

Syllabus

Course Overview

Course Overview

Human learning is continual, complex, elaborate, and rapid. This course focuses on the theoretical principles and concepts of learning and on related research findings. Several different historical, foundational, and emergent learning theories are discussed.

Learning theories help explain why some learning activities work well in some situations but not in others. The theories that will be discussed in this course will increase your ability to know how to choose or create learning activities that will work best for the people you work with in your specialized field of psychology.

Assignments

Week 4: Annotated Bibliography

Week 6: Theory Comparison

Week 9: Individualized Learning

Discussions

Week 1: Discuss your learning "bucket list" and how your schools affected your learning.

Week 2: Critique theories that circulate in the psychological community.

Week 3: Test out the role of connectivism in learning.

Week 4: Research and discuss how learning might be affected by biological and physiological factors.

Week 5: Examine classical conditioning in order to apply it.

Week 6: Apply operant conditioning.

Week 7: Use Bandura's theories to explain and predict behaviors.

Week 8: Explore and apply a cognitive learning theory.

Week 9: Explore different types of assessments and alternatives to high-stakes testing.

Week 10: Debate screen time, and then discuss the future of learning.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Evaluate the strengths, limitations, and applications of the foundational learning theories.
- 2 Evaluate the strengths, limitations, and applications of learning principles and concepts.
- 3 Apply evidence-based research in learning theories to guide decision making and problem solving.
- 4 Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the psychological professions.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Powell, R. A., Honey, P. L., & Symbaluk, D. G. (2017). *Introduction to learning and behavior* (5th ed.). Boston, MA: Cengage. ISBN: 9781305652941

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Australian Broadcasting Corporation. (Producer). (2007). [Brain overload \[Video\]](#). Films on Demand.
- Bell, F. (2011). [Connectivism: Its place in theory-informed research and innovation in technology-enabled learning](#). *International Review of Research in Open and Distance Learning*, 12(3), 1–22.
- Dance, A. (2018). [Persistent epigenetic memory](#). *Biotechniques*, 63(3), 102–103.
- Davidson Films, Inc. (Producer). (2003). [Bandura's social cognitive theory: An introduction \[Video\]](#). Films on Demand.
- Gatto, J. T. (2000, Fall). [Nuts and bolts: Breaking out of the modern schooling trap](#). *Food & Water Journal*, 24, 1–5.
- KCET TV. (Producer). (1987). [The addicted brain \[Video\]](#). Films on Demand.
- Kohn, A. (2006). [What we haven't learned about learning](#). In *The homework myth: Why our kids get too much of a bad thing* (pp. 101–118). Cambridge, MA: Perseus Books, LLC.
- Kop, R., & Hill, A. (2008). [Connectivism: Learning theory of the future or vestige of the past?](#) *The International Review of Research in Open & Distributed Learning*, 9(3), 1–13.
- Lindell, A. K., & Kidd, E. (2011). [Why right-brain teaching is half-witted: A critique of the misapplication of neuroscience to education](#). *Mind, Brain & Education*, 5(3), 121–127.

- Mayer, R. E., Heiser, J., & Lonn, S. (2001). Cognitive constraints on multimedia learning: When presenting more material results in less understanding. *Journal of Educational Psychology*, 93(1), 187–198.
- Mitra, S. (2014). The future of schooling: Children and learning at the edge of chaos. *Prospects*, 44(4), 547–558.
- Morris, R., Tarassenko, L., & Kenward, M. (2005). Cognitive systems: Information processing meets brain science. St. Louis, MO: Elsevier Science & Technology.
- National Geographic. (Producer). (2015). Left vs. right: Brain games (season 5) [Video]. Films on Demand.
- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9(3), 105–119.
- PBS. (Producer). (2018). Learn [Video]. Films on Demand.
- Skinner, B. F. (1950). Are theories of learning necessary? *Psychological Review*, 57(4), 193–216.
- TED. (Producer). (2006). TEDTalks: Sir Ken Robinson—Do Schools Kill Creativity? [Video]. Films on Demand.
- TVF International. (Producer). (2009). Music of the brain [Video]. Films on Demand.
- Uniview Worldwide. (Producer). (1996). Classical and operant conditioning [Video]. Films on Demand.
- Watrin, J. P., & Darwich, R. (2012). On behaviorism in the cognitive revolution: Myth and reactions. *Review of General Psychology*, 16(3), 269–282.
- Willingham, D. T., Hughes, E. M., & Dobolyi, D. G. (2015). The scientific status of learning styles theories. *Teaching of Psychology*, 42(3), 266–271.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Psychological Association. (2019). Anthropomorphism. Retrieved from <https://apastyle.apa.org/style-grammar-guidelines/grammar/anthropomorphism>
- American Psychological Association. (2019). Appropriate use of high-stakes testing in our nation's schools. Retrieved from <https://www.apa.org/pubs/info/brochures/testing>
- American Psychological Association. (2019). Understanding psychological testing and assessment. Retrieved from <https://www.apa.org/helpcenter/assessment>
- APA Working Group on Assessing Student Knowledge and Skills in Psychology. (2018). Assessment guide for psychology teachers [PDF]. Available from <https://www.apa.org/>
- Pusateri, T., Halonen, J., Hill, B., & McCarthy, M. (2009). Summary of the Assessment Cyberguide for Learning Goals and Outcomes. Retrieved from <https://www.apa.org/ed/governance/bea/assess>
- TEDx. (Producer). (2010). TEDxNYED - George Siemens - 03/06/10 [Video]. Retrieved from <https://www.youtube.com/watch?v=4BH-uLO6ovI>
- USC Learning and Teaching. (2014). Overview of connectivism: Dr. George Siemens [Video]. Retrieved from <https://www.youtube.com/watch?v=yx5VHpaW8sQ>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Unit 1 >> Introduction to Learning Theories

Introduction

Time for Learning

Nancy finally managed to find time to meet with Jan, her old high school friend. Jan was excitedly sharing about a Pinterest board she had recently put together with all kinds of hobby ideas, and Nancy couldn't help but feel envious of the time Jan must have on her hands.

"I can't believe I've been in school for 18 years already! I keep going and going and learning new things for my degrees. Sometimes I used to think to myself, "If only I had the time, I would learn some things I've always wanted to." But I've always had to put school first. Then I had to put work and school first, and now I have to put work and school and my family first. I guess maybe when I'm retired I could finally get to it!"

It's easy for most to empathize with Nancy in our fast-paced and often overbooked lives. This week you will explore learning in your life so far, drawing upon your own personal experiences with learning in everyday life and in formal learning environments.

