**REQUEST FOR NEW COURSE**

**1. General Information.**

- **Submitted by the College of:** Education  
- **Today’s Date:** 11/12/09  
- **Department/Division:** Educational Psychology & Counseling

**c. Contact person name:** Dr. Kenneth Tyler  
**Email:** Kenneth.Tyler@uky.edu  
**Phone:** 257-7873

- **Requested Effective Date:** [ ] Semester following approval  
- **Specific Term/Year:**

**2. Designation and Description of Proposed Course.**

- **Prefix and Number:** EDP 657

- **Full Title:** Major Theories in Learning in Secondary Education

- **Transcript Title (if full title is more than 40 characters):** Maj Theo in Lrn in Edu

- **Cross-Listed** with (Prefix and Number): 

- **Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type.**

<table>
<thead>
<tr>
<th>1 Lecture</th>
<th>Laboratory</th>
<th>Recitation</th>
<th>Discussion</th>
<th>Indep. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical</td>
<td>Colloquium</td>
<td>Practicum</td>
<td>Research</td>
<td>Residency</td>
</tr>
<tr>
<td>Seminar</td>
<td>Studio</td>
<td>Other – Please explain:</td>
<td></td>
<td></td>
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</tbody>
</table>

- **Identify a grading system:** [ ] Letter (A, B, C, etc.)  
- **Pass/Fail**

<table>
<thead>
<tr>
<th>g. Number of credits:</th>
<th>[ ] 1</th>
</tr>
</thead>
</table>
| h. Is this course repeatable for additional credit? | **YES** [ ]  
**NO** [ ]

If YES: **Maximum number of credit hours:** 

If YES: **Will this course allow multiple registrations during the same semester?**  
**YES** [ ]  
**NO** [ ]

**i. Course Description for Bulletin:**

Perhaps E. L. Thorndike put it best when he stated that “Man’s power to change himself, that is to learn, is perhaps the most impressive thing about him”. Human learning is one of the most complex, yet intriguing phenomenological aspects of life as we know it. Indeed, it is among a select set of features in our everyday existence that can simultaneously be observed, described, personally and vicariously experienced, studied, predicted, controlled and to some degree, thoroughly explained. Though our knowledge of the mechanisms, processes, and intricacies of human learning have expanded exponentially since its humble “scientific” beginnings in the 19th century, it is important to understand and critically evaluate the many foundational theories of human learning produced during and since that time. Also, as students concerned with the overall
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psychological and academic well-being of other students (learners), it is especially significant to delve critically into whether such theories have some utility in the delivery of contemporary education-based services.

As such, 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.

<table>
<thead>
<tr>
<th>j. Prerequisites, if any:</th>
<th>Admission to the M.A. in Education (Secondary Education with initial certification option)</th>
</tr>
</thead>
<tbody>
<tr>
<td>k. Will this course also be offered through Distance Learning?</td>
<td>YES ☐ NO ☒</td>
</tr>
<tr>
<td>l. Supplementary teaching component, if any:</td>
<td>☐ Community-Based Experience ☐ Service Learning ☐ Both</td>
</tr>
</tbody>
</table>

3. **Will this course be taught off campus?**
   - YES ☐ NO ☒

4. **Frequency of Course Offering.**
   - a. Course will be offered (check all that apply): ☒ Fall ☐ Spring ☐ Summer
   - If NO, explain: __________

5. **Are facilities and personnel necessary for the proposed new course available?**
   - YES ☐ NO ☒
   - If NO, explain: __________

6. **What enrollment (per section per semester) may reasonably be expected?**
   - 60 - 3 sections of 20

7. **Anticipated Student Demand.**
   - a. Will this course serve students primarily within the degree program? YES ☒ NO ☐
   - b. Will it be of interest to a significant number of students outside the degree pgm? YES ☒ NO ☐
   - If YES, explain: M.A. in Education (Secondary Education with initial certification option)

8. **Check the category most applicable to this course:**
   - ☒ Traditional – Offered in Corresponding Departments at Universities Elsewhere
   - ☐ Relatively New – Now Being Widely Established
   - ☐ Not Yet Found in Many (or Any) Other Universities

