

# REQUEST FOR NEW COURSE

<b>1. General Information.</b>					
a. Submitted by the College of:	Education	Today's Date:	11/12/09		
b. Department/Division:	Educational Psychology & Counseling				
c. Contact person name:	Dr. Kenneth Tyler	Email:	Kenneth.Tyler@uky.edu	Phone:	257-7873
d. Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval		OR	<input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____	
<b>2. Designation and Description of Proposed Course.</b>					
a. Prefix and Number:	EDP 657				
b. Full Title:	Major Theories in Learning in Secondary Education				
c. Transcript Title (if full title is more than 40 characters):	Maj Theo in Lrn in Edu				
d. To be Cross-Listed <sup>2</sup> with (Prefix and Number):	_____				
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.				
	1 Lecture	_____	Laboratory <sup>1</sup>	_____	Recitation
	_____	Clinical	_____	Colloquium	_____
	_____	Practicum	_____	Research	_____
	_____	Residency	_____	Other – Please explain:	_____
f. Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		
g. Number of credits:	1				
h. Is this course repeatable for additional credit?	YES <input type="checkbox"/>		NO <input checked="" type="checkbox"/>		
If YES:	Maximum number of _____				
If YES:	Will this course allow multiple registrations during the same semester? YES <input type="checkbox"/> NO <input type="checkbox"/>				
i. Course Description for Bulletin:	<div style="border: 1px solid black; padding: 5px;"> <p><b>znniko0</b> 4/28/2010 12:04:40 PM</p> <p><b>Sticky Note</b></p> <p>The correct course description per Dr. Kenneth Tyler: Perhaps E. L. Thorndike put it best when he stated that "Man's power to change himself is limited only by his knowledge about himself". This course will provide an overview of some of the major theories of human learning as they relate to formal education and schooling. We will attempt to examine such theories of human learning while paying close attention to the roles that philosophy, history, the humanities, the natural sciences, and psychology have played in their development. Also, throughout the course, we shall attempt to explore current topics in the formal educational experiences of elementary, secondary and postsecondary students in order to link such theories to known educational practice. Finally, in the interest of advancing the current learning theories, we will offer critical evaluations of the presented learning theories and use these in the development of our own ideas, conceptualizations and theoretical developments regarding human learning.</p> </div>				

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

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<b>j. Prerequisites, if any:</b>	Admission to the M.A. in Education (Secondary Education with initial certification option)		
<b>k. Will this course also be offered through Distance Learning?</b>	YES <sup>4</sup> <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<b>l. Supplementary teaching component, if any:</b>	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
<b>3. Will this course be taught off campus?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<b>4. Frequency of Course Offering.</b>			
<b>a. Course will be offered (check all that apply):</b>	<input checked="" type="checkbox"/> Fall	<input type="checkbox"/> Spring	<input type="checkbox"/> Summer
<b>b. Will the course be offered every year?</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
If NO, explain:	_____		
<b>5. Are facilities and personnel necessary for the proposed new course available?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If NO, explain:	_____		
<b>6. What enrollment (per section per semester) may reasonably be expected?</b>	60 - 3 sections of 20		
<b>7. Anticipated Student Demand.</b>			
<b>a. Will this course serve students primarily within the degree program?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<b>b. Will it be of interest to a significant number of students outside the degree pgm?</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
If YES, explain:	M.A. in Education (Secondary Education with initial certification option)		
<b>8. Check the category most applicable to this course:</b>			
<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
<input type="checkbox"/> Relatively New – Now Being Widely Established			
<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
<b>9. Course Relationship to Program(s).</b>			

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.



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<b>a.</b> Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, name the proposed new program: _____		
<b>b.</b> Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
If YES <sup>5</sup> , list affected programs: M.A. in Education (Secondary Education with initial certification option)		
<b>10. Information to be Placed on Syllabus.</b>		
<b>a.</b> Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</b> . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)		
<b>b.</b> <input type="checkbox"/>	The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.	

<sup>5</sup> In order to change a program, a program change form must also be submitted.