To Do List:

- **Discussions:** Discuss your learning "bucket list" and how your schools affected your learning.
- **What you Need to Know:** Consider how you will organize the learning theories. Explore writing concepts to use or avoid. Learn about schools and creativity.
- **Prepare:** Review the Week 4 assignment, Annotated Bibliography, and begin searching for research articles.

Learning Activities

u01s1 - Activity Overview

Discussion Overview

You will complete two discussions this week. In the first, you will consider if time and money were no object, what would you want to learn, and how would you like to learn it? In the second, you will discuss what effect the schools you attended had on your learning.

u01s2 - What You Need to Know

Read the [Learner Expectations](#) for important information about your success in this course.

Read the [Professional Communications and Writing Guide \[PDF\]](#). You are expected to adhere to these guidelines when writing a discussion post, peer response, or paper, as well as when using citations and references.

Organizing Theories

In this course you will be working with a variety of learning theories. Use a graphic organizer like the [Theoretical Comparisons Template \[DOC\]](#) for all of these theories to aid in your ability to sort out the assumptions, strengths and limitations of each and to aid in your ability to clearly compare them.

First Person Versus Third Person

It can be very confusing when you are asked to write about your own experiences on discussion boards and in papers but have heard for a long time that you should never use the first person in academic writing. See [Writing in Third Person \[PDF\]](#) for some help with identifying when it is appropriate to use the first person, when it is appropriate to use the third person, and how to avoid convoluted attempts at referring to yourself without using the first person.

In this course, you are encouraged to use the first person in all of the discussion boards as well as in the assignments for Week 9. However, the first person **would not be appropriate** for the assignments in Weeks 4 and 6.

Anthropomorphism

One aspect of writing that can be a challenge is what verb to use when reporting on the research. For instance, researchers can *find*, *study*, *reveal*, or *examine*, but can an article do those things too? What about a journal? The following Internet article will help you with what words to use in your writing, so that you can avoid giving human qualities to things that could not be alive:

- American Psychological Association. (2019). [Anthropomorphism](https://apastyle.apa.org/style-grammar-guidelines/grammar/anthropomorphism). Retrieved from <https://apastyle.apa.org/style-grammar-guidelines/grammar/anthropomorphism>

Creativity and School

In this famous TED Talk, Sir Ken Robinson points out all the things he believes schools have been getting wrong. As you consider what could have been done to improve your own learning experiences or ways you might assist with the future of learning, ponder what he says in this talk and why it might have resonated with so many people. Use the Capella Library to view the video:

- TED. (Producer). (2006). *TEDTalks: Sir Ken Robinson—Do Schools Kill Creativity?* [Video]. Films on Demand.

u01d1 - Write Your Discussion Post

The Learning Bucket List

Imagine you have inherited a ton of money and will never have to work for income for the rest of your life. Think of something you have wished you could experience or learn or figure out, if only you had the time, money, or energy. What would you learn, and how would you do it? Is your unique way of approaching learning this thing like other people's or is it very different?

Note: this discussion will not require you to use any course resources to complete.

Response Guidelines

In at least one reply to a peer, reflect on how you would approach learning the same thing they did.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u01d2 - Write Your Discussion Post

Is School Broken?

Watch Sir Ken Robinson take on the current education system in one of the most popular Ted Talks of all time: *TEDTalks: Sir Ken Robinson—Do Schools Kill Creativity?* [Video]. Consider your own learning experiences in schools so far, and in your discussion post, share some highlights that reflect how you believe you learned both *because of* school and *in spite of* school. Why might the ideas presented in this video be resonating with so many people today?

Response Guidelines

In at least one reply to a peer, reflect on any shared experiences or different experiences you may have had. What would account for those differences?

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u01s3 - Assignment Preparation: Annotated Bibliography

In Week 4, you will be completing an Annotated Bibliography of five research articles that are related to a learning or psychological intervention of your choice. This intervention should be connected with your field in some way and should be intended to result in a change in behavior (learning).

Take some time this week to review the assignment instructions and scoring guide in order to find out what will be expected. In addition, take a look at the [Annotated Bibliography: Structure Sample \[DOCX\]](#), which illustrates how you should format each entry.

Your bibliography will include an analysis of each article you include. Each analysis should include the following elements:

- What was the theoretical position or framework of the researchers?
- Who/what were the subjects in the study?
- What hypotheses were involved?
- How it was studied (methodology), what instruments were used?
- What was discovered (results)?
- How the findings influenced the standing of the learning theory.
- An evaluation of the effectiveness of use of the intervention in practice.
- The strengths and limitations of the study.

For this assignment, you will be required to use research articles. As you begin your search, if you encounter an article you would like to review, but are not able to identify the features noted above, you probably do not have the right type of article and should keep searching.

The [Psychology Research Guide](#) will help direct your research and provide helpful tips, as well.

Unit 2 >> Working With Theory

Introduction

Things Have Changed

Excited for a new school year, John arrived at school during his planning week and read through the announcements. His new principal wanted all teachers to give students a learning styles assessment and then each teacher was being asked to put together curriculum to match the learning styles of those in the classroom. Each teacher was also being asked to assign at least two hours of homework per week.

John immediately went to the administrator's office, ready with a handful of references about how these ideas have not held up to research scrutiny, and that they might actually be harmful to kids. The principal chuckled and said, "John, my hands are tied... this was not me. I am in full agreement with you, but the PTA and school board came up with this. Would you be interested in being on an advisory board this year to help them understand how things have changed, and why these are not great ideas?"

Theories related to how people learn have undergone continual scrutiny, research, and testing. Occasionally, something that seemed to be a good idea at one point is later discounted. If the trendy ideas have found their way into the popular culture, it can be hard for both learners and educators to let go and embrace new ways of thinking. This week, you will have the opportunity to explore several controversies related to learning.

To Do List:

- **Discussion:** Critique theories that circulate in the psychological community.
- **What you Need to Know:** Explore evaluating and testing theories.

