

ED603 Contemporary Learning Theory

How this course is setup up

ED603 Contemporary Learning Theory has been designed with a variety of assignments, using best practices in online learning, and provides you with ample opportunities to interact with your colleagues to share your teaching experiences. The course is organized by learning activities. Those are:

- Overview
- Course Content
- Personal Learning Theory
- Learning Theory Grid
- Try This
- Discussions
- Jigsaw Group Activity
- Q & A Individual Activity
- Final Project

The learning activities are described below.

Overview

The **Overview** section contains an overview of topics covered in that week, a schedule of the learning activities, the learning objectives and outcomes, and office hours.

Course Content

The **Course Content** section contains the readings for each week.

Personal Learning Theory

Your Personal Learning Theory is a written reflection describing how you believe people learn. It is drafted at the beginning of the course, and then updated at the end of the course.

Learning Theory Grid

The **Learning Theory Grid** is an assignment you will complete through this course. At the end of the course it should contain an accurate description of each of the learning theories in your own words, as well as the key elements of each of the learning theories. Please save your Learning Theory Grid to a place you will remember. Throughout ED603 Contemporary Learning Theory you will be updating this grid and submitting it on a periodic basis.

Jigsaw Group Activity

The **Jigsaw Group Activity** is based upon Jigsaw, a cooperative learning strategy that engages students in sharing the workload of reading numerous sources focused on a common theme. In this course, there are two Jigsaw groups – Jigsaw Article groups and Jigsaw Summary Groups. Article groups are assigned a reading, and each student does a written response to the reading before discussion. The article groups then discuss their assigned article with the goal of agreeing on key points to share with people who have not read their article. The article groups are then mixed up creating new small groups where all assigned readings are represented; these are the summary groups. Each article is shared, and then the summary group works together to answer questions that are posed to guide their group toward understanding the common theme of the assigned readings.

Discussions

Class Discussions should foster the deep involvement of every student in the class. The initial posts should be relevant to the topic or problem, demonstrate insight and application of course concepts, and

include evidence and support. Responses should supply meaningful reactions that extend the conversation.

Group Discussion

Group Discussions, like the class discussions, is also centered around a dialogue. But in this discussion, the class is divided into groups (using the same groups as the Try-This activities) to complete an activity, and discuss that activity.

Q&A Individual activities

Question & Answer Individual Activities are short written responses. After you post your written response you will be able to see your classmates' posts. Please comment on at least one classmates' post. This commentary may be short, but should be relevant and draw from this week's readings and your own experience in teaching.

Try This

The Try This assignment is focused on applied skills and reflective practice. It is a weekly assignment that you share with your Try This group so that you may learn from other teacher's perspectives and experiences in the classroom. Please comment on at least one submission, giving feedback to your group member.

Final Project

The Final Project requires you to design a classroom environment that reflects how you would implement what you've learned about using learning theory to create the most optimal learning situations. There should be a visual element to your project; a detailed classroom map with details, a classroom photo with captions, or so on. It should be supported by the description of a lesson methodology that highlights how your designed environment supports implementation of learning theory. At the end of the course, you will share your Final Project with your classmates, as well as provide feedback on your classmates' Final Projects.

Final Project

Please design a classroom environment that reflects how you would implement what you've what you've learned about using learning theory to create the most optimal learning situations. In detail, describe the classroom environment. There must also be a visual element to your project; a detailed classroom map with details, a classroom photo with captions, or so on. The visual element must be in a digital format; please see the file formats below. Also include a lesson methodology that highlights how your designed environment supports implementation of learning theory on your document.

You may submit a maximum of 3 files.

The file should be limited to the following formats:

- Word document
- PowerPoint document
- Excel document
- Image (.jpg, .gif)
- .mp3 or .wav (if you're describing your project in audio)
- PDF

If you would like to use another file format, it must be ***pre-approved by your facilitator***. Otherwise, your facilitator may not be able to view the file.

You must share your design with your classmates and submit it to your instructor. Please see the instructions for drop.io to share the link with your classmates.