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## Signature Routing Log

**General Information:**




Course Prefix and Number: EDP 657

Proposal Contact Person Name: Dr. Kenneth Tyler Phone: 257-7873 Email: Kenneth.Tyler@uky.edu


**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Educational Psy/Coun	11/12/09	Fred Danner / 257-7878 / fdanner@uky.edu	
Courses & Curricula	12/3/09	Jeff Reese 7-4909 jeff.reese@uky.edu	
College of Education	12/8/09	Deborah Slaton 7-9795 dslaton@uky.edu	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council		 2010.04.02 11:32:52 -04'00'	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

**Comments:**

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

**UNIVERSITY OF KENTUCKY  
COLLEGE OF EDUCATION  
DEPARTMENTS OF CURRICULUM AND INSTRUCTION AND EDUCATIONAL,  
SCHOOL, AND COUNSELING PSYCHOLOGY**

**EDP 657-001 & 002: Major Theories of Learning in Education  
Course Syllabus, Fall 2009**

<b>INSTRUCTOR:</b>	Kenneth Maurice Tyler, Ph.D.
<b>OFFICE LOCATION:</b>	229 Dickey Hall, College of Education
<b>OFFICE HOURS:</b>	Mondays 10-2 or by appointment
<b>TELEPHONE:</b>	(859) 257-7873 <b>(Main Campus)</b> (859) 523-1061 <b>(home)</b>
<b>E-MAIL:</b>	<u><a href="mailto:kennethmauricetyler@yahoo.com">kennethmauricetyler@yahoo.com</a></u>
<b>CLASS LOCATION:</b>	129 Dickey Hall
<b>CLASS DAY AND TIME:</b>	8-10:00 am; 10:15-12:15pm
<b>CREDIT HOURS:</b>	Three (3)

**REQUIRED TEXTBOOK:**

Gredler, Margaret, E. (2009). *Learning and instruction: Theory into practice*. (6<sup>th</sup> edition). Merrill Prentice Hall, Upper Saddle, NJ.

**COURSE DESCRIPTION:**

This course will provide an overview of some of the major theories of human learning as they relate to formal education and schooling. We will attempt to examine such theories of human learning while paying close attention to the roles that philosophy, history, the humanities, the natural sciences, and psychology have played in their development. Also, throughout the course, we shall attempt to explore current topics in the formal educational experiences of elementary, secondary and postsecondary students in order to link such theories to known educational practice. Finally, in the interest of advancing the current learning theories, we will offer critical evaluations of the presented learning theories and use these in the development of our own ideas, conceptualizations and theoretical developments regarding human learning.

**COURSE OBJECTIVES:**

1. To understand the meaning and purpose of theory (and similar terminology) and the scientific methods of inquiry used in theoretical development
2. To secure an understanding of the historical, cultural, and philosophical foundations of psychology as they pertain to human learning and development
3. To be able to understand and critically evaluate the major theories of human learning
4. To critically discuss and exemplify the purpose and relevance of the major human learning theories to current educational practice and policy

**INSTRUCTIONAL METHODS:**

This course will be taught using a variety of methods to allow for the differences in learning styles to flourish. Among them will be a series of instructor and student-led lectures, followed by group discussions premised on a set of queries co-constructed informally by the class. All readings will be provided by the instructor either in pdf and/or hard copy and will be disseminated either via email, compiled on cd for students or in class prior to actual class coverage.

### **COURSE REQUIREMENTS and EVALUATION DISTRIBUTION:**

**Grade Range for coursework: 90-100=A, 80-89=B, 70-79=C, 69 and below E.**

#### ***Class Attendance and Participation (30%)***

This course meets a total of five (5) Wednesdays from August 29<sup>th</sup> through September 19<sup>th</sup> and again on November 14<sup>th</sup> from 8-10am and another section from 1030-1230. Given our course objectives and the amount of time the course allows for these objectives to be met, it is crucial that students and instructors alike are present in class and are ready and eager to critique and construct knowledge concerning human learning. Students are expected to participate in class discussions in a manner that affords you and others the opportunity to express informed opinions with an overarching orientation towards constructive criticism, openness and mutual respect.