Learning Activities

u02s1 - Activity Overview

Discussion Overview

This week, you will discuss the debate regarding learning styles. You will then consider what other theories or psychological trends might be ready for the "theory boneyard."

u02s2 - What You Need to Know

Evaluating Theories

- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9(3), 105–119.
 - When a good-sounding theory finds its way into the mainstream, and then is debunked by a lot of experts, it can still hang on with popular culture and various disciplines. This article highlights well how this happened and suggests reasons “learning styles” seems to keep coming back around.
- Willingham, D. T., Hughes, E. M., & Dobolyi, D. G. (2015). The scientific status of learning styles theories. *Teaching of Psychology*, 42(3), 266–271.
 - This article highlights how researchers might go about testing a theory like learning styles to determine if it is still panning out.
- TVF International. (Producer). (2009). Music of the brain [Video]. Films on Demand.
 - View Section 27: Mozart Effect in the video. If you listen to specific kinds of music, can you be smarter or learn better?
- National Geographic. (Producer). (2015). Left vs. right: Brain games (season 5) [Video]. Films on Demand.
 - Can we really be left- or right-brained? Have you ever been told you are one or the other “dominant”? Here, these ideas are explored and explained.
- Skinner, B. F. (1950). Are theories of learning necessary? *Psychological Review*, 57(4), 193–216.
 - B. F. Skinner challenged theory while his own theories were in development. Take a peek at historical writing on theory and see if you can discern what Skinner was most concerned about with developing theories of learning (when there were not yet a whole lot of them to juggle).

u02d1 - Write Your Discussion Post

Considering Theory Trends

Part 1

This week’s resources include selections from the learning styles debate. Learning styles were once extremely popular in education, and in some contexts remain so. However the theory has not held up, and some say it might do more harm than good. Share your experiences with learning styles so far in your life and your reactions to the research and theoretical arguments provided on learning styles this week.

Part 2

What are some other learning theories or psychological trends based in learning that you suspect may be ready for the “theory boneyard”? Consider things that have been in popular culture such as babysigning, the Mozart effect, multiple intelligences, or others that have generated a lot of money for investors looking to cash in on learning trends.

Response Guidelines

In your two replies to your colleagues’ posts, provide additional research support for their findings. What can you add to the collection of information on how this theory has not held up over time? What can you add for support of opposing points of view?

Be sure to use APA Style and Format for any references that you cite.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

Unit 3 >> Connectivism

Introduction

Down the Rabbit Hole

Mark was looking a bit scraggly this morning coming in to work, and his colleague Ann noticed it.

"Hey Mark! Did you sleep enough last night? You look tired!"

"You know it, Ann. Last night I went down the rabbit hole, for sure. I went looking to see if I could learn more about what's happening with this next election and before you know it, I was watching a man in India removing strange growths from a lady's nose. I did get a really good understanding of the candidates though!"

Mark and Ann had a fun time that day during breaks sharing links to more videos, and by the end of the week, Mark had sent a donation to a veterinarian in Gambia who removes strange growths from dogs.

We'll start the theoretical exploration this term with a look at a fresh new theory in learning. George Siemens' connectivism has emerged as an option to explain and predict the learning of the modern person. This week, we will attempt to use this theory in application and engage in a scholarly critique.

To Do List:

- **Discussion:** Test out the role of connectivism in learning.
- **What you Need to Know:** Explore Siemens' connectivism theory
- **Prepare:** Review and select a case study to use for the Week 6 assignment, Theory Comparison. Select two learning theories and begin researching them.

Learning Activities

u03s1 - Activity Overview

Discussion Overview

This week's discussion involves going down a rabbit hole of your own and critiquing this theory in its ability to explain and predict your learning.

u03s2 - What You Need to Know

Connectivism

- Kop, R., & Hill, A. (2008). Connectivism: Learning theory of the future or vestige of the past? *The International Review of Research in Open & Distributed Learning*, 9(3), 1–13.
 - Kop and Hill present an example of a critical review when connectivism was a newer idea coming into the field. As you read through this article, consider how some of these concerns have been addressed since 2008 or are still present in the theoretical community.
- Bell, F. (2011). Connectivism: Its place in theory-informed research and innovation in technology-enabled learning. *International Review of Research in Open and Distance Learning*, 12(3), 1–22.
 - Here, we will see a breakdown of the strengths and limitations of connectivism and some suggestions as to what can be done with the theory to make it stronger.

Siemens on Connectivism

- In the following videos, Siemens explains the development of his theory and how his own experiences led to his formulations. Then Siemens delves into his concerns and the future directions of the theory.
 - USC Learning and Teaching. (2014). Overview of connectivism: Dr. George Siemens [Video]. Retrieved from <https://www.youtube.com/watch?v=yx5VHpaW8sQ>
 - Running time: 3:14.

- TEDx. (Producer). (2010). *TEDxNYED - George Siemens - 03/06/10* [Video]. Retrieved from <https://www.youtube.com/watch?v=4BH-uLO6ovI>
 - Running time: 18:17.

u03d1 - Write Your Discussion Post

Connectivism and the Rabbit Hole

It's time to go down the rabbit hole. Attempt to learn something that was presented in the Week 1 discussion, either your own idea for learning or something interesting that another person wanted to learn. Starting with your initial investigation, document your path through learning this new thing. Where did you end up? Then, consider what you read about connectivism. Can connectivist ideas explain your rabbit-hole learning? What other types of learning could it help to explain, and what kinds of learning would it not be able to explain?

Then, try out this theory with a case study or two from [Learning Theories: Case Studies](#). Could you come up with hypotheses about the things these people have learned so far using only this theory? In what ways did it explain things well (strengths) and in what ways were you unable to explain learning with this theory (limitations)?

Response Guidelines

Respond to at least two of your peers, specifically to their speculation on the role of connectivism in the future of learning theory. Point to evidence-based research that either supports their contention or challenges it.

Be sure to use [APA Style and Format](#) for any references that you cite.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u03s3 - Assignment Preparation: Theory Comparison

In Week 6, you will complete the assignment, Theory Comparison. Read through the assignment description and scoring guide so that you have an understanding of how your work will be assessed.

To prepare, review [Learning Theories: Case Studies](#). Choose one case you would like to use for the assignment. Then, choose two of the following theorists. Once you have chosen your two theories, begin doing your independent research for your paper. If there is a specific learning theory you are currently working with in your studies that is not in this list, and you would prefer to use it, check with your instructor about using it for this paper.

- Köhler's insight theory/Gestalt.
- Vygotsky's sociocultural theory of learning.
- Bruner's discovery learning.
- Knowles' andragogy.
- Rogers' humanism (used as a theory of learning).
- Hebb's neuropsychological theory.
- Miller's information processing theory.
- Festinger's theory of cognitive dissonance.
- Skinner's behaviorism.
- Watson's behaviorism.
- Pavlov's behaviorism.
- Bandura's social learning theory (1977).
- Bandura's social cognitive theory (1986).
- Siegel's connectivism.
- Mayer's cognitive theory of multimedia learning.

The [Psychology Research Guide](#) will help direct your research and provide helpful tips, as well.

Unit 4 >> Biological and Physical Explanations of Learning

Introduction

"Catch-On"

Larry and Anja were talking one day about how fast Anja can learn new things. Larry said, "It's like you hear it once and then just get it, that fast!"

