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 <u>not</u> be used to purchase course materials.

LIBERTY UNIVERSITY.

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.   Blackboard recommended browsers

D.   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. (MLO: A)

C. Discussion Board Forums (2)

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

D. Course Project: A Limited Literature Review

Research Question and Outline

The candidate will compose a quality 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 student will also include an outline of their proposed course project final paper with this assignment. (MLO: F)

Annotated Bibliographies (3)

Using the question developed in Module/Week 2, the student will create an annotated bibliography that will serve as the research foundation of the final paper. The annotated bibliography will be written in current APA format, including at least 5 scholarly sources that address the problem identified. Each source citation must be followed by a 150–200-word annotation. This annotated bibliography will be the research foundation for the final paper. (MLO: F)

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. (MLO: B, C, D, E, F)

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), that must be empirical, peer-reviewed journal articles or information from published scholarly books. 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 be submitted to Blackboard and to LiveText. (MLO: B, C, D, E, F)

E. APA Quizzes (1)

There will be a 25-question APA Manual 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 120 minutes to complete the quiz. (MLO: F)

F. Chapter Quizzes (5)

There will be a 20-question quiz for the candidate to complete after he/she has reviewed the chapter readings. The quiz will be open-book/open-notes, and the candidate will be given 120 minutes to complete the quiz. (MLO: B, C, D)

VI. COURSE GRADING, ASSIGNMENTS AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (2 at 50 pts ea)	100
Course Project: A Limited Literature Review	
Identify A Problem	100
Research Question and Outline	30
Annotated Bibliographies (3 at 50 pts ea)	150
Final Paper DRAFT	70
Final Paper	200
APA Quiz	100
Chapter quizzes (5 at 50 pts ea)	250
Total	1010

B.   Scale

A = 960–1010   A- = 940–959   B+ = 920–939   B = 900–919   B- = 880–899
C+ = 860–879   C = 840–859   C- = 820–839   D+ = 800–819   D = 780–799
D- = 760–779   F = 0–759

C.   LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

D.   Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's Discrimination, Harassment, and Sexual Misconduct Policy or the Student Disability Grievance Policy and Procedures.

COURSE SCHEDULE

EDUC 701

Textbooks: American Psychological Association, *Publication Manual of the American Psychological Association* (Current ed.)
Schunk, D. H., *Learning Theories* (2020)

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Schunk: ch. 1 APA: chs. 1–7 2 presentations	Course Requirements Checklist Class Introductions Background Check Quiz Advising Guide Acknowledgement APA Quiz	10 0 0 0 100
2	Schunk: ch. 3 5 presentations	Quiz 1 (Behaviorism) CP Part 1: Identify a Problem	50 100
3	Schunk: ch. 4 2 presentations	Quiz 2 (Social Cognitive Theory) DB Forum 1: Problem Identified CP Part 2: Research Question and Outline CP Part 3: Annotated Bibliography 1	50 50 30 50
4	Schunk: ch. 8 3 presentations	Quiz 3 (Constructivism) CP Part 4: Annotated Bibliography #2	50 50
5	Schunk: chs. 5–6 5 presentations	Quiz 4 (Information Processing) CP Part 5: Annotated Bibliography #3	50 50
6	Schunk: ch. 9 3 presentations	Quiz 5 (Motivation) CP Part 6: Final Paper DRAFT	50 70
7	Review APA: chs. 1–7 1 presentation	DB Forum 2: Course Reflection	50
8	Review APA: chs. 1–7 2 presentations	CP Part 7: 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**.