TIP 721-001 LEARNING THEORIES AND TECHNOLOGY INTEGRATION

SPRING 2021	**CREDITS 3**
	SYNCHRONOUS ONLINE
DR. MATTHEW FARBER	**CANVAS LMS**

Technology, Innovation and Pedagogy: The goal of the program in Technology, Innovation and Pedagogy is to develop educational professionals and classroom teachers that have foundational theoretical knowledge of technology infused pedagogy for transformative teaching and learning.

Instructor:	Dr. Matthew Farber
	Pronouns: he/him/his
Email:	Matthew.Farber@unco.edu
Twitter:	@MatthewFarber
Phone:	970-351-1981
My Office:	McKee Hall, Room 510
Office Hours:	*Due to COVID-19 restrictions*, office hours will be on Zoom, Tuesdays and Thursdays 11:30 am - 1 pm & by appointment. Feel free to drop in to ask any question! Zoom Link: https://unco.zoom.us/j/91528921225?pwd=ZWpvY3F3Sk1jQ3NDaGtIcU9hR3BEQT09 Meeting ID: 915 2892 1225 Passcode: 389944

Class:	This course is "Synchronous Online" and meets virtually on Zoom during the days and times indicated on the schedule. Live Class Meetings: Mondays, 5:00 pm - 7:45 pm.
	Class Meetings Zoom Link: **https://unco.zoom.us/j/96498832939?pwd=c295RIVCTDI5dFFNM2NSbjRQenVxdz09** **Meeting ID: 964 9883 2939** **Passcode: 309579**

A. COURSE DESCRIPTION

Catalog: Review established learning theory, adult learning theory, educational identity, and philosophy; investigate theoretical substructures in technology-rich teaching and learning and explore their impact on educational change.

B. PREREQUISITES

None

C. RELATIONSHIP OF THE COURSE TO THE PROGRAM KNOWLEDGE BASE

This is a course in the Technology, Innovation and Pedagogy PhD program. The course fosters foundational knowledge of theoretical frameworks related to learning and about various technology-infused learning environments widespread in local and national k-12 schools and professional training environments.

D. COURSE GOALS AND OBJECTIVES

This course reinforces established learning theory and integrates these and current theories. The students shall integrate technologies into learning and adapt their own educational identities. Furthermore, the students will conclude the course with the development of their own educational philosophies based on these theories.

Such discovery is to be shared and disseminated to their peers/colleagues with expertise and confidence:

1. The student will establish her own "educational identity" as determined through research on learning theory and applications.
2. By gathering research, theories, and practices from a multitude of sources – course texts, lecture, peer presentation, or professionals in the field - the student adopts a personal learning theory.
3. The student demonstrates competency in the adaption of learning theory through the dissemination of knowledge to peers gathered through research.
4. The student establishes and produces a statement of teaching philosophy founded on the principles collected from learning theorists.

E. RELATED STANDARDS

(in accordance with the Association for educational Communications and Technology)

- Students demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.
- Students develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.
- Students make professionally sound decisions in selecting appropriate processes and resources to provide optimal conditions for learning based on principles, theories, and effective practices.
- Students explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance
- Students apply research methodologies to solve problems and enhance practice.
- Students apply formal inquiry strategies in assessing and evaluating processes and resources for learning and performance.
- Students demonstrate foundational knowledge of the contribution of research to the past and current theory of educational communications and technology.