If you have a documented disability that requires academic/structural/procedural accommodations, please see me as soon as possible. You should provide the instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 7-2754, [jkarnes@uky.edu](mailto:jkarnes@uky.edu)) for coordination of campus disability services.

#### ***Group Presentation/Debates (30%)***

The student-led class presentations are designed, along with the text and reserve readings, to further advance students' current thinking about the human learning theories presented throughout the semester. At the beginning of the semester, each student will be randomly assigned to a group consisting of at least three members. Here, students will introduce, explain and rehash salient elements of the chosen theory. Others in the respective group will develop and offer arguments favoring and opposing the learning theory in question (i.e., is it a good theory and rationale for responses, what are the theoretical strengths and weaknesses, relevance of theory to current educational practices, instructional modalities and also to current debates in education and public policy and still others). A formal evaluation criterion for theories will be presented at the beginning of the course, though classroom discussion regarding theory viability need not be limited to these criteria.

Following this 45-minute presentation (25 minute presentation, 20 minute debate), there will be a fifteen minute break followed by two 25-30 minute question and answer periods, where students' positions regarding the theory, its thrust, implications for educational practice and policy and other issues can be addressed. These Q&A sessions are similar to the master thesis and doctoral dissertation procedures and thus, will aid students in their preparation for such. Similar to theses and dissertation defenses, at the conclusion of the Q&A sessions (rounds 1&2), presenting students will be asked to leave the room and will be then evaluated openly by students and the instructor on

preexisting evaluative criteria. Students will then be brought back in the class and informed of their evaluation.

Past and current scholarly research can be utilized to help advance any student-based positions with regard to the viability and relevance of the theory. Students in the audience and in the presenting groups are responsible for the readings pertaining to the presentations. Throughout the student presentations, it is expected that a strong conceptual and organizational knowledge base regarding the specific human learning theory presented will be evidenced and current, relevant research pertaining to key issues highlighted by the original theory will be discussed. All group members will be held accountable for demonstrating mastery of learned material. With regard to presentation formatting, each should be conducted in either a Power Point format or overhead format. Evaluations are averaged (student audience and instructor evaluation) for final grade receipt. The current criteria for presentation evaluation are presented separately.

To ensure that all information disseminated during student presentations is consistent with the lecture and text materials and that a strong conceptual understanding of such information has been grasped, students are **strongly encouraged** to meet with the instructor at least one week prior to their presentations and perform a “dry-run” of the material to be presented. This meeting prior to presentation will require that presenting students (and the instructor) have perused all of the relevant readings identified either on the syllabus or otherwise approved by the instructor. It will also allow for any clarifications regarding the theory, theorists, research methods, etc to be made.

### ***Chapter reaction papers (40%)***

4 short (1-page minimum) reflection papers (double-spaced). The reflection papers, which are worth 10 points each, ask students to integrate and apply the information discussed in class to their own educational experiences and interests. They should also evidence an integration of the major educational theories, views, and approaches to contemporary educational issues (e.g., tracking, multiculturalism, special education). The use of current events and news issues is especially encouraged. The student is also encouraged to retrieve cited literature from the text to aid in their discussion/reaction development. Papers should not simply re-state the information provided in the readings and in class notes; rather, these papers are an opportunity for you to really critically apply and evaluate classic learning theory.

**Week**

**Lecture**

<b>September 2</b>	<b>Introductions What is learning? What is a theory? What is learning theory?</b>
<b>September 9</b>	<b>Skinner' Behaviorist Perspective*</b>
<b>September 16</b>	<b>Piaget's Cognitive Developmental Perspective*</b>
<b>September 23</b>	<b>Vygotsky's Sociocultural Cognitive Developmental Perspective *</b>
<b>September 30</b>	<b>Bandura's Social Cognitive Perspective *</b>
<b>November 18</b>	<b>Wrap-up/synthesis All reaction papers due</b>

\* Denotes group presentation dates