Anja shared that everyone in her family is like that, and she thinks she inherited "catch-on" from her grandfather. "There is a dark side, though," she added. "When I've had to spend extra time on something to figure it out, it feels strange—like I have lost a superpower."

Could learning be explained fully using only physical and neurological theory? This week, you will present information on physical and biological theories of learning and critique their ability to explain and predict learning in humans.

Last week you practiced connectivism in your searching for information, and this week you will be asked to once again take a connectivist approach to seeking out biological and neurophysiological explanations of learning.

To Do List:

- **Discussion:** Research and discuss how learning might be affected by biological and physiological factors.
- **Assignment:** Complete an Annotated Bibliography.
- **What you Need to Know:** Research biological and physiological explanations of learning.

Learning Activities

u04s1 - Activity Overview

Discussion Overview

In the discussion this week, you will be sharing your findings from your own research into biological and neurological explanations of learning.

Assignment Overview

The Week 4 assignment will involve compiling an annotated bibliography, in which you will present summaries and critiques of research on learning and psychological interventions.

u04s2 - What You Need to Know

Biological and Physiological Explanations of Learning

- Lindell, A. K., & Kidd, E. (2011). Why right-brain teaching is half-witted: A critique of the misapplication of neuroscience to education. *Mind, Brain & Education*, 5(3), 121–127.
 - A look at the ideas behind an old theory, that people are either right-brained or left-brained, and how ideas can be misused to the detriment of learners.
- Dance, A. (2018). Persistent epigenetic memory. *Biotechniques*, 63(3), 102–103.
 - In this short article, the author explains how epigenetics works and shares how research is being conducted on ideas such as genetic memory.

Discussion Preparation

To prepare for this week's discussion, you will need to locate research and/or theoretical information (that has been presented in the last five years) on the topic of biological and physiological theories of learning. The following video will help you get started on a line of research for your post.

- PBS. (Producer). (2018). [Learn \[Video\]](#). Films on Demand.

u04d1 - Write Your Discussion Post

Biological and Physiological Theories of Learning

Can learning be affected by DNA? Epigenetics? Evolution? By gut microbiomes? By heart function? Can the ability to learn be inherited? What explanations are there from the neuropsychological community to explain learning? Can we observe changes in the physical body as a result of learning? In what ways does technology (such as DNA testing, brain scans, or blood testing) influence our understanding of human learning?

On your own this week, find some research and/or theoretical information that has been presented in the last five years to share with your colleagues. Summarize your findings in your post, and suggest ideas for future research in the area. The PBS video, [Learn](#), may help you get started on a line of research for your post.

Response Guidelines

Respond to two of your peers this week, adding questions to the lines of inquiry they have presented and/or providing answers to your colleagues' questions that you may have found in your own research.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u04a1 - Annotated Bibliography

An annotated bibliography is a list of referenced articles. Each reference is followed by a brief, descriptive, and evaluative paragraph. The purpose of this paragraph, known as the annotation, is to inform the reader about the relevance, accuracy, and quality of the source. At the professional level, annotated bibliographies let you see what is current in the literature and where your own research or scholarship can fit.

In this assignment, you will develop an annotated bibliography comprising five research articles that are related to interventions in learning. In the fields of sports psychology, clinical psychology, educational psychology, I/O psychology, counseling psychology, ABA, and so on, we are asked to demonstrate the merit of our ideas. It is important for you to be competent in offering that support, as it will help with professional challenges such as securing grants, conducting effective treatment sessions, gaining parent cooperation, challenging school boards, or suggesting changes to existing policies.

Prepare

Using the Capella Library, locate five research studies related to the learning or psychological intervention of your choice. This intervention should be connected with your field in some way and should be intended to result in a change in behavior (learning). The range of possible interventions is quite endless, so if you have questions about the suitability of your choice of intervention to study, you may contact your instructor.

Be sure that the intervention you are choosing is related to a learning or psychological issue in which the goal is to address learning something new or to adjust previous learning.

There are different types of articles you will encounter while locating studies:

- Research articles present original research.
- Review articles discuss research already presented elsewhere.
- Survey articles are comprehensive review articles that discuss an entire field or area of research, and may include meta-analyses.
- Theoretical articles that explain an emerging theory.

For this assignment, you will be required to use research articles. If you encounter an article you would like to review, but are not able to identify the features noted below, you probably do not have the right type of article and should keep searching.

Assignment Instructions

Write a 5-page annotated bibliography that addresses the following:

- Analyze theoretical orientation in research across multiple studies.
 - Locate the theoretical position or framework within each article. Explain which learning theory is being used as a framework for the research. Consider the current status of the learning theory in your analysis.
- Analyze the research methodology used to study psychological and educational interventions.
 - Provide a complete analysis of the research methodologies common to the study of learning theory.
 - Include subjects, hypotheses, methods and instruments, if any. Look at the strengths and limitations of the study.
- Evaluate the results of the research.
 - Evaluate the effectiveness of the use of the intervention in practice.
 - What did the research reveal about this intervention?
 - How did the results of this research influence the field?
- Use paraphrasing and summarization to represent ideas from external sources.
 - Interpret and synthesize credible sources.
- Apply APA style and formatting to scholarly writing.
 - Exhibit adherence to stylistic conventions, document structure, and source attributions.

Develop an annotated bibliography of each article that includes:

- The APA reference for the study being reviewed. This will be at the top of the page. Because the reference leads your annotation, you do not need to use in-text citations to the reference. The annotation that follows is indented in its entirety under the reference line.
- An analysis of the article:
 - The strengths and limitations of the study.
 - An evaluation of the effectiveness of use of the intervention in practice.
 - How the findings influenced the standing of the learning theory.
 - What was discovered (results)?
 - How it was studied (methodology), what instruments were used?
 - What hypotheses were involved?
 - Who/what were the subjects in the study?
 - What was the theoretical position or framework of the researchers?

Use the [Annotated Bibliography: Structure Sample \[DOCX\]](#) as a guide to how an APA-formatted annotated bibliography should be structured.

Additional Requirements

To achieve a successful assignment experience and outcome, you are expected to meet the following requirements.

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **Tone:** Write in the third person, adhering to conventions of academic tone.
- **References:** At least five scholarly research articles (from peer-reviewed journals).
- **APA format:** References should be formatted according to current APA style. Refer to [APA Style and Format](#).
- **Length of paper:** Five pages
- **Font and font size:** Times New Roman, 12 point.