F. COURSE REQUIREMENTS

	Topic/Reading/Assignment 🔍

	Full descriptions of each assignment and corresponding rubric will be available in Canvas.
Week 1 Week of Mar 8	**Welcome, about the course!** 👋 **Learning Theories** Assignment: Learning Theories: Article Reviews (DUE Mar 22 @ 5 pm)
Week of Mar 13	*Spring Break: UNC closed Mar 13-21*
Week 2 Week of Mar 22	**Behaviorism** Assignment: Design That Transforms Behavior (DUE Mar 29 @ 5pm)
Week 3 Week of Mar 29	**Experiential Learning** Assignment: Experiential Learning in Practice (DUE Apr 5 @ 5 pm)
Week 4 Week of Apr 5	**Situated Learning, Social Cognitivism, & Connectivism** Assignment: Reflection on Connectivism: Is It a Learning Theory? (DUE Apr 12 @ 5pm)
Week 5 Week of Apr 12	**Situated Learning and Communities of Practice** Assignment: Written Paper: Online Communities of Practice (DUE Apr 19 @ 5 pm)
Week 6 Week of Apr 19	**Adult Learning** Assignment: Learning Theory Teaching Philosophy (DUE May 3 @ 5 pm)
Week 7 Week of Apr 26	**Design for How People Learn** Assignment: Learning Theory "Theme Park" (DUE May 3 @ 5pm)
Week 8 Week of May 3	**Learning Theories and Educational Philosophies** Peer Presentations in Class

Assignment Details (rubrics will be on Canvas):

Learning Theories: Article Reviews (DUE Mar 22 @ 5 pm)
You will **locate** and **read** one **scholarly** research article from a professional journal that describes a study on behaviorism, **cognitive constructivism**, and **social** constructivism (3 total articles). You will write a 300-400-word reflection for each article on each topic (3 articles, totaling 900-1200 total words).

Design That Transforms Behavior (DUE Mar 29 @ 5pm)
Your assignment is to create a lesson activity that changes or transforms a behavior, attitude, or disposition of learners.

Experiential Learning in Practice (DUE Apr 5 @ 5 pm)
Plan an Experiential Learning Lesson. Rather than write a lesson plan, you will make a Google Docs or Slides OR Office 365 Word or PowerPoint lesson that is student-facing (one that students view). Your lesson will "walk" students through experientially. Submit a 500-word reflection, connecting to research on an experiential learning theory or theories.

Reflection on Connectivism: Is It a Learning Theory?
Research at 3-4 articles that discuss connectivism. Then decide whether it is a learning theory. If not, what is missing? I want you to reflect on the key underlying principles of connectivism. In addition, discuss how it is similar to at least one other learning theory that we are discussing in this course as well as dissimilar from another learning theory. What makes it a learning theory or not? How might it be applied in schools, universities, or training situations? Why or why not? What remains unexplained in terms of connectivism? You are to write a 500-word paper.

Written Paper: Online Communities of Practice (DUE Apr 19 @ 5 pm)
Find two exemplars of online communities where social learning flourishes. Write up a 500-word paper describing the two exemplars of online communities. Then answer: What makes them effective? Connect to Lave & Wenger plus readings from this week.

Learning Theory Teaching Philosophy (DUE May 3 @ 5 pm)
From your perspective, what trends in learning and cognition theory seem to be particularly important today? Perhaps it is forming learning apprenticeships. Maybe you are interested in active learning or constructivist teachers and schools. Or, perhaps, creating a better overall learning environment intrigues you most. Well, in this option, you are to explore the literature on a topic of interest. Then tell me what the state of knowledge is in this area and why it is important to you. Where are the open research issues, the apparently important applications, and the upcoming opportunities? How might this particular class soon be impacted by this area? Your 2-3-page single-spaced paper will be evaluated for (1) exploration and creativity; (2) completeness, coherence, effort, and amount of digging; and (3) relevancy and timeliness for this class.

Learning Theory "Theme Park" (DUE May 3 @ 5pm)
You will design a "theme park" based on the learning theory in your teaching philosophy paper with 5 "rides" (one homepage; 5 subpages). The theme park can be hosted on a free website (e.g., Wix, Weebly, Google Sites) and should be about one learning theory, the same as your teaching philosophy. Homepage described your learning theory; you may paste in parts of your "Learning Theory Teaching Philosophy" paper with other elements, making it multimodal (not just written text). Subpages ("rides") are examples where the learning theory is put into practice. These can be a mix of original and remixed work, like existing videos, games, simulations.

Class Discussions, Classwork, and Other Interactions (ongoing; graded end of course).
Appropriately posts questions and/or answers to the discussion board that are relevant to every assignment. Submissions and communication consistently follow course directions.

G. GRADING CRITERIA (Method of Evaluation): Letter Grade

Your grade will be determined based on the total percentage grades from all work completed. Major projects will include rubrics.

