Shenandoah Curriculum Consulting (SCC) LTLE 480 Instructional Module

Shenandoah Curriculum Consulting (SCC) is redesigning James Madison University's (JMU) 4-week Learning in Adulthood (LTLE 480) online course that will be offered during Maymester 2014. It is the objective of SCC to expose Human Resources Development (HRD) minor students to a more interactive and engaging course that will allow them to understand and apply learning theories in the HRD field. At our initial project meeting, our team assigned members the task of creating different course materials while simultaneously collaborating with each other to ensure a consistent evaluation method for measuring student performance and satisfaction in the course.

SCC elected to incorporate Jonassen's (1988) Four Generative Strategies (recall, integration, organizational, and elaboration) into the curriculum design in order to provide an effective and impactful approach for delivering the condensed course content to the students. The redesigned curriculum will feature a new interactive interface that will be delivered on a synchronous online learning platform. This platform will provide students with a variety of mediums designed to stimulate learning, including: videos, virtual flashcards, discussion boards, eLearning presentations, graphic organizers, case studies, and chapter quizzes. These activities will encourage the students to engage in critical thinking about learning theories, stimulating application of theory into practice within real-world settings.

The first items that will gain students' attention when logging into the course is the standard online education orientation including: links to help understand Canvas (http://guides.instructure.com/), the Canvas Quick Start Guide, the Guide to Blackboard Collaborate, and connection instructions for JMU's proxy server (http://www.jmu.edu/computing/sslvpn/sslvpnnetworkconnect.shtml) to ensure students understand the tools they will routinely utilize in the course.

Moving forward students will see their responsibilities for weeks one through four. Students for the updated course will be expected to join online Blackboard Collaborate sessions to participate in group activities. These activities will occur twice a week for 2-hour increments. Attendance is vital. Accordingly, the grade outline has been agreed upon as follows:

Task	Description	Points Possible	Percent of Grade
Quizzes (3)	Three multiple-choice quizzes containing content covered in the course textbook (*Learning and Instruction: Theory Into Practice* by Susan McCloy). Each quiz will cover three chapters and will be assigned to the students periodically throughout the four weeks. SCC has developed a prototype for Quiz #1, covering chapters 1-3.	150 pts (50/quiz)	40%
Movie Case Analysis	One Case Analysis based on one of the four educational films provided to the students.	50pts	20%
	An eLearning Instructional Presentation of a		

Voice-Over Final Presentation	chosen learning theory. The presentation will be delivered using Microsoft PowerPoint in combination with either Adobe Presenter 7 (PC users) or VoiceThread (MAC users) software.	50 pts	20%
Graphic Organizer	Individually created Graphic Organizers, outlining learning theories and their connections with each other as students' interpret them. The student will be expected to construct a 1-2 paragraph explanation of their graphic organizer, in addition to presenting the graphic organizer during class	50 pts	10%
Participation	The instructor will assess students' participation through weekly discussion board posts (4) and the assigned group work during class in Blackboard Collaborate.	50 pts	10%

The SCC proposed schedule, in addition to the existing article content includes the following:

Module 1: Foundations of Theory and the Human Brain

Flash Cards Chapters 1-3

- *Objective:* Students will use corresponding flashcards and provided PowerPoint slides to strengthen comprehension and application of learning theories by scoring 80% or above on each of the three chapter quizzes.

- *Recall:* With the condensed nature of the course and the difficulty of the content, tools such as flash cards can assist students in the recall of knowledge.

- *Resources*: StudyBlue (http://www.studyblue.com/) application can be created with any email account. By entering in the course information, module one's flashcards will become accessible to the student. After registering, students will have the option to create their own flashcards for modules 2-4, which will be available for current and future students enrolled in the course. This tool will encourage students to participate in study groups, enhancing the transfer, retention, and application of knowledge.

- *Description:* The online study tool will consist of flashcards that the student navigates through electronically. The cards have one side that has the definition or relevant information and another side that shows the correct associated term or concept. The cards are randomly presented to the learner and do not appear in order of the chapters.

Quiz #1: Chapters 1-3

- *Objective*: Students will demonstrate comprehension of learning theories by scoring 80% or higher on all three quizzes.

- *Recall:* In order to pass the course, students must be able to recall the content in a quiz setting. Instructors should stress the importance of utilizing module flashcards and affiliated PowerPoint slides when attempting to engage in the learning process.

- *Resources:* The quiz content will be based on the text, *Learning and Instruction: Theory Into Practice* by Margaret Gredler. The division of chapters for the quizzes is outlined in modules 2 and 3.

- *Questions:* SCC provided the client with a bank of 34 quiz questions. The quiz will randomly select 25 questions from the bank for the student to answer. Each question will be worth 2 points, adding up to 50 points total.

LTLE 480 Quiz I
Chapters 1-3

1. Learning about the philosophies of Plato and Aristotle is an example of Vygotsky's category of
   a. **inherited experience.**
   b. philosophical experience.
   c. repeated experience.
   d. social experience.

2. All of the following are the direct result of learning except
   a. acquiring a new hobby.
   b. **increasing muscle strength.**
   c. increasing one's cultural knowledge.
   d. improving one's job skills.