Note: This annotated bibliography is partially an assessment of your ability to interpret and summarize research. Thus, no direct quoting should be used.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Evaluate the strengths, limitations, and applications of the foundational learning theories.
 - Analyze theoretical orientation in research across multiple studies.
- Evaluate the strengths, limitations, and applications of learning principles and concepts.
 - Analyze the research methodology used to study psychological and educational interventions.
- Apply evidence-based research in learning theories to guide decision making and problem solving.
 - Evaluate the results of the research.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the psychological professions.
 - Use paraphrasing and summarization to represent ideas from external sources.

- Apply APA style and formatting to scholarly writing.

Note: Your instructor may use the [Writing Feedback Tool](#) when grading this assignment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing, based on five core skills. You will find writing feedback in the scoring guide for the assignment, once your work has been evaluated. Learn more about the Writing Feedback Tool on the course Tools and Resources page.

Unit 5 >> Classical Conditioning

Introduction

Orange and Salt

When Janice was a junior in college, she and her roommates regularly went to dollar-margarita night at the local pub. These margaritas were made with tequila, lime juice, and orange liqueur. Each week, Janice drank far too many margaritas, and each week she found herself sick all night after the outing. She'd groan, "When will I ever learn my lesson?" while resting her head on the cool toilet seat.

They all went back home for the summer, but the first week back to town her roommates were excited to go to dollar-margarita night. Janice felt queasy just thinking about it, but she pushed through. When they arrived at the pub, she could smell margaritas in the air and immediately dashed for the bathroom where she was instantly sick—having drunk no margaritas at all! Then, the next week she found she couldn't stand the flavor of orange, or salty flavors, or even the bottle of tequila they kept in the cabinet. To her, it was all completely revolting.

Most people can find hundreds of examples of classical conditioning in their own lives and in those of the people and animals they know. Many psychological and learning interventions derive from classical conditioning ideas. This week, you will explore how these examples and interventions interact.

To Do List:

- **Discussion:** Examine classical conditioning in order to apply it.
- **What you Need to Know:** Explore classical conditioning and its application.
- **Prepare:** Identify a minimum of five articles to use for the Week 6 assignment, Theory Comparison. Begin writing your paper.

Learning Activities

u05s1 - Activity Overview

Discussion Overview

In this week's discussion, you will examine classical conditioning and apply it to your own life and to one of the case studies in class.

u05s2 - What You Need to Know

Classical Conditioning

The following resources will provide you with examples and applications of classical conditioning that will help you complete this week's discussion.

From the Capella Library:

- Uniview Worldwide. (Producer). (1996). *Classical and operant conditioning [Video]*. Films on Demand.
 - This video on classical and operant conditioning (operant conditioning will be addressed in more detail next week) will give you a lot of examples and detail about how each theory works, in both the original discovery of the theories as well as modern-day application of the theories.
- Watrin, J. P., & Darwich, R. (2012). *On behaviorism in the cognitive revolution: Myth and reactions*. *Review of General Psychology*, 16(3), 269–282.

From your textbook, *Introduction to Learning and Behavior*, read:

- From Chapter 4, "Some Basic Conditioning Phenomena," and "Three Extensions to Classical Conditioning," pages 133–151.
 - This introduction to classical conditioning will give you a solid foundation of how UCS, CS, UCR, CR, and NS all work together.
- From Chapter 5, "Practical Applications of Classical Conditioning," pages 179–202.
 - This chapter gets into more real-world applications of classical conditioning, including an examination of how fears and phobias develop in humans.

u05d1 - Write Your Discussion Post

Classical Conditioning and Conditioned Emotional Responses

This discussion has three parts:

1. What are some of the major theoretical assumptions of classical conditioning that set it apart from other theories of learning? What does this theory explain well about learning, and what does it not explain well?
2. Review the presentation, [Learning Theories: Case Studies](#). Choose one case study to use for this discussion. Using classical conditioning, identify a possible CER (conditioned emotional response) that the individual could have previously learned. Describe what in the example would be a conditioned stimulus, neutral stimulus, conditioned response, unconditioned stimulus, unconditioned response.
3. Finally, reflect on your own experiences with CERs. What behaviors have you noticed in everyday life, in other people or in yourself, that could have been conditioned this way?

Response Guidelines

Respond to two of your colleagues, suggesting additional classical conditioning features that could apply to their examples.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u05s3 - Assignment Preparation: Theory Comparison

Your Theory Comparison assignment is due in Week 6. By this time, you should have selected the case study from [Learning Theories: Case Studies](#). In addition, you should have chosen two theorists from the following list, that you will use for your comparison:

- Köhler's insight theory/Gestalt.
- Vygotsky's sociocultural theory of learning.
- Bruner's discovery learning.
- Knowles' andragogy.
- Rogers' humanism (used as a theory of learning).
- Hebb's neuropsychological theory.
- Miller's information processing theory.

- Festinger's theory of cognitive dissonance.
- Skinner's behaviorism.
- Watson's behaviorism.
- Pavlov's behaviorism.
- Bandura's social learning theory (1977).
- Bandura's social cognitive theory (1986).
- Siegel's connectivism.
- Mayer's cognitive theory of multimedia learning.

Select a minimum of five scholarly articles from peer-reviewed journals from your research to support your comparison. Books and other sources can be used, if needed, in addition to the journal articles. Organize your research and begin drafting your paper.

Unit 6 >> Operant Conditioning

Introduction

Naughty Food

"Looking great, Ann!" said Doris, who noticed Ann was really slimming down. She'd also been seeing Ann at the gym much more frequently. "What's your secret?"

Ann winked and said, "Doris, I'll be honest with you: I couldn't even come close to this without a total cheat day. Mine's tomorrow. and I have the most delicious lineup of naughty food ready. Otherwise I barely eat a thing all week, just salads, salads, and more boring salads!"

From explaining children's meltdowns at the checkout to explaining why we pound on TV sets and vending machines, operant conditioning is able to explain quite a lot about learning in a straightforward manner. When it comes to the inner workings of human emotion and insight, it might not explain as well.

To Do List:

- **Discussion:** Apply operant conditioning.
- **Assignment:** Compare two learning theories.
- **What you Need to Know:** Explore operant conditioning.

Learning Activities

u06s1 - Activity Overview

Discussion Overview

In this week's discussion, you will apply operant conditioning to the case study as well as to your own everyday life.

Assignment Overview

The assignment due this week involves comparing two learning theories, as you apply each to the same case study and determine their efficacy in that situation.

u06s2 - What You Need to Know

Operant Conditioning

From your textbook, *Introduction to Learning and Behavior*, read:

- Chapter 6, "Operant Conditioning: Introduction," pages 209–253.
 - This chapter provides an overview of the main features and assumptions of operant conditioning.
- Chapter 9, "Escape, Avoidance, and Punishment," pages 334–372.
 - This chapter provides more of the human experience with how operant conditioning changes behavior.

