

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 701

ADVANCED LEARNING THEORY AND RESEARCH

COURSE DESCRIPTION

Current findings and research in learning theory are examined, including research about classroom management, learning, motivation, diversity, exceptionalities, assessment, and teaching. Discussion, analysis of cases, examination of personal experiences in schools, cooperative projects, and other activities will also be included.

Note: 700 level courses are only for students enrolled in the Ed.S. or Ed.D. program

RATIONALE

In order to become an effective educational leader in a diversified society, the candidate must be able to understand current theories and research in the field of educational learning theory. This exploration will include an emphasis on child development, learning, teaching strategies, assessment, diversity, exceptionalities, motivation, at-risk students, and classroom management.

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 Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the candidate will be able to:

- A. Apply principles of effective instruction to improve instructional practices and curricular materials through class discussion, application of readings, and the analysis of journal literature in educational learning theory.
- B. Use appropriate research strategies to promote an environment for improved student achievement by conducting an analysis of the affordances for and hindrances to student learning and motivation in a school.
- C. Promote the best practices for student learning through the knowledge of theory and research on learning, cognition, and memory, including information processing, cognitive, and constructivist perspectives.
- D. Apply knowledge, dispositions, and performances necessary for assessing learning

environments and implementing context-appropriate strategies.

- E. Apply a biblical worldview to the analysis of the literature reviews, readings, and research in educational learning theory.
- F. Synthesize research into a limited literature review supporting an approved research question and using a designated style guide.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations

- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the candidate will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the candidate will participate in 4 Discussion Board Forums. Each forum will be completed in 2 parts: a thread of at least 400 words addressing the provided prompt and 2 replies of at least 200 words each to other classmates' threads. All writing must follow current APA format, including in-text citations and references.

- D. Course Project: A Limited Literature Review

Part 1: Identify a Problem

The candidate will identify a problem at a school in the educational field of student learning and motivation that he/she has been contemplating. The candidate will compose a 750–1,000-word paper on the problem he/she has identified and will address the following areas: 1) explanation of how the problem/topic has been exposed and identified; 2) what policies or procedures have led to the problem; 3) what steps have already been taken to address the problem that do not seem to be working; 4) any ideas for possible resolutions, and 5) a biblical worldview perspective to the problem. The assignment must follow current APA format.

Part 2: Research Questions

The candidate will compose a quality qualitative research question and a quality quantitative research question related to a specific educational problem (student learning and motivation) upon which he/she can build a Final Paper. The instructor will evaluate and comment on the candidate's submitted question to help ensure its quality and usability. The assignment must follow current APA format.

Part 3: Article Critiques

The candidate will locate and review 1 qualitative and 1 quantitative, current (written within the past 5 years) journal article that is scholarly, empirical (research-based), and peer-reviewed. The candidate will compose a 1,000–1,250 critique of the chosen articles. The 2 articles must clearly relate to the educational problem (student learning and motivation) and research questions that will be used for the Final Paper.

Part 4: Annotated Bibliography

The candidate will choose 1 of the 2 research questions developed in Course Project: Part 2 and write an annotated bibliography in current APA format, including at least 15 scholarly sources that address the problem identified in Course Project: Part 1 and

research questions developed in Course Project: Part 3. Each source citation must be followed by a 150–200-word annotation. This annotated bibliography will be the research foundation for the final paper.

Part 5: Final Paper DRAFT

The candidate will create a draft of the final paper following the instructions for the Course Project: Final Paper. The draft will be submitted through SafeAssign to enable the candidate to ensure all references are properly cited. Additionally, the candidate will receive instructor feedback on the draft that he/she can incorporate in the final paper.

Part 6: Final Paper

The candidate will write a 3,000–3,500-word paper in current APA format building upon the Problem, the Research Question, and the Annotated Bibliography. The paper must include a minimum of 10 scholarly sources, 6 of which must be current (within the past 5 years), empirical, peer-reviewed journal articles. The candidate must synthesize all of the research into a well-blended paper that clearly addresses the problem, research question, provides insight into best practices/strategies to address the problem, improve the learning environment, and improve student achievement and motivation. The final paper will only be submitted to LiveText.

E. APA Quizzes (4)

There will be a 10-question APA Manual short-answer quiz for the candidate to complete after he/she has reviewed the manual readings. The quiz will be open-book/open-notes, and the candidate will be given 40 minutes to complete the quiz.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 50 pts ea)	200
Course Project: A Limited Literature Review	
Part 1: Identify a Problem	80
Part 2: Research Question	30
Part 3: Article Critiques	140
Part 4: Annotated Bibliography	200
Part 5: Final Paper DRAFT	50
Part 6: Final Paper	200
APA Quizzes (4 at 25 pts ea)	100
Total	1010

B. Scale

A = 960–1010 A- = 940–959 B+ = 920–939 B = 890–919 B- = 870–889
 C+ = 850–869 C = 820–849 C- = 800–819 D+ = 780–799 D = 750–779
 D- = 730–749 F = 0–729

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.

E. Disability Assistance

Students with a documented disability may contact 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 701

Textbooks: APA, *Publication Manual of the American Psychological Association* (Current).
Schunk, *Learning Theories: An Educational Perspective* (2016).
Sire, *The Universe Next Door: A Basic Worldview Catalog* (2009).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Schunk: chs. 1–3 Sire: chs. 1–4 3 presentations 3 websites	Course Requirements Checklist Class Introductions DB Forum 1 Background Check Quiz Ed.S./Ed.D. Advising Guide Quiz	10 0 50 0 0
2	APA: chs. 1–3 Schunk: ch. 9 1 presentation	CP Part 1: Identify a Problem APA Quiz 1	80 25
3	APA: chs. 3–4 Schunk: ch. 4 Sire: chs. 5–6 3 presentations 3 websites	DB Forum 2 CP Part 2: Research Questions APA Quiz 2	50 30 25
4	Schunk: ch. 10 4 presentations	CP Part 3: Article Critiques	140
5	APA: chs. 5–6 Schunk: chs. 5–6 Sire: chs. 7–8 1 presentation 3 websites	DB Forum 3 CP Part 4: Annotated Bibliography APA Quiz 3	50 200 25
6	Schunk: ch. 11 1 presentation	CP Part 5: Final Paper DRAFT	50
7	APA: ch. 7 Schunk: ch. 8 Sire: ch. 10 3 presentations 3 websites	DB Forum 4 APA Quiz 4	50 25

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
8	Schunk: ch. 12 Sire: ch. 11 2 presentations	CP Part 6: Final Paper	200
TOTAL			1010

DB = Discussion Board
 CP = Course Project

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.