3. According to Suppes, all of the following are functions of theory except
   a. organizing specific data.
   b. **providing a value system.**
   c. reorganizing experience.
   d. serving as a research framework.

4. The key difference between theories of learning and models of teaching is that theories describe
   a. explicit strategies.
   b. organizational events related to learning.
   c. **specific principles of learning.**
   d. ways to accommodate individual differences.

5. The basis for curriculum development, according to Jerome Bruner, should be
   a. instructional theory.
   b. learning theory.

      c.   organizing concepts.
      d.   philosophy.

6. Instructional psychology emerged in part as a result of the
      a.   importance of effective classroom learning.
      b.   inadequacy of existing learning theory.
      c.   research into school learning.
      d.   space technology view of the world.

7. The view of the learner as one who forms and tests possible mental structures is advocated by all of the following except
      a.   Gagné's theory.
      b.   Piagetian theory.
      c.   radical constructivism.
      d.   social constructivism.

8. Theories of learning can coexist because
      a.   learning is a unique field.
      b.   learning is multifaceted.
      c.   they address the same aspects of learning.
      d.   they are measured differently.

9. All of the following contributed to the emergence of constructivism in education except the
      a.   concern that students could not apply skills in real world situations.
      b.   growing interest in Vygotsky's cultural-historical theory.
      c.   overselling of the computer as a model for learning.
      d.   renewed interest in personal philosophies.

10. In the mid 20th century, all of the following spurred interest in 'mental events' except
      a.   Chomsky's explanation of language development.
      b.   communications research in WWII.
      c.   development of the high-speed computer.
      d.   lessening interest in labor and industry.

11. According to Watson, the adult's complex repertory of emotional responses is the result of conditioning the
      a.   basic emotional responses to many different situations.
      b.   child's inclination to please adults.
      c.   infant's early habits to new responses.
      d.   parent's actions to develop certain infant behaviors.

12. In classical conditioning, stimulus generalization refers to
      a.   the tendency of a secondary stimulus to elicit a reflex.
      b.   the tendency for similar reflexes to respond to the same stimulus.

c.   training a reflex to respond in different situations.

d.   training a reflex to be resistant to an original stimulus.

13. According to Watson, emotional reactions that are instinctual include all of the following except

a.   fear.

b.   hate.

c.   love.

d.   rage.

14. The major assumption of Gestalt psychology is that

a.   learners respond to meaningful wholes.

b.   perception is the only learning process.

c.   problem solving is essential to learning.

d.   simplicity of elements is essential to learning.

15. According to the law of Prägnanz, the characteristics of a stimulus array that influence perception are

a.   causal and arbitrary.

b.   comprehensive and causal.

c.   **comprehensive and stable**.

d.   stable and causal.

16. Gestalt theory and behaviorism differ in all of the following ways except

a.   application to real-world situations.

b.   descriptions of learning.

c.   experimental contexts.

d.   use of precise measurements.

17. Current research on the phenomenon of insight indicates the importance of

a.   incubation and independent research.

b.   mental overview and verification.

c.   mental preparation and incubation.

d.   studying with one mentor.

18. According to the Gestalt psychologists, insight refers to

a.   perception of a dynamic visual field.

b.   perception of disparate stimulus elements.

c.   recognition of stimuli as organized wholes.

d.   reorganization of the perceptual field.

19. Which of the following is a basic assumption of behaviorism?

a.   Age is a factor in learning.

b.   Behavior precedes cognitive change.

c.   **Learning is defined as behavioral change**.

d.   Research should investigate behavior in natural settings.

20. Training a reflex to respond to a new stimulus requires the pairing of a UCS and a/a

   a.   CS.
   b.   NS.
   c.   UCR.
   d.   UCS2.

21. Studies that indicate cerebral changes through the lifespan are demonstrating
   a.   cortical rewiring.
   b.   glial cell reproduction.
   c.   structural plasticity.
   d.   synapse rejuvenation.

22. The neocortical region with the primary responsibility for speech production is
   a.   Broca's area.
   b.   the left occipital lobe.
   c.   the temporal lobe.
   d.   Wernicke's area.

23. The overproduction of synapses fills an important role in development in that it
   a.   allows for the influences of the environment.
   b.   eliminates the need for reprogramming.
   c.   is the basis for hard-wiring.
   d.   matches the overproduction of genes.

24. Spatial learning takes place in the
   a.   cerebellum.
   b.   frontal lobe.
   c.   hippocampus.
   d.   neocortex.

25. Implications of the research on mirror neurons for education include
   a.   support for an increased use of videos in the classroom.
   b.   support for an increased use of physical activities in the classroom.
   c.   verification of teacher actions that indicate sympathy for poor students.
   d.   verification of the role of imitation in learning.

26. According to recent research, mirror neurons in humans fire in response to all of the following except
   a.   observations of various objects.
   b.   the sounds of ripping actions.
   c.   videos of grasping actions.
   d.   videos that illustrate intentions.

27. Misapplications of some brain research include all of the following premises except
   a.   critical learning opportunities occur by the age of five.
   b.   enriched environments are essential before age three.
   c.   infants should be exposed to the music of Mozart.
   d.   mirror neurons are activated in children when seeing another's actions.