From the Capella Library:

- KCET TV. (Producer). (1987). *The addicted brain* [Video]. Films on Demand.
 - In this video, operant conditioning is used to explain addictions.

u06d1 - Write Your Discussion Post

Apply Operant Conditioning

This discussion has three parts:

1. What are some of the major theoretical assumptions of operant conditioning that set it apart from other theories of learning? What does this theory explain well about learning, and what does it not explain well?
2. Review the presentation, [Learning Theories: Case Studies](#). Choose one case study to use for this discussion. Using operant conditioning, identify a possible behavior that the individual could have previously learned. In what ways could the operations of negative reinforcement, positive reinforcement, and punishment be used to hypothesize what the individual has previously learned? What kind of intervention would work for this person if we are using an operant conditioning theoretical framework?
3. Share ways in which you have seen operant conditioning in action in your own life. When you have witnessed a behavior change or an attempt at a behavior change, how might operant conditioning explain what you observed?

Response Guidelines

Respond to two of your colleagues, suggesting additional operant functions that could apply to their examples.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u06a1 - Theory Comparison

For this assignment, you will examine how two theories could be compared in their application to an everyday learning situation. You will describe the basic tenets of each theory. Use theory-specific terminology to hypothesize how the person in the case study has learned things so far that has resulted in the current challenge, and what will likely come next. Then, you will provide a theoretically-grounded and evidence-based solution to the problem.

Assignment Instructions

Choose one of the provided case studies from [Learning Theories: Case Studies](#). There is no need to re-copy the case from the presentation into the paper. Use the case name in the title of your paper, and that will suffice to let your reader know which person you will be working with.

Choose two learning theories from the list provided. Notice that you may be using theories not covered elsewhere in the course. If there is a specific learning theory you are currently working with in your studies that is not in this list, and you would prefer to use it, check with your instructor about using it for this paper.

- Köhler's insight theory/Gestalt.
- Vygotsky's sociocultural theory of learning.

- Bruner's discovery learning.
- Knowles' andragogy.
- Rogers' humanism (used as a theory of learning).
- Hebb's neuropsychological theory.
- Miller's information processing theory.
- Festinger's theory of cognitive dissonance.
- Skinner's behaviorism.
- Watson's behaviorism.
- Pavlov's behaviorism.
- Bandura's social learning theory (1977).
- Bandura's social cognitive theory (1986).
- Siegel's connectivism.
- Mayer's cognitive theory of multimedia learning.

To complete this assignment, you will need to:

- Explain the basic assumptions, strengths, and limitations of each learning theory.
- Analyze the ability of each theory to explain and predict a case.
 - Using terms and concepts from your first theory, describe the case study, hypothesizing how this person has learned things so far to result in their current challenge. Then, predict what will come next for them using theoretical concepts.
 - Then, using terms and concepts from your second theory, describe the case study once again, hypothesizing how this person has learned things so far to result in their current challenge. Then, predict what will come next for them using theoretical concepts.
- Analyze an intervention.
 - Explore at least one intervention for the challenge presented in the case that would be grounded in or connected with one of the theories.
 - Explain why it would work better than an intervention grounded in the alternate theory, using evidence from your research.
- Apply APA style and formatting to scholarly writing.
 - Exhibit adherence to stylistic conventions, document structure, and source attributions.

Additional Requirements

- **Written communication:** Write coherently to support central ideas, in appropriate APA format, and with correct grammar, usage, and mechanics.
- **Tone:** Write in the third person, adhering to conventions of academic tone.
- **Length of paper:** 4–6 typed, double-spaced pages, not including the title page or reference page.
- **References:** At least five scholarly articles (from peer-reviewed journals). Books and other sources can be used, if needed, in addition to the journal articles.
- **APA format:** Follow current APA guidelines for style and formatting, as well as for citing your resources in the body of your paper and in alphabetical order on the Reference page. Refer to [APA Style and Format](#).
- **Font and font size:** Times New Roman, 12 point, double-spaced.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Evaluate the strengths, limitations, and applications of the foundational learning theories.
 - Analyze the ability of each theory to explain and predict a case.
- Evaluate the strengths, limitations, and applications of learning principles and concepts.
 - Explain the basic assumptions, strengths, and limitations of one learning theory.
 - Explain the basic assumptions, strengths, and limitations of a second learning theory.
- Apply evidence-based research in learning theories to guide decision making and problem solving.
 - Analyze an intervention.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the psychological professions.
 - Apply APA style and formatting to scholarly writing.

Note: Your instructor may use the [Writing Feedback Tool](#) when grading this assignment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing, based on five core skills. You will find writing feedback in the scoring guide for the assignment, once your work has been evaluated. Learn more about the Writing Feedback Tool on the course Tools and Resources page.

Introduction

Copying Thomas

All through school, Dan struggled to fit in. He dreamed of someday being the popular kid...a kid like Thomas, who was attractive, a jock, adored by the girls, and an overall competent sort of kid. Thomas never seemed to have an awkward moment.

Little by little, Dan started to look a bit like Thomas. He got the same jeans, styled his hair the same way, started to lean his head to the side just like Thomas, and his parents noticed he was even using some different speech patterns. One day, Thomas said to him with his friendly smile, "Dude, are you biting my style?" Dan was taken aback. He took stock of his behavior, and he was horrified. He really had been copying Thomas quite a bit and was not even aware of it.

Social learning theory, and later social cognitive theory, did a lot to account for aspects of learning that could not be explained by basic behaviorism.

To Do List:

- **Discussion:** Use Bandura's theories to explain and predict behaviors.
- **What you Need to Know:** Explore Bandura's social cognitive theories.
- **Prepare:** Review the Week 9 assignment, Individualized Learning, and select a learning theory to apply to your own preferred way of learning, as well as a case study.

Learning Activities

u07s1 - Activity Overview

Discussion Overview

In the discussion this week, you will use Bandura's theories to explain and predict behaviors in your own life and with the case studies.

u07s2 - What You Need to Know

Social Cognitive Theories

From the Capella Library:

- Davidson Films, Inc. (Producer). (2003). *Bandura's social cognitive theory: An introduction* [Video]. Films on Demand.
 - Listen to Albert Bandura talking about his theories, his research, and how he was influenced over time to create this understanding of human learning.
 - Running time: 36:58.

