

Jos ECWA Theological Seminary



Course Syllabus

Course Number and Title: CED 6421; Educational Psychology and Learning Theory

Section/Cohort: M.A. 600 Level

Academic Credits: 3 hours

Academic Program(s): MA

School or department: Post-Graduate School

Semester or Term: Second semester 2017/2018

Instructor: Dr. Katrina A. Korb

Instructor's contact: Katrina.korb@gmail.com

Course Description

This course focuses on psychological theories that apply to education with emphasis on how learning occurs. The aim is to engage the student in understanding how people learn and grow intellectually and spiritually, and the role of education in the learning process.

Course Objectives/Learning Outcomes

By the end of this course, students should be able to:

1. Demonstrate the knowledge of the fundamental theories of learning, their relationships to educational practice and spiritual formation, and the role of biblical principles in learning.
2. Articulate the relationship between theories of learning and appropriate teaching approaches.
3. Demonstrate the ability to apply theories of learning to a specific age group.

Role of This Course

JETS seek to send forth graduates who will handle the Word of God faithfully, combining evangelistic zeal with an understanding of the contemporary social and cultural milieu. JETS emphasize high ethical standards, rigorous academics and extensive Christian holistic ministry. This course will facilitate the understanding of learning and how we can relevantly reach out to individuals to help them learn and grow.

Course Learning Indicators:

Learning will be considered as having taken place if, at the end of this course, students are able to:

1. Describe the fundamental theories of learning and determine the role of Biblical principles in learning.
2. Analyse teaching practice and its relationship to learning.
3. Write article-quality paper integrating learning theory with specific learning groups and contexts.

Course Delivery Format

There will be lectures, class interactions, and individual assignments.

Text Material for the Course

Required Readings

See Tentative Course Outline

Recommended Readings

Dow, P. E. (2013). *Virtuous minds: Intellectual character development*. Downers Grove, IL: InterVarsity Press.

Driscoll, M. P. (2005). *Psychology of learning for instruction* (3rd ed.). Boston: Pearson.

Graded Assignments

S/No	Assignment	Course Outcome	Points	Due Date
1	Personal Learning Experiences	2	20	8 March
2	Spiritual Formation Interviews	1	25	29 March
3	Development Problem Based Learning Presentation	3	10	12 April
4	Cultural Views of Learning	1	20	19 April
5	Personal Learning Theory Paper	3	25	11 May
	Total		100	

Note that all assignments descriptions and grading criteria will be distributed during the semester. Final grade will be calculated by summing the points on each assignment.

Policy on Assignment Submission

Submit all assignments in hard copy at the *beginning* of the class period in which they are due. Papers submitted after the start of class will accrue penalty for lateness.

Academic Policies

The following is not intended as a comprehensive restatement of the academic policies and procedures of the JETS. The student and instructor are referred to the Catalog, students' handbook and JETS writing guidelines for seminary-wide policies.

1. *Class Attendance Policy*: This course consists of at least 20 hours of instructional time for each credit awarded. Instructional time may include formal classroom instruction, small group activities, one-on-one interactions between a student and the instructor, among other methods. Attendance at all scheduled sessions is considered a critical element in the accomplishment of learning outcomes. Class attendance is compulsory for all students; missing more than two classes may lead to being dismissed from the class.
2. *Copies of Course Assignments*: Students are responsible for retaining a copy of all materials submitted for grading. If a paper or project is misplaced or lost in transition, the student must provide a substitute copy upon request.
3. *Academic Dishonesty*: The student is responsible to become familiar with acceptable standards for research and documentation and to abide by them. The definition of academic dishonesty and its penalties are defined and articulated in the JETS Catalog. For every assignment submitted, the students are to write in their own hand at the end of the paper the following statement and sign, "I understand and have not violated the seminary's policy on plagiarism."

Tentative Course Outline

S/No	Date	Topic(s)	Readings
1	18 Jan	Introduction to Learning	
2	25 Jan	Behaviorist Theories of Learning: Classical Conditioning and Operant Conditioning	McLeod, S. A. (2008). <i>Classical Conditioning</i> . Huitt, W., & Hummel, J. (1997). An introduction to operant (instrumental) conditioning. <i>Educational Psychology Interactive</i> . Valdosta, GA: Valdosta State University.
3	1 Feb	Cognitive Theories of Learning	Excerpt from Woolfolk, A., Winne, P. H., & Perry, N. (2016). <i>Educational psychology</i> (6 th Canadian ed.). Toronto: Pearson Canada.
4	8 Feb	Social Learning Theory	Excerpt from Woolfolk et al. (2016).
5	15 Feb	Constructivist Theories of Learning	Excerpt from Woolfolk et al. (2016).
6	22 Feb	Schema Theory	Recker, M. (2010). <i>Learning and communication theories in instructional technology</i> .
7	1 Mar	Situated Cognition	Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. <i>Educational Researcher</i> , 32, 32-42.
8	8 Mar	Meaningful Learning and Indigenous Perspectives on Learning	Canadian Council on Learning (2007). <i>Redefining how success is measured in First Nations, Inuit, and Métis Learning</i> . Ottawa, ON: Author.
	15 Mar	Break	
9	22 Mar	Developmental Perspectives on Learning	Excerpt from Woolfolk et al. (2016).
10	29 Mar	Spiritual and Character Development	Korb, K. A. (in press). Intellectual Habits and Postgraduate Studies. In T. O. Oyetunde (Ed.), <i>The ethics of postgraduate studies: Perspectives and best practices</i> ,
11	5 Apr	Motivation	Ryan, R. M. and Deci, E. L. (2000b). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. <i>American Psychologist</i> , 55, 68-78.
12	12 Apr	Development PBL Presentations	
13	19 Apr	Teaching for Effective Learning	Hattie, J. (2003, October). <i>Teachers make a difference: What is the research evidence?</i> Paper presented at the Australian Council for Educational Research Annual Conference in Building Teacher Quality, Melbourne.
14	26 Apr	Conclusion	
15	3 May	Revision	
16	11 May	Final Exam	