A=94-100; A-=92-93; B+=90-91; B =85-89; B-=82-84; C+=80-81; C=76-79; C-=73-75; F = 0-72

What should I do if I need help?

- Come see me. I have Zoom office hours which are specifically set aside as a time when I can meet with you. Feel free to stop by!

- I can also meet with you at other times, but I do have quite a few meetings and classes, so email me ahead of time to find a time that work for both of us. I didn't learn how useful it was to go to office hours until I was in graduate school, so learn from my mistakes and come see me!

Grades in the course are based on a weighted system rather than total points. The weights can be seen in the chart below. Your current grade will always be posted in Canvas so you know where you stand at any time.

Assignments are weighted by group:

Group	Weight
WEEK 1 Assignment: Learning Theories: Article Reviews (DUE Mar 22 @ 5 pm)	10%
WEEK 2 Assignment: Design That Transforms Behavior (DUE Mar 29 @ 5pm)	10%
WEEK 3 Assignment: Experiential Learning in Practice (DUE Apr 5 @ 5 pm)	10%
WEEK 4 Assignment: Reflection on Connectivism: Is It a Learning Theory? (DUE Apr 12 @ 5pm)	10%
WEEK 5 Assignment: Written Paper: Online Communities of Practice (DUE Apr 19 @ 5 pm)	15%
WEEK 6 Assignment: Learning Theory Teaching Philosophy (DUE May 3 @ 5 pm)	15%
WEEK 7 Assignment: Learning Theory "Theme Park" (DUE May 3 @ 5pm)	15%
Readings, Discussions, Class Interactions/Practices	15%
Total	100%

H. REQUIRED TEXTS

Design for How People Learn, 2nd Edition
by Julie Dirksen
ISBN-13: 978-0134211282

Situated Learning: Legitimate Peripheral Participation
by Jean Lave & Etienne Wenger
ISBN-13:978-0521423748

I. SUGGESTED READINGS

Other required course readings (including, but not limited to, book chapters, theoretical scholarship, empirical studies, essays, and popular writing) as well as media (i.e. videos, screencast lectures, podcasts, presentations, images, etc.) will be made available to you online and for free, and will be shared via Canvas.

J. COURSE POLICIES

We learn better as part of a community where everyone has the opportunity to participate and engage. One the first day of class, we will work together to develop norms for participation and together we hold each other accountable for our actions in class.

We will be spending much of our time in class working together on activities. Your participation in these activities weighs on your grade (it's worth 10%), so to be successful you need to come to class.

You are expected to attend all synchronous sessions on time and for the full length of class. If an emergency arises and you are unable to attend a face-to-face or synchronous session, make-up assignments may be provided. Please try to email me *before* a missed class, if possible.

Asynchronously, you are expected to stay up to date on what is expected and participate in discussions or assignments. You are expected to participate thoughtfully, responsibility, and constructively in discussion on a regular basis. Our discussions serve as a forum in which you sharpen your thinking, share your ideas, ask questions, exchange insights and perceptions with each other and contribute to the community's learning.

Late and Missing Assignments

Submission of ALL assignments is expected to be on time and in the prescribed format and manner. Work and projects are expected at the designated due date.

Electronic submission of assignments that are not in the specified format (software available on campus), will also be considered late. These assignments will be rejected until resubmitted. Resubmission will be expected by the beginning of the next day.

Generally, late assignments are not accepted. Exceptions may be arranged by communicating your extenuating circumstance to your instructor **prior** to the due date. Students frequently ask for an extension when their computer or storage device crashes and they lose an assignment. A backup storage device is a requirement for this course. You will NOT be granted an exception for late work in this situation. You should dutifully back up all your work every time you work on it. That way you if a crash occurs you only lose work from the last session.

Written Assignment and Communication Policy

All assignments and written communications in this class (including email and discussion board postings), are expected to be word-processed and conform to university level writing standards. Your writing should be professional, clear, and when appropriate or required, include proper citations of expert knowledge and media in American Psychological Association (APA) format. Errors in spelling and/or grammar are expected to be rare. Colloquial, informal writing is not appropriate. When grading or reviewing student work that does not meet these standards, your instructor will return the work for revision.