From your textbook, *Introduction to Learning and Behavior*, read:

- Chapter 11, "Observational Learning and Rule-Governed Behavior," pages 416–452.
 - This chapter focuses on two process that alter behavior patterns through indirect means.

u07d1 - Write Your Discussion Post

Applying Bandura's Theories

This discussion has three parts:

1. What are some of the major theoretical assumptions of Bandura's theories that set them apart from other theories of learning? What does this theory explain well about learning, and what does it not explain well?
2. Review the presentation, [Learning Theories: Case Studies](#). Choose one case study to use for this discussion. Using social learning theory and/or social cognitive theory, identify and describe a possible behavior that the individual could have previously learned. What kind of intervention would work for this person if we are using this theoretical framework?
3. Share ways in which you have seen social learning in action in your own life. What trends or fads have you found yourself engaged in that could have been the result of learning vicariously?

Response Guidelines

Respond to two of your colleagues, offering perspectives from Bandura's theories that could add further explanation to their experiences and examples.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u07s3 - Assignment Preparation: Individualized Learning

In Week 9, you will complete the assignment, Individualized Learning. Read through the assignment description and scoring guide so that you have an understanding of how your work will be assessed. To prepare:

- Identify what you would learn if you could have unlimited time, energy, and effort.
- Determine which learning theory you will use to explain your understanding of this topic, concept, or skill.
- Review [Learning Theories: Case Studies](#), and choose one case you would like to use for the assignment.
- Explore how the theory you selected for your own learning would apply to the case study you selected.

Unit 8 >> Cognitivist Theories

Introduction

Mnemonics and Chunking

Sam is sitting at the dining room table attempting to memorize his list of state capitals. Luckily, his mom is a graduate student in psychology and has some ideas as to how he might maximize the space he has available in his memory with some handy mnemonics and chunking.

Cognitivism emerged as a result of the limitations of behaviorism that you explored previously in the course. Modern cognitivists often liken learning to computer functions. This week, you will engage in some independent research to find out more about the contributions of cognitive theories to the psychology of learning.

To Do List:

- **Discussion:** Explore and apply a cognitive learning theory.
- **What you Need to Know:** Research cognitive learning theories

Learning Activities

u08s1 - Activity Overview

Discussion Overview

Research cognitive learning theories, and select one to apply to a case study.

u08s2 - What You Need to Know

Cognitive Load, Overload and Constraints

From the Capella Library:

- Australian Broadcasting Corporation. (Producer). (2007). *Brain overload [Video]*. Films on Demand.
 - A look at cognitive load and overload, and how they relate to concepts like schoolwork and homework.
- Mayer, R. E., Heiser, J., & Lonn, S. (2001). *Cognitive constraints on multimedia learning: When presenting more material results in less understanding*. *Journal of Educational Psychology*, 93(1), 187–198.
- Morris, R., Tarassenko, L., & Kenward, M. (2005). *Cognitive systems: Information processing meets brain science*. St. Louis, MO: Elsevier Science & Technology.
 - Read "Section 4: Memory," pages 189–260. This reading explores the different types of memory systems in the brain, as well as life-science and physical-science approaches to learning and memory.

Discussion Preparation

On your own this week, do research into cognitive learning theories. Find a learning theory and theorist to use in this week's discussion post.

u08d1 - Write Your Discussion Post

Applying Cognitive Theories

On your own, do research into cognitive learning theories. Find a learning theory and theorist to use for this discussion.

This discussion has three parts:

1. Establish the theory you found as belonging in the cognitivist realm. What are some of the major theoretical assumptions of this cognitive or information-processing theory that sets it apart from other theories of learning? What does this theory explain well about learning, and what does it not explain well?
2. Review the presentation, [Learning Theories: Case Studies](#). Choose one case study to use for this discussion. Using the theory you found, identify and describe a possible behavior that the individual could have previously learned. What kind of intervention would work for this person if we are using this theoretical framework?
3. Share ways in which you have seen this theory in action in your own life.

Response Guidelines

Respond to two of your colleagues, offering perspectives from your theory that could add further explanation to their experiences and examples.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

Unit 9 >> Personalizing Learning

Introduction

Becoming Test Wise

“One more hoop,” thought Mark, as he walked into what he hoped would be the last test he’d ever have to take in his life. He studied only a little while for this licensure test, hoping that he had enough in his memory from graduate school to get a passing score.

After the test, he called his brother and shared how astounded he was that very few of the questions seemed to have much at all to do with the profession, and how happy he was that over time he’d become test wise, because he was using that skill far more than anything he learned in school.

Assessment is necessary in order to find out if learning has occurred, but it can also be used recklessly and with too much at stake. This week, you will engage in the debate surrounding the practice of assessment.

To Do List:

- **Discussion:** Explore different types of assessments and alternatives to high-stakes testing.
- **Assignment:** Explore which learning theory works best to explain your own learning.
- **What you Need to Know:** Find assessments common to your profession.

Learning Activities

u09s1 - Activity Overview

Discussion Overview

In this week’s discussion, you will engage in an exploration of the types of assessments and come up with alternatives to high-stakes testing.

Assignment Overview

This week’s assignment involves sharing which learning theory works best to explain your own learning and how you will learn more about your idea from Week 1.

u09s2 - What You Need to Know

Finding Assessments

In the Capella Library and trusted online sources, find assessments common to your profession. Some of the following Web pages may give you a start on your search.

- APA Working Group on Assessing Student Knowledge and Skills in Psychology. (2018). [Assessment guide for psychology teachers](https://www.apa.org/) [PDF]. Available from <https://www.apa.org/>
 - This guide presents helpful information related to the assessment of basic psychology knowledge in high-school students.
- Pusateri, T., Halonen, J., Hill, B., & McCarthy, M. (2009). [Summary of the Assessment Cyberguide for Learning Goals and Outcomes](https://www.apa.org/ed/governance/bea/assess). Retrieved from <https://www.apa.org/ed/governance/bea/assess>
 - This guide presents helpful information related to the assessment of psychology knowledge in undergraduates.
- American Psychological Association. (2019). [Understanding psychological testing and assessment](https://www.apa.org/helpcenter/assessment). Retrieved from <https://www.apa.org/helpcenter/assessment>
 - A brief explanation of assessment of psychological issues across a wide range.

- American Psychological Association. (2019). [Appropriate use of high-stakes testing in our nation's schools](https://www.apa.org/pubs/info/brochures/testing). Retrieved from <https://www.apa.org/pubs/info/brochures/testing>
 - APA presents a description of high-stakes testing as well as some concerns about the practice.

u09d1 - Write Your Discussion Post

Assessments

In order to find out if learning has occurred, we need to use some kind of assessment. In your post this week, share your experiences with various forms of learning assessment in your own learning experience and in your personal and professional activities. Share some of the controversy surrounding the use of standardized assessments with children and adults, and suggest alternatives to what we have been doing so far that could be more effective. Share an example of an assessment common to your profession. What are some of the pros and cons of using this assessment?