28. The communication "wires" between neurons consist of
   a.   axons and dendrites.
   b.   axons and neurotransmitters.
   c.   axons and synapses.
   d.   dendrites and synapses.

29. Relying on neuroscience as a basis for early childhood education is misguided, according to Bruer. His rationale includes all of the following except
   a.   "complex" environments refer only to sensory and cognitive stimulation.
   b.   plasticity of the human brain continues through adulthood.
   c.   skill development is not synonymous with synaptic density.
   d.   synaptic development is immature at this age.

30. The procedure of gradually introducing a feared object to a child while he/she is eating is an example of
   a.   classical conditioning.
   b.   counter conditioning.
   c.   extinction.
   d.   stimulus generalization.

Discussion Posts Chapters 1-3

- *Objective:* Students will demonstrate their comprehension of the reading by 1) stating at least one of their own opinions regarding the Gestalt theory, 2) commenting on one topic of their choice presented in the reading, and 3) engaging in a thought-provoking discussion by commenting on another student's discussion post.

- *Recall:* The discussion groups create an atmosphere for students to share their own ideas while gaining new perspectives to build upon their existing knowledge base.

- *Resources:* The questions are designed to encourage students to practice application and critical thinking about concepts and ideas presented in the Gredler text. Instructor should require students to respond to other students' discussion threads in conjunction with their own post.

- *Discussion Topic:*

In your own words describe the Gestalt theory and explain how the concept relates to this class.

Educational Videos: B.F. Skinner

- *"B.F. Skinner: A Fresh Appraisal"*
  http://digital.films.com/PortalViewVideo.aspx?xtid=44905
- *"Use A Learning Theory: Behaviorism"*
  http://www.youtube.com/watch?v=KYDYzR-ZWRQ

Module 2: Conditioning and Cognitive Processes

Flashcards for chapters 4-7

Discussion posts for chapters 4-7 not provided by SCC

Learning Theories Graphic Organizer

- *Objective:* Students will create a visual graphic organizer based on their interpretation of how learning theories correlate with one another. Students will further build on their concepts and misconceptions until the graphic is approved by instructor.

- *Elaboration:* The graphic organizer will outline learning theories based on the students' associations and how they make sense of the theories. This process will require students to use examples from prior courses to more fully develop their connections.

- *Resources:* Students will be required to use the text and other provided articles to create the graphic organizer. Instructors should encourage students to integrate related concepts and ideas within the readings to help further their understanding of the theories.

- *Rubric:*
Graphic Organizer Assignment

       For this assignment, you will need to create a graphic organizer (schematic) illustrating your grasp of learning theories and the relationships that you perceive to exist between them. The graphic organizer that you construct will be your personal concept map for learning. It will need to show how you make sense of the theories, their similarities and their differences. The assignment will be graded on the outlined criteria listed below. You may use any graphic that will help you organize the theories in a fashion that makes the most sense to you. Besides creating the graphic organizer, you will need to provide a brief description (1-2 paragraphs) about it so that the instructor may understand your thought process. You will present your graphic organizer to the class. Your graphic organizer must fit on one page. Your graphic organizer will also need to be submitted as a PDF. This assignment is designed for you to reflect on learning theories, and to make connections between them.

Rubric:

Criteria	Ratings
The graphic organizer includes pertinent learning theories.	5 – Full marks 4 – Above satisfactory 3 – Satisfactory 2 – Below satisfactory 1 – Unsatisfactory 0 – No credit given
The student demonstrates an understanding of learning theories and the relationships that exist between them.	5 – Full marks 4 – Above satisfactory 3 – Satisfactory 2 – Below satisfactory 1 – Unsatisfactory 0 – No credit given
Learning theories and the relationships that exist between them are clearly conveyed in the graphic organizer.	5 – Full marks 4 – Above satisfactory 3 – Satisfactory 2 – Below satisfactory 1 – Unsatisfactory 0 – No credit given
The graphic organizer flows from start to finish.	5 – Full marks 4 – Above satisfactory 3 – Satisfactory 2 – Below satisfactory 1 – Unsatisfactory 0 – No credit given
The graphic organizer is consistent from start to finish.	5 – Full marks 4 – Above satisfactory 3 – Satisfactory 2 – Below satisfactory 1 – Unsatisfactory 0 – No credit given
The student put effort and time into the creation of the graphic organizer.	5 – Full marks 4 – Above satisfactory 3 – Satisfactory 2 – Below satisfactory 1 – Unsatisfactory 0 – No credit given

The graphic organizer has a creative touch.	5 – Full marks 4 – Above satisfactory 3 – Satisfactory 2 – Below satisfactory 1 – Unsatisfactory 0 – No credit given
The summary is free of grammatical errors.	5 – Full marks 4 – Above satisfactory 3 – Satisfactory 2 – Below satisfactory 1 – Unsatisfactory 0 – No credit given
The summary showcases the student's understanding of the learning theories.	5 – Full marks 4 – Above satisfactory 3 – Satisfactory 2 – Below satisfactory 1 – Unsatisfactory 0 – No credit given
The student follows the outlined submission criteria (i.e. PDF format, one page limit, and due date).	5 – Full marks 4 – Above satisfactory 3 – Satisfactory 2 – Below satisfactory 1 – Unsatisfactory 0 – No credit given

Score: **/50**

Comments:

LTLE 480 Quiz II

Chapters 4-7

1. All of the following are problems with developing a science of behavior except
   a. behavior is a fluid and changing process.
   b. behavior is complex and varied.
   c. the function of relationships is important.
   d. the belief that behavior is caused by a mental state.