The course Canvas shell contains a support button with web-based resources to help you with your writing skills in areas such as APA, grammar, second language issues, etc. Additionally, the Writing Center offers one-on-one support for students. Appointments are recommended. If more than one assignment is rejected for writing issues, a Personal Improvement Referral may be submitted to your department chair. At their discretion a Personal Improvement Plan may be issued.

Preferred pronouns/methods of address

If you have a nickname, or a preferred pronoun that is different from what I may assume, please let me know, and I will do my best to follow your preferences. You may address me as Professor Farber, or Dr. Farber (preferred pronouns: he/him/his).

Appropriate Use of Electronic Communications

Discussion boards and email communications are an important instructional tool this course. Here are some of the most important rules for this class regarding the use of discussion boards and email:

- Working together, we can maintain an environment free of harassment - of any kind. This includes, but is not limited to, demeaning written or spoken comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature.
- In all communications, respect the diversity of opinions among instructors and classmates, and engage with them in a courteous, respectful, and professional manner. Remember that you can challenge ideas without making the challenge a personal one. If you have concerns about something that has been said, please let your instructor know.

UNC University Policies

Liability Statement
For unpaid field-related requirements such as practicum, service learning, intern, student teaching, UNC purchases insurance that provides liability coverage to teacher candidates (subject coverage limitations and deductibles of the applicable insurance policy) for claims made against the teacher candidate while s/he is acting in the course and scope of her/his/their responsibilities in field experience. Such coverage is subject to limitations and exclusions for, among other things, alleged intentional acts and other uncovered claims. In addition, the teacher candidate, during her/his/their practice teaching in a school is deemed an employee of the school district for the purposes of workers' compensation and liability insurance as provided for other school employees.
Personal Liability: It is each teacher candidate's choice to determine if s/he wishes to purchase additional liability coverage. Several professional organizations, including but not limited to the Colorado Education Association, the Council for Exceptional Children, and the National Education Association, offer personal—professional liability insurance that can be purchased by the teacher candidate at her/his/their expense.

ADA and TITLE IX Syllabus Statements

Disability Resources
It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to

students' inclusion or to accurate assessments of students' achievements (e.g. time-limited exams, inaccessible web content, use of videos without captions), students should please communicate about these aspects with their instructor(s) professor and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

Title IX
The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC).   This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or http://www.unco.edu/asap

UNC Counseling Center: 970-351-2496 or http://www.unco.edu/counseling

UNC Psychological Services: 970-351-1645 or http://www.unco.edu/cebs/psych_clinic
Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

Additional Syllabus Statements

Academic Integrity
Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

Attendance
Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning

environments, this instructor should not require doctors' notes to determine whether or not to excuse an absence.

COVID-19

The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors.

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. Therefore, students should review frequently the Return to Campus website: https://www.unco.edu/return-to-campus/ for updated information. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations.

To mitigate the spread of COVID-19, students, faculty and staff are expected to follow university requirements about wearing face coverings when on campus, including in the classroom. Additionally, members of the university community are expected to follow physical or social distancing requirements by keeping at least 6 feet from others, covering their coughs, and practicing good hand hygiene. Persons who fail to adhere to these requirements will reminded of them so that they can address and correct their noncompliance. Thereafter, persons who fail to correct their behavior will be asked to leave the classroom (until such time as they comply with UNC's requirements) and may be referred to the Dean of Students Office or Human Resources. It is important that all members of the university community work together to do all we can to keep our community safe.

Equity and Inclusion
The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact Chief Diversity Officer, Dr. Tobias Guzman, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.

Food Insecurity and Basic Needs
Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.
Students who face challenges securing their food or housing and believe this may affect their performance in this course are also urged to contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS can assist students during difficult circumstances, which may include medical, mental health, personal or family crisis, illness or injury. The Dean of Students Office/SOS can be reached at dos@unco.edu or via phone at 970-351-2001.

Land Acknowledgment
The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations. As part of the learning and reflection process please visit https://native-land.ca/ or call the Office of Equity & Inclusion at 970-351-1944.