Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS

EDUC 205
LEARNING THEORY AND PORTFOLIO DEVELOPMENT

COURSE DESCRIPTION
An introduction to learning theories with an emphasis on experiential learning. Here will also be a focus on learning and learning styles, including management and communications profiles. A major part of this course is the preparation of the Professional Development Profile and the Experiential Learning Portfolio.

RATIONALE
Many different learning theories have been formulated over the last two centuries, having great implications in the world of education. Today, teachers are expected to differentiate and personalize instruction to meet the varying needs of all types of learners; therefore, an understanding of human learning is essential for all educators. Additionally, by creating a resume at the beginning of the education program, it will become evident what experiences must be further developed; thus providing the opportunity to intentionally bolster the resume and teaching portfolio.

I. PREREQUISITE
   For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
   Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
   A. Computer with basic audio/video output equipment
   B. Internet access (broadband recommended)
   C. Microsoft Word

IV. MEASURABLE LEARNING OUTCOMES
   Upon successful completion of this course, the student will be able to:
   A. Explain how learning occurs. (PRE A-1)
   B. Formulate a working and professional résumé. (PRE C-5)
C. Demonstrate an understanding of how children learn and develop. (PRE A-1, PRE-B4)

D. Examine the roles of the teacher within the profession as well as the impact of implementing effective learning strategies. (PRE-A1, PRE-B2)

E. Foster interaction within a stimulating learning environment by establishing a steady flow of interactive communication inside and outside of the classroom. (PRE-C5)

F. Examine various learning theories in order to apply them within the classroom. (PRE-B2, PRE-B3)

G. Develop a plan to foster positive and encouraging relationships as a Christian educator. (PRE-C5)

*All items in parentheses refer to overarching School of Education Program Learning Outcomes (PLOs). Follow the link to read the full list of PLOs.

V. **Course Requirements and Assignments**

A. Textbook readings and lecture presentations

B. Course Requirements Checklist
   After reading the Course Syllabus and **Student Expectations**, the student will complete the related checklist found in Module/Week 1.

C. Background Check Quiz
   All School of Education candidates must complete a background check. After reading the School of Education Background Check **requirements**, the student will indicate understanding by completing the quiz found in Module/Week 1.

D. Discussion Board Forums (4)
   Discussion boards are collaborative learning experiences. Therefore, the candidate is required to create a thread in response to the provided prompt for each forum. Each thread must be a minimum of 300 words and demonstrate course-related knowledge. Each thread must contain 2 citations in current APA format. In addition to the thread, the candidate is required to reply to 2 classmates’ threads. Each reply must be a minimum of 150 words and contain at least 1 citation in current APA format.

E. Résumé
   The candidate will prepare a 1–3-page Résumé to present to classmates in the Résumé: Forum. The candidate will review and critique 3 of his/her classmates’ résumés. After adjustments are made, the Résumé: Final will be submitted to the instructor for assessment. This paper must be submitted via LiveText.

F. Reflection Questions
   The candidate will use the provided form to answer questions from the assigned reading.
G. Relationship Building Plan
The candidate will compose a 3–4-page paper discussing the various relationships that a teacher builds throughout his/her career as an educator. Ways to build these relationships in light of a biblical worldview will be addressed in the candidate’s plan. The paper must include at least 1 reference and be submitted in current APA format.

H. Article Reviews (2)
Each Article Review will discuss a peer-reviewed article of the candidate’s choosing that addresses a different learning theory presented in the course. Each review must be at least 2 pages and in current APA format.

I. Learning Theory Presentation and Discussion
The candidate will create a 3–5-minute Adobe Spark presentation highlighting the learning theory with which he/she most identifies. The candidate will include the theory’s key contributor(s), a description of the theory, and how the theory can be integrated into classroom activities. The candidate will post the presentation in the “Learning Theories Presentation” Discussion Board Forum. The candidate is then required to reply to 2 classmates’ presentations. Each reply must be a minimum of 150 words.

J. Learning Theories Paper
The candidate will write a 5–7-page paper discussing the learning theory with which he/she most identifies. The candidate will explain how lessons and activities in the classroom can be differentiated to incorporate the selected theory. At least 5 scholarly sources published within the last 5 years must be cited in current APA format. This paper must be submitted via LiveText.

K. Dispositions Assessment
The candidate will reflect on his/her performance in this course and/or practicum by displaying how he/she has shown the dispositions of social responsibility, commitment/work ethic, reflection, integrity, and professionalism. Responses to each disposition will be submitted via LiveText.

L. Quizzes (4)
Each quiz will cover the Reading & Study material for the assigned module/week. Each quiz will be open-book/open-notes, contain 25 multiple-choice questions, and have a 1-hour time limit. The candidate is allowed 2 attempts to complete each quiz. The highest score will be recorded.

VI. Course Grading and Policies
A. Points

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Background Check Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (4 at 50 pts ea)</td>
<td>200</td>
</tr>
<tr>
<td>Résumé</td>
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</tbody>
</table>
Forum 30
Final 50
Reflection Questions 65
Relationship Building Plan 75
Article Reviews (2 at 85 pts ea) 170
Learning Theory Presentation and Discussion 70
Learning Theories Paper 120
Dispositions Assessment 10
Quizzes (4 at 50 pts ea) 200
Total 1010

B. Scale
A = 900–1010  B = 800–899  C = 700–799  D = 600–699  F = 0–599

C. LiveText Submission Policy
All LiveText assignments—including those submitted in Blackboard and/or via SafeAssign—must be submitted to LiveText in order for the student to receive credit for them.

D. Late Assignment Policy
If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.
Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Disability Assistance
Students with a documented disability may contact the Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
**COURSE SCHEDULE**

**EDUC 205**


<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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<tr>
<td>1</td>
<td>McCullough: chs. 1–6 2 presentations 1 website</td>
<td>Course Requirements Checklist 10 Background Check Quiz 10 Class Introductions 0 Résumé: Forum 30 Reflection Questions 65</td>
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<td>2</td>
<td>Ormrod: chs. 1, 3–5 1 presentation</td>
<td>DB Forum 1 50 Résumé: Final 50</td>
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<td>DB Forum 2 50 Relationship Building Plan 75 Quiz 1 50</td>
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<td>4</td>
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<td>DB Forum 4 50 Quiz 3 50</td>
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<td>6</td>
<td>Ormrod: ch. 12 1 presentation 1 website</td>
<td>Article Review 2 85 Quiz 4 50</td>
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<td>7</td>
<td>McCullough: chs. 12–15 1 presentation</td>
<td>Learning Theory Presentation and Discussion 70</td>
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<td>8</td>
<td>McCullough: chs. 16–17 3 presentations 4 presentations 1 website</td>
<td>Learning Theories Paper 120 Dispositions Assessment 10</td>
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**TOTAL** 1010

DB = Discussion Board
NOTE: Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on Friday.