2. According to Skinner, behavior is primarily controlled by
   a. antecedent stimuli.
   b. response characteristics.

       c.   subsequent stimuli.
       d.   the immediate environment.

3. Reinforcing successively more appropriate responses is known as
       a.   secondary reinforcement.
       b.   shaping behavior.
       c.   stimulus discrimination.
       d.   stimulus generalization.

4. The importance of shaping behavior through differential reinforcement is that it
       a.   develops behavior that would not occur naturally.
       b.   improves the acquisition of basic skills.
       c.   is a time-efficient method.
       d.   provides response practice for the organism.

5. Which of the following, according to Skinner, is a problem with Thorndike's conceptualization of behavioral change?
       a.   It relies on behavioral consequences.
       b.   It relies on the term "satisfying."
       c.   It utilizes continual contingencies
       d.   It utilizes modeled behavior.

6. According to Skinner, all of the following are basic problems with education except
       a.   modeling is not used frequently.
       b.   the inappropriate use of rewards and punishment.
       c.   schools have neglected the self-management of learning.
       d.   students learn primarily through avoidance.

7. Social practices that are maintained by the contingencies provided by members of a group are referred to as
       a.   a culture.
       b.   a set of maxims.
       c.   rule-governed behavior.
       d.   survival behavior.

8. The genetic characteristics of individuals combined with a particular history of reinforcement, in Skinner's view, account for
       a.   individual differences.
       b.   mental retardation.
       c.   self-paced learning.
       d.   transfer of learning.

9. According to Skinner, a typical problem in large classes is the
       a.   ease of using punishment as a method of control in the classroom.

b.	**lack of programs that shape behavior.**
c.	inadequate time to link ideas to behaviors.
d.	limited opportunities to offer reinforcements for behavior.

10. All of the following are assumptions of Gagné's conditions of learning except
a.	complex skills build on prior learning.
b.	**development is an important factor in learning.**
c.	instruction, rather than teaching, should guide planning for learning.
d.	the complexity of human learning should be the focus of psychological research.

11. Gagné's nine phases of learning include all of the following except
a.	acquisition and performance.
b.	**construction of learning materials.**
c.	preparation for learning.
d.	transfer.

12. According to Gagne, telling is not appropriate for intellectual skills because the student
a.	must be a good note taker.
b.	must be able to recall all the details of presented information.
c.	must be a good problem solver.
d.	**must interact with various symbols.**

13. Characteristics of the systems approach include all of the following except
a.	formative evaluation.
b.	redesign of instruction.
c.	statements of objectives.
d.	**statements of philosophy.**

14. Readiness for learning is defined by Gagné as
a.	attitudes toward learning.
b.	cognitive strategies.
c.	mental set.
d.	**prerequisite skills.**

15. According to Gagné, the importance of feedback is that it
a.	**confirms learner expectations.**
b.	increases motivation.
c.	is an external condition of learning.
d.	provides a positive experience.

16. The capability best assessed using a checklist is
a.	attitude.
b.	cognitive strategy.
c.	intellectual skill.
d.	**motor skill.**

17. The process of preparing information for storage in long-term memory is referred to as
    a.   encoding.
    b.   primary rehearsal.
    c.   reception.
    d.   retention.

18. According to the dual-code model, concrete objects are stored in memory as
    a.   linguistic structures.
    b.   structural symbols.
    c.   verbal symbols.
    d.   visual symbols.

19. An important requirement in the use of the method of loci is that the settings should be
    a.   bizarre.
    b.   familiar.
    c.   famous.
    d.   logical.

20. Noticing that the car in front of you is a Honda is an example of
    a.   automatic processing.
    b.   echoic memory.
    c.   encoding.
    d.   perception.

21. Effective teaching of strategy use requires that the teacher include all of the following except
    a.   first modeling the strategy.
    b.   providing explicit information about use.
    c.   providing group feedback after practice.
    d.   beginning with simple materials.

22. According to information processing theory, effective formats for assessment include all of the following except
    a.   class discussion.
    b.   oral questioning.
    c.   retelling.
    d.   recitation.

23. Based on theories of human memory, who is correct?
    a.   Amy believes she should focus on the main ideas, not just the details, when studying a new subject.
    b.   Donna thinks that if she verbally prompts herself to "remember" in class she will do better on the next test.
    c.   Doug thinks he will be able to do long division problems in his head if he practices over and over.

d. Eric believes that listening to Spanish tapes while asleep will help him learn quicker**.**

24. In the 1970s, the belief about the use of metacognitive strategies was that they
    a. **developed with increasing school experience.**
    b. emerged as a part of verbalized knowledge.
    c. emerged during general cognitive development.
    d. resulted from increased skills in planning.

