences which may result in their non-participation.

Feedback and Suggestions

We value your input and would encourage you to complete the end of course survey to provide us with course feedback and suggestions, and report issues.

Evaluation and Grading Scale

Grading Weights:

Category	% of Grade	Grade Items (Learning Activities)	Associated Learning Objectives/Outcomes
Discussion Forum	40%	1. Unit 1 – Discussion Forum 2. Unit 2 – Discussion Forum 3. Unit 4 – Discussion Forum 4. Unit 6 – Discussion Forum	1. CLOs: 1, 2 2. CLOs: 1, 4 3. CLOs: 1, 4 4. CLO: 3
Assignment Activities	55%	1. Unit 3 – Essay 2. Unit 5 – Design a Lesson Plan 3. Unit 7 – Presentation 4. Unit 8 – Reflective Recording	1. CLOs: 1, 4 2. CLO: 2 3. CLO: 3 4. CLO: 5
Program Portfolio	5%	1. Unit 6 – Program Portfolio	1. CLOs: 1, 4, 5
TOTAL	100%		



Grading Scale:

Letter Grade	% Grade	Grade Points
A+	98%-100%	4.00
A	93-97%	4.00
A-	90%-92%	3.67
B+	88%-89%	3.33
B	83%-87%	3.00
B-	80%-82%	2.67
C+	78%-79%	2.33
C	73%-77%	2.00
C-	70%-72%	1.67
D+	68-69%	1.33
D	63%-67%	1.00
D-	60%-62%	0.67
F	<60	0.00
W	N/A	N/A

Students may also be granted Withdrawal (W), if they withdraw from the course, or an Incomplete (I) should their circumstances permit.

A student who feels they were graded unfairly, or who seeks to dispute a grade, may initiate a grade appeal process. Refer to [Campus Policies](#) for more information on withdrawals and appeals.



Course Schedule

UNIT 1: Introduction to Learning and the Major Theories of Learning

- Watch/read the reading assignments due 3rd – 4th day of the week (recommended)
- Discussion first response due 4th day of the week
- Discussion replies to due 7th day of the week

UNIT 2: Cognitive Development in Learning

- Watch/read the reading assignments due 3rd – 4th day of the week (recommended)
- Discussion first response due 4th day of the week
- Discussion replies to due 7th day of the week

UNIT 3: Behaviorist Models and Learning

- Watch/read the reading assignments due 3rd – 4th day of the week (recommended)
- Assignment activity (essay) due 7th day of the week

UNIT 4: Constructivism and Active Learning

- Watch/read the reading assignments due 3rd – 4th day of the week (recommended)
- Discussion first response due 4th day of the week
- Discussion replies to due 7th day of the week

UNIT 5: Understanding the Learning Environment

- Watch/read the reading assignments due 3rd – 4th day of the week (recommended)
- Assignment activity (design a lesson plan) due 7th day of the week

UNIT 6: Barriers to Effective Learning

- Watch/read the reading assignments due 3rd – 4th day of the week (recommended)
- Discussion first response due 4th day of the week
- Discussion replies to due 7th day of the week
- Portfolio activity due 7th day of the week

UNIT 7: Learning Theories in Practice

- Watch/read the reading assignments due 3rd – 4th day of the week (recommended)
- Assignment activity (presentation) due 7th day of the week

UNIT 8: Developing a Personal Theory of Learning

- Watch/read the reading assignments due 3rd – 4th day of the week (recommended)
- Assignment activity (reflective recording) due 7th day of the week



University Policies & Processes

Late Work/Make-up Policy

Please review the [Late Work](#) policy in the University Catalog.

Code of Conduct

University of the People expects that students conduct themselves in a respectful, collaborative, and honest manner at all times. Harassment, threatening behavior, or deliberate embarrassment of others will not be permitted. Any conduct that interferes with the quality of the educational experience is not allowed and may result in disciplinary action, such as course failure, probation, suspension, or dismissal. For more information on this topic, please review the [General Code of Conduct](#) in the University Catalog.

Procedures for Resolving Academic Grievances/Appeals

If you believe that the final grade you received for a course is erroneous, unjust, or unfair, please contact your course instructor. This must be done within seven days of the posted final grade. For more information on this topic, please review the [Grievance Policy](#) and [Grade Appeals](#) Procedure in the University Catalog.

Withdrawal and Drop Date Policy

Please review the [Course Drops and Withdrawals](#) policy of the University Catalog.

Academic Integrity and Plagiarism

Please review the [Code of Academic Integrity](#) in the University catalog.

Intellectual Property

UoPeople respects the intellectual property rights of others who seek to create, preserve, and disseminate knowledge through teaching, collective learning, and continued research at the University at large. For more information on this topic, please review the [Intellectual Property](#) policy in the University catalog.

Reasonable Accommodations

Contact your Program Advisor to open a request for support.

Student Support Services & Resources

Academic Advising: advising@uopeople.edu

Financial Aid: financial.aid@uopeople.edu

Library Resources: library@uopeople.edu

Payment Processing: payments@uopeople.edu

Student Services: student.services@uopeople.edu

Technical Support: support@uopeople.edu