9. **Course Relationship to Program(s).**

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

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<table>
<thead>
<tr>
<th>a. Is this course part of a proposed new program?</th>
<th>YES ☐ NO ☒</th>
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</thead>
<tbody>
<tr>
<td>If YES, name the proposed new program:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>b. Will this course be a new requirement* for ANY program?</td>
<td>YES ☒ NO ☐</td>
</tr>
<tr>
<td>If YES*, list affected programs: M.A. in Education (Secondary Education with initial certification option)</td>
<td></td>
</tr>
</tbody>
</table>

10. **Information to be Placed on Syllabus.**

<table>
<thead>
<tr>
<th>a. Is the course 400G or 500?</th>
<th>YES ☐ NO ☒</th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, the <strong>differentiation for undergraduate and graduate students must be included</strong> in the information required in 10.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.)</td>
<td></td>
</tr>
<tr>
<td>b. ☐ The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.</td>
<td></td>
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*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:

<table>
<thead>
<tr>
<th>Reviewing Group</th>
<th>Date Approved</th>
<th>Contact Person (name/phone/email)</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psy/Coun</td>
<td>11/12/09</td>
<td>Fred Danner / 257-7878 / <a href="mailto:fdanner@uky.edu">fdanner@uky.edu</a></td>
<td></td>
</tr>
<tr>
<td>Courses &amp; Curricula</td>
<td>12/3/09</td>
<td>Jeff Reese 7-4409 <a href="mailto:jeff.reese@uky.edu">jeff.reese@uky.edu</a></td>
<td></td>
</tr>
<tr>
<td>College of Education</td>
<td>12/8/09</td>
<td>Deborah Slaton 7-9795 <a href="mailto:dslaton@uky.edu">dslaton@uky.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

External-to-College Approvals:

<table>
<thead>
<tr>
<th>Council</th>
<th>Date Approved</th>
<th>Signature</th>
<th>Approval of Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Council</td>
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<tr>
<td>Graduate Council</td>
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<tr>
<td>Health Care Colleges Council</td>
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<tr>
<td>Senate Council Approval</td>
<td></td>
<td>University Senate Approval</td>
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</table>

Comments:

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6 Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.
EDP 657 Major Theories of Learning in Secondary Education

Course Syllabus

Class Location: 129 Dickey Hall
Class Day and Time:
Credit Hours: One (1)

INSTRUCTOR: Kenneth Maurice Tyler, Ph.D.
OFFICE LOCATION: 229 Dickey Hall, College of Education
OFFICE HOURS: Mondays 10-2 or by appointment
TELEPHONE: (859) 257-7873 (Main Campus)
(859) 523-1061 (home)
E-MAIL: Kenneth.Tyler@uky.edu
kennethmauricetyler@yahoo.com

REQUIRED TEXTBOOK:


COURSE DESCRIPTION:

Perhaps E. L. Thorndike put it best when he stated that “Man’s power to change himself, that is to learn, is perhaps the most impressive thing about him”. Human learning is one of the most complex, yet intriguing phenomenological aspects of life as we know it. Indeed, it is among a select set of features in our everyday existence that can simultaneously be observed, described, personally and vicariously experienced, studied, predicted, controlled and to some degree, thoroughly explained. Though our knowledge of the mechanisms, processes, and intricacies of human learning have expanded exponentially since its humble “scientific” beginnings in the 19th century, it is important to understand and critically evaluate the many foundational theories of human learning produced during and since that time. Also, as students concerned with the overall psychological and academic well-being of other students (learners), it is especially significant to delve critically into whether such theories have some utility in the delivery of contemporary education-based services.

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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, complied 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, 60-69=D and 50-59=F.

Class Attendance and Participation (30%)

This course meets a total of five (5) Wednesdays from August 29th through September 19th and again on November 14th 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) 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.
<table>
<thead>
<tr>
<th>Session</th>
<th>Lecture</th>
</tr>
</thead>
</table>
| 1       | Introductions  
What is learning?  
What is a theory?  
What is learning theory? |
| 2       | Skinner’s Behaviorist Perspective* |
| 3       | Piaget’s Cognitive Developmental Perspective* |
| 4       | Vygotsky’s Sociocultural Cognitive Developmental Perspective * |
| 5       | Bandura’s Social Cognitive Perspective * |
| 6       | Wrap-up/synthesis  
All reaction papers due |

* Denotes group presentation dates
References