25. The problem with the General Problem Solver as a model of problem solving is that it
    a. **is appropriate only for special linear solutions.**
    b. only addresses domain-related needs.
    c. relies on means-ends analysis to determine one's progress.
    d. requires several steps.

26. All of the following are assumptions of cognitive load theory except
    a. **means end analysis is a key strategy for learning.**
    b. the capacity of the LTM can overcome limitations of the STM.
    c. the key function of learning is the acquisition of schemas.
    d. working memory has limited processing capabilities.

27. All of the following are characteristics of expert problem solvers except they
    a. execute strong self-monitoring skills.
    b. have solved many kinds of problems.
    c. perceive large meaningful patterns in their domains.
    d. **possess a large short-term memory capacity.**

28. According to cognitive theory, teaching problem solving involves all of the following except
    a. helping students state the problem.
    b. including cues for recombining information.
    c. **providing an array of solution steps.**
    d. providing cues for information recall.

29. All of the following are reasons for students' difficulties in execution of strategies except
    a. failure to link task conditions and performance.
    b. failure to recognize task conditions.
    c. misperception of cues.
    d. **relying on conditional knowledge.**

30. The knowledge component of metacognition includes
    a. **awareness that one is a slow or fast reader.**
    b. knowledge of different school tasks.
    c. planning particular actions for particular tasks.
    d. understanding basic facts.

Discussion Topic:

Pick one of the discussed perspectives and discuss the different facets of the perspective.

> **Educational Video-** Constructivist (Bruner):
>
> - *"Constructivist Learning"*
>   http://www.youtube.com/watch?v=PK2NILj3BrU
> - *"Use A Learning Theory: Constructivist"*
>   http://www.youtube.com/watch?v=Xa59prZC5gA

Module 3: The Development of Thinking and Observation

> **Flashcards for chapters 8-11**
>
> **Discussion posts for chapters 8-11 not provided by SCC**
>
> **Movie Case Analysis**
>
> - *Objective*: Students will analyze instructional concepts presented in one of four educational films by applying learning theories designed to provide explanation.
>
> - *Organizational*: The use of a multi-media case study instead of a written case study is meant to further engage students and allow them to more easily apply learning theories in realistic settings. Again students are encouraged to think critically and make connections between real-world situations and learning theories.
>
> - *Resources*: Our client, Dr. Wilcox, has agreed to upload the videos using JMU library resources (http://www.lib.jmu.edu/). Students will then be able to access the movie of their choice via JMUtube in Canvas.
>
> - *Rubric:*
>
> **Movie Case Study Analysis**

For this assignment, students will write a 2-4 page analysis of a film from the provided list. The goal is for students to apply their knowledge of instructional and learning theories to the actions in the film. It is required to use APA format and obtain at least 3 references. Students will accordingly supply a reference page. Be sure to elaborate on ideas and assumptions by finding supportive evidence.

Film Choices:
- Freedom Writers (2007)
- Mona Lisa Smile (2003)
- Good Will Hunting (1997) *DVD 4962

- Mr. Holland's Opus (1995) *DVD2532
- Stand and Deliver (1988) *DVD 1136

Supplies:
- Good Will Hunting, Stand and Deliver, and Mr. Holland's Opus are available via Amazon Instant Video ($2.99 or sign up for a free 30 day trial) at http://www.amazon.com/gp/video/primesignup/ref=sturl_primevideos?tag=googhydr-20&hvadid=43548486648&hvpos=1t1&hvexid=&hvnetw=g&hvrand=16278939752228784705&hvpone=&hvptwo=&hvqmt=b&hvdev=c&ref=pd_sl_9lkx4do8le_b OR at *JMU Media Resources (free with your JAC), refer to DVD listings above.
- Mona Lisa Smile and Freedom Writers are available on Netflix ($7.99/month or sign up for free 30 day trial) at https://www.netflix.com/?locale=en-US or on Amazon Instant Video ($2.99 or free trial), refer to link above.
- Refer to Perdue Owl at https://owl.english.purdue.edu/owl/ for help with paper structure, citations, and references.

Rubric:

Criteria	Ratings
Student provided a clear and concise synopsis of the film.	5 – Full marks 4 – Above Satisfactory 3 – Satisfactory 2 – Below Satisfactory 1 – Unsatisfactory 0 – No credit given
Student clearly identifies Learning Theories relevant to the film.	5 – Full marks 4 – Above Satisfactory 3 – Satisfactory 2 – Below Satisfactory 1 – Unsatisfactory 0 – No credit given
The student defends his or her argument about why certain learning theories apply to the film.	5 – Full marks 4 – Above Satisfactory 3 – Satisfactory 2 – Below Satisfactory 1 – Unsatisfactory 0 – No credit given
Instructional theories (if any) are correlated with the design discussed.	5 – Full marks 4 – Above Satisfactory 3 – Satisfactory 2 – Below Satisfactory 1 – Unsatisfactory