Response Guidelines

In your two replies to peers, find someone who has explained a different kind of assessment than you did. Compare and contrast the effectiveness of two types of assessments.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u09a1 - Individualized Learning

Traditionally, schools have been seen as the place where learning occurs, yet people are continually learning all day, every day. In this assignment, you will explore how you learn best when you are learning something of interest, and you will compare and contrast your preferences with a case study.

Assignment Instructions

Part 1

In the Week 1 discussion, you explored what you would learn if you could have unlimited time, energy and effort. In this assignment, you explore how you would do this in more detail.

- Apply learning theory terminology and concepts to describe the learning situation.
 - Identify what it is you will be learning.
 - Using a learning theory of your choice from any presented in the course, explain your understanding of this topic, concept, or skill so far.
 - Describe how you will go about learning your new topic, concept, or skill.
 - Predict what you should be able to do or understand after your learning experience, using terms from this theory.
- Justify which learning theory best supports the personal learning situation.
 - Explain why this plan works best for you. Is it your personality, experience, knowledge, or something else that makes this the best plan?
 - Critique this theory. What could it explain well about you and your learning plan, and what could it simply not explain?

Part 2

Select a case from [Learning Theories: Case Studies](#).

- Analyze the ability of a theory to explain and predict a case
 - Identify what the person in the case was hoping to learn.
 - Explore if your approach to learning your topic, concept, or skill from Part 1 would work effectively for the person in the selected case to learn their topic, concept, or skill.
 - Explain any challenges that would be involved for the person from the case study learning this way.
 - Critique the learning theory you chose in Part 1 for its ability to explain and predict learning for the person.

Note: You are asked to write from your perspective for many of the elements of this paper. When you are presenting your own theoretical orientation and learning plan, it is most appropriate to use the first person.

Additional Requirements

- **Written communication:** Write coherently to support central ideas, in appropriate APA format, and with correct grammar, usage, and mechanics.
- **Tone:** Write in the first person when you are presenting your own theoretical orientation and learning plan.
- **Length of paper:** 4–6 typed, double-spaced pages, not including the title page or reference page.
- **References:** At least five scholarly articles (from peer-reviewed journals). Books and other sources can be used, if needed, in addition to the journal articles.
- **APA format:** Follow current APA guidelines for style and formatting, as well as for citing your resources in the body of your paper and in alphabetical order on the Reference page. Refer to [APA Style and Format](#).
- **Font and font size:** Times New Roman, 12 point, double-spaced.

Note: In graduate-level writing, you should minimize the use of direct quotes. Lengthy quotes do not count toward assignment minimums. It is your interpretation of the material and its application to practice that is assessed.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Evaluate the strengths, limitations, and applications of the foundational learning theories.
 - Justify which learning theory best supports a personal learning situation.
 - Analyze the ability of a theory to explain and predict a case.
- Evaluate the strengths, limitations, and applications of learning principles and concepts.
 - Apply learning theory terminology and concepts to describe a learning situation.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the psychological professions.
 - Apply APA style and formatting to scholarly writing.

Note: Your instructor may use the [Writing Feedback Tool](#) when grading this assignment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing, based on five core skills. You will find writing feedback in the scoring guide for the assignment, once your work has been evaluated. Learn more about the Writing Feedback Tool on the course Tools and Resources page.

Unit 10 >> The Future of Learning

Introduction

Learning Debates

Marcus is a retired teacher who loves reading the paper each morning and sharing the recent happenings in education with his wife.

“Carol, guess what they’re doing now? Uniforms for the whole district. They say it’s going to help them learn better.”

“How about this, Carol? Common core. They are dropping four million on a curriculum for it.”

“Oh boy. Carol. Now they are giving everyone an iPad in kindergarten. Last week they said kids were on the screens too much!”

Being willing to engage in knowledgeable discourse with colleagues can make or break future professional relationships and reputation, particularly as it relates to current educational and learning debates.

To Do List:

- **Discussions:** Debate screen time and then discuss the future of learning.

- **What you Need to Know:** Research the screen time debate, and explore the future of learning.

Learning Activities

u10s1 - Activity Overview

Discussion Overview

There are two discussion topics this week, with replies to each being optional, but encouraged. The screen time debate does not show any signs of slowing down. This week you have the opportunity to share your opinions and research findings on the topic. Then, you get to pitch your ideas for the future of learning.

u10s2 - What You Need to Know

Discussion Preparation

Discussion 1

On your own this week, find research on “screen time” from both before 1990 and after 2015. Note the differences in the concerns of providers, researchers, and professionals in each era.

Discussion 2

Read at least one of the following articles in preparation for your second discussion this week.

- Kohn, A. (2006). What we haven't learned about learning. In *The homework myth: Why our kids get too much of a bad thing* (pp. 101–118). Cambridge, MA: Perseus Books, LLC.
- Gatto, J. T. (2000, Fall). Nuts and bolts: Breaking out of the modern schooling trap. *Food & Water Journal*, 24, 1–5.
- Mitra, S. (2014). The future of schooling: Children and learning at the edge of chaos. *Prospects*, 44(4), 547–558.

Kohn, Gatto, and Mitra are all involved in learning and the education of young people. Each has a unique perspective on what could be done to change our approach to learning in the future and may provide you with some ideas for your second discussion this week.

You are also encouraged to find education reformers in an online search. What are they doing, and what is interesting about it? Is there merit to their ideas? How might those generalize to the outside world and to other disciplines?

u10d1 - Write Your Discussion Post

The Great Screen Time Debate

As online learners and workers, many of us are interacting with a screen more than 12 hours each day. Children are not far behind us with the growing presence of screens and technology in their lives. After examining research in the area of screen time and/or the use of technology in learning, present your position on screens. What differences did you see when comparing older research on TV, video games, and sound recordings with modern research on computer screens, phone screens, and EMF exposure? What new perspectives did your research reveal?

Response Guidelines

You are encouraged, but not required, to engage in threads of interest to you this week.

Use APA Style and Format for any references that you cite.

u10d2 - Write Your Discussion Post

The Future of Learning

Drawing upon your own experiences in learning and on what you have seen in modern debates and research, present a description of your ideal learning system. You might share your ideas for children, for adults, for families, for corporate training, for higher education or for all of these. What changes would you like to see in the way learning is approached in our society?

Response Guidelines

You are encouraged, but not required, to engage in threads of interest to you this week.

Use [APA Style and Format](#) for any references that you cite.

Course Resources