	0 – No credit given
The paper shows a mastery of learning theories through proper application of theories to the film.	5 – Full marks 4 – Above Satisfactory 3 – Satisfactory 2 – Below Satisfactory 1 – Unsatisfactory 0 – No credit given
Learning theories are correctly defined and applied.	5 – Full marks 4 – Above Satisfactory 3 – Satisfactory 2 – Below Satisfactory 1 – Unsatisfactory 0 – No credit given
Assumptions are warranted and described.	5 – Full marks 4 – Above Satisfactory 3 – Satisfactory 2 – Below Satisfactory 1 – Unsatisfactory 0 – No credit given
APA format is used properly: • Including title page, body, and reference page	5 – Full marks 4 – Above Satisfactory 3 – Satisfactory 2 – Below Satisfactory 1 – Unsatisfactory 0 – No credit given
Page length requirements are met.	5 – Full marks 4 – Above Satisfactory 3 – Satisfactory 2 – Below Satisfactory 1 – Unsatisfactory 0 – No credit given
Three reliable and meaningful sources are provided and properly referenced.	5 – Full marks 4 – Above Satisfactory 3 – Satisfactory 2 – Below Satisfactory 1 – Unsatisfactory 0 – No credit given

Score: **/50**

Comments:

Discussion Topic:

Draw and articulate a connection between this educational video on Cognitivism and the specific movie you watched.

Educational Video: Cognitivism

- *"Use A Learning Theory: Cognitvism"*
  http://www.youtube.com/watch?v=gugvpoU2Ewo

Module 4: Development & Diversity
Discussion posts related to assigned readings and articles (recommendation, not provided by SCC)

eLearning Instructional Presentation

- *Objective*: Students will demonstrate their ability to design and facilitate instruction on one specific learning theory by integrating definition, practical examples, and application to real-world situations, while utilizing Microsoft PowerPoint and voice recording software (i.e. Adobe Presenter 7 or VoiceThread).

- *Integration:* Students will present their peers with individualistic interpretations of the selected theory. This strategy promotes and facilitates information chunking to enable the learner to better understand theories.

- *Resources:* Students should utilize the assigned text in combination with alternative readings and interactive flashcards to extract the pertinent information needed to define, explain, and apply the selected learning theory.

- *Rubric*:

Instructional eLearning Presentation Assignment

      For this assignment, students will be able to demonstrate their knowledge and application of learning theories by creating an instructional eLearning presentation using Microsoft PowerPoint. This presentation should be informative and set up as a computer-based lesson. The students will record their voice instruction over the slides using either Adobe Presenter 7 (PC) or VoiceThread (Mac) software, depending on their computer device. The presentation should include: 1) learning objectives, 2) a definition of their selected learning theory, 3) examples and explanations of the theory, 4) three ways the theory is used in the HRD field, 5) and a way to evaluate learner performance after the presentation (i.e quiz). Students should use at least two other sources other than the text to provide support. In addition to content, the presentation will be assessed on its use of instructional design principles (i.e. Contrast, Repetition, Alignment, and

Proximity) and multimedia (i.e. YouTube videos, graphs, images). The goal of this assignment is for the students to provide their peers with an engaging and informative presentation that stimulates learning and application of theory to HRD practice.

Supplies:
- Either:
  - o PC with Adobe Presenter 7 software that meets these requirements: http://www.adobe.com/products/presenter/systemreqs/
  - o OR Mac with VoiceThread app. To register, click here: https://voicethread.com/register/
- Headset with microphone

Using Adobe Presenter 7:
- Adjust the presentation Settings on the Adobe Presenter tab in PowerPoint and add an attachment in .pdf format (ex. your script)
- In PowerPoint, use the Adobe Presenter tab functions to record and edit audio, and to publish your presentation in zipped format to the desktop
- For more information on creating an eLearning presentation using Adobe Presenter 7, refer to the video Adobe Presenter Overview

Using VoiceThread:
- For more information on creating an eLearning presentation using the VoiceThread app, refer to the video Using VoiceThread for Digital Storytelling

Submission:
Students will submit their instructional eLearning presentation in a .zip file format on Canvas.

Instructions:
1. Select one learning theory.
2. Create a PowerPoint presentation that includes:
   - Learning objectives
   - Definition
   - Examples & Explanations
   - Application of theory in the HRD field (at least 3)
   - Supporting research (at least 2 other sources)
   - Multimedia (i.e. related videos, graphs, images)
   - Measures to evaluate learning
   - References
3. To prepare for recording, type a script in the "Notes" section below each PowerPoint slide that you will later narrate. Practice reading the script aloud to be sure it flows well before recording.
4. Record your voice over each slide in the presentation.
5. Save your presentation in a .zip file format to ensure that all of your files (i.e. recording, images) stay together.

Rubric:

Criteria	Ratings

The student provided the learner with learning objectives that: 1) Described desired performance 2) Listed the conditions that the performance is expected to occur under 3) Outlined the quality of performance considered acceptable	5 – Full marks 4 – Above Satisfactory 3 – Satisfactory 2 – Below Satisfactory 1 – Unsatisfactory 0 – No credit given
The student clearly defines the learning theory and identifies its key characteristics.	5 – Full marks 4 – Above Satisfactory 3 – Satisfactory 2 – Below Satisfactory 1 – Unsatisfactory 0 – No credit given
The student provides the learner with relevant examples and detailed explanations of the learning theory.	5 – Full marks 4 – Above Satisfactory 3 – Satisfactory 2 – Below Satisfactory 1 – Unsatisfactory 0 – No credit given
The student applies the learning theory to 3 different HRD real-world scenarios.	5 – Full marks 4 – Above Satisfactory 3 – Satisfactory 2 – Below Satisfactory 1 – Unsatisfactory 0 – No credit given
The student cites at least 2 alternative sources (other than Gredler, 2009).	5 – Full marks 4 – Above Satisfactory 3 – Satisfactory 2 – Below Satisfactory 1 – Unsatisfactory 0 – No credit given
The student incorporated a variety of multimedia elements in the presentation to engage learners.	5 – Full marks 4 – Above Satisfactory 3 – Satisfactory 2 – Below Satisfactory 1 – Unsatisfactory 0 – No credit given
The student identified measures for learners to evaluate their learning and performance.	5 – Full marks 4 – Above Satisfactory 3 – Satisfactory 2 – Below Satisfactory

	1 – Unsatisfactory 0 – No credit given
The student integrated instructional design principles (i.e. Contrast, Repetition, Alignment, Proximity) into the PowerPoint.	5 – Full marks 4 – Above Satisfactory 3 – Satisfactory 2 – Below Satisfactory 1 – Unsatisfactory 0 – No credit given
The student maintained a consistent flow of information.	5 – Full marks 4 – Above Satisfactory 3 – Satisfactory 2 – Below Satisfactory 1 – Unsatisfactory 0 – No credit given
The student cited their sources using APA format.	5 – Full marks 4 – Above Satisfactory 3 – Satisfactory 2 – Below Satisfactory 1 – Unsatisfactory 0 – No credit given

Total Score: /50

Comments:

LTLE 480 Quiz II
Chapters 8-11

1. The integration of external elements into the learner's cognitive structure is referred to as
    a. accommodation.
    b. assimilation.
    c. equilibration.
    d. internalization.

2. The major role of education in Piaget's view is to
    a. develop a unilateral relationship with the child.
    b. enhance the child's relationships with peers.
    c. provide the child with adult models of knowledge.
    d. support the child's self-guided research.

3. In the classroom, Piaget identified problems with the practice of
    a. explaining abstract concepts.
    b. guiding students to develop hypotheses.
    c. interacting during class time.
    d. Learning by discovery.

4. Piaget's use of propositional logic differs from the standard use in that his application represents
   a. a diagram of false statements.
   b. an assessment of truth.
   c. the subject's causal models.
   d. the subject's concrete logic.

5. Implications for assessment that stem from Piagetian theory include
   a. an academic skills focus for preschoolers.
   b. an emphasis on exploring students' rationales in thinking.
   c. providing adequate instructional support of challenging material.
   d. providing convergent thinking tasks.

6. Limitations of concrete operational thinking include reliance on
   a. abstract information.
   b. empirical data.
   c. mental manipulation.
   d. perceptual cues.

7. Characteristics of signalization are that it
   a. explains primitive mental functions and involves concrete images.
   b. explains primitive mental functions and requires basic deductions.
   c. involves concrete images and occurs only in animal behavior.
   d. involves concrete images and requires basic deductions.

8. According to Vygotsky's theory, throughout history, the potential for cognitive development is governed by
   a. individual's actions.
   b. nature of social interactions.
   c. symbol systems of the culture.
   d. zone of proximal development.

9. The child's learning to identify the givens in a problem as the teacher has shown her is an example of the
   a. bond between word and object.
   b. genetic law of cognitive development.
   c. interactive nature of learning.
   d. method of double stimulation.

10. According to Vygotsky, egocentric speech is
    a. a beginning phase in self-guidance.
    b. a brief development associated with make-believe play.
    c. an indicator of intuitive or primitive thinking.
    d. an indicator of self-centeredness

11. All of the following contribute to one's level of cognitive development except
    a.   **collaborating with younger children on schoolwork.**
    b.   interactions with the "ideal form" of behavior.
    c.   the development of speech.
    d.   **the signs and symbols of the culture.**

12. For Vygotsky, the importance of the Piagetian description of learner argumentation in the classroom is that it
    a.   **becomes an internal process.**
    b.   builds conscious awareness.
    c.   requires higher cognitive functions.
    d.   stimulates social interaction.

13. The inability of spontaneous concepts to foster complex cognitive functions is related to all of the following except they
    a.   are linked to concrete experience.
    b.   are not organized into a system.
    c.   **are not linked to concrete ideas.**
    d.   do not require logical thinking.

14. Which is true of the difference in Vygotsky and Piaget's views?
    a.   **Vygotsky emphasized more teacher involvement in guiding learning than did Piaget.**
    b.   Vygotsky emphasized social interaction, whereas Piaget did not feel it was important.
    c.   Vygotsky viewed language as critical in development, but Piaget viewed it as irrelevant.
    d.   Vygotsky viewed learners as primarily passive, whereas Piaget viewed them as active.

15. According to Vygotsky, the role of imaginary play in cognitive development is
    a.   fine tuning the use of egocentric speech.
    b.   learning the signs of the culture.
    c.   **moving from the visual to the cognitive domain.**
    d.   relating to others in new ways.

16. Other theories that address imitative behavior are deficient, according to Bandura, because they
    a.   addressed consequences in inadequate ways.
    b.   assumed a bidirectional relationship between the learner and the environment.
    c.   did not specify the actions of the model.
    d.   **relied on an identified adult-child relationship.**

17. A favorite activity, such as vacations at the beach, is coded, according to Bandura, in
    a.   both verbal and visual form.
    b.   either verbal or visual form.

c.   verbal form.
d.   visual form.

18. Observers are most likely to pay attention to a prestigious model when
a.   new behaviors are demonstrated.
b.   other models are not present.
c.   the observer is deficient in particular skills.
d.   the situational outcome is uncertain.

19. Vicarious consequences are effective because they
a.   elicit emotional reactions in the model.
b.   foster identification with the model.
c.   interact with environmental events.
d.   lead to emotional reactions in the observer.

20. Characteristics of models that influence observers include all of the following except that they
a.   inspire confidence.
b.   portray a divergent perspective.
c.   present believable goals.
d.   provide realistic reference figures.

21. In Bandura's theory, all of the following processes influence learning except
a.   attentional processes.
b.   imitative processes.
c.   motivational processes.
d.   retention processes.

22. The considerate and polite behavior of the Sesame Street characters toward each other is an example of
a.   modeling.
b.   priming.
c.   prompting.
d.   self-efficacy.

23. In addition to personal efficacy, the self-regulatory system includes
a.   goal setting and external reinforcement.
b.   goal setting and self-observation.
c.   modeling and self-observation.
d.   modeling and standard setting.

24. In the expectancy-value model, attainment value refers to
a.   student interest in a particular subject.
b.   student competence in a particular course.
c.   the importance of doing well in a subject or course.
d.   the importance of expectancy in a subject or course.

25. A personal goal structure of failure avoidance is characterized by
    a.   demonstrating learning through persistence.
    b.   implementing self-protecting strategies.
    c.   striving for mastery.
    d.   willingness to seek help.

26. All of the following are components of attribution theory except
    a.   motivation includes humans' search for understanding.
    b.   attributions are related to an incremental theory of intelligence.
    c.   attributions have internal and external causal influences.
    d.   perceived causes of prior outcomes influence future behavior.

27. All of the following are features of learning-related goal orientations except
    a.   a belief that effort and outcomes covary.
    b.   they are based on self-referenced standards.
    c.   they are focused on end result of effort.
    d.   they are focused on progress in attaining new skills.

28. In attribution theory, the belief that outcomes are independent of one's actions is known as
    a.   inadequate self-image.
    b.   learned helplessness.
    c.   low self-concept.
    d.   personal inefficacy.

29. In fostering positive student attributions, providing moderately challenging tasks will be ineffective if
    a.   cooperative learning also is implemented.
    b.   errors are viewed as part of learning.
    c.   evaluation encourages student comparisons.
    d.   performance criteria are set too low.

30. A change program to overcome failure attributions should include all of the following except
    a.   feedback on performance.
    b.   realistic goal setting.
    c.   reinforcement for effort.
    d.   successes on easy tasks.

Hints:
• FILENAMES
Never put spaces or symbols in the filenames.

• IMAGES
Never copy and paste images into PowerPoint. Instead, insert pictures and avoid adding images into a placeholder.

• MISTAKES
If you make a significant mistake during recording, just start over. Never stop while recording and replay or re-record a slide's audio. Wait until you are finished and return to PowerPoint to "edit" your audio.

• PUBLISHING
Always publish to a .zip format to keep your files together, but always "extract all" before trying to view your files. Files in the zipped folder will not function.

• RECORDING
Find a quiet space to record. Otherwise you will hear others' voices with yours on playback. After clicking the record button and before clicking the pause button, wait a moment. This will help avoid clipping of the first and last thing you say on each slide.

• RESILIENCE
Keep in mind that sometimes the software, headphones and computers will act
"flaky." Be persistent and flexible should you have to record again. This is common.

Discussion Topic:

Compare and contrast Piaget's / Vygotsky's opinions on learning theories.

Educational Video: Social Learning (Vygotsky)

- *"Lev Vgotsky, Learning Theories, ZPD"*
  https://www.youtube.com/watch?v=UEAm4cf_9b8
- *"What is Social Learning"*
  http://www.youtube.com/watch?v=NIlwGYY0_AA

- *Course Evaluation:* At the end of the course, a course evaluation will be disseminated to the students asking them to reflect on the materials, activities, and instructional strategies represented in the curriculum. In addition, this course evaluation will assess students' overall satisfaction levels (i.e. Were all learning objectives met?)

Throughout the progression of the course, evaluation is needed to ensure learner comprehension, retention and application of learning theories. Prior to implementing the course curriculum, SCC will be seeking feedback from key project stakeholders. Our subject matter expert (SME) and client, Dr. Wilcox, will serve as the primary evaluator since she will be one of course instructors. In addition, we have requested feedback from a classmate that possesses sufficient knowledge in instructional design and currently utilizes these KSAs while providing

instruction to students in her class. Finally, SCC will be running a beta test with a population of undergraduate students in the HRD program to gauge their reaction to the workload and content of the assignments. As previous HRD minor students, SCC is passionate about having the opportunity to contribute to a course that enhanced our overall knowledge of different aspects within the HRD field.