OFFICE OF ADULT
& GRADUATE STUDIES

EDU5230
Theoretical Principles and Applications for Learning and Teaching

SUMMER 2021

SYLLABUS

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EDU5230 Theoretical Principles and Applications for Learning and Teaching
University of Northwestern – St. Paul

COURSE DESCRIPTION

This course provides a strong foundation for understanding learning theory and its implications for curriculum design, instruction, and assessment. A historical perspective on learning theory as well as recent research is explored. Special emphasis is placed on the application of the theory to educational practice.

Credits: 3

Prerequisites: EDU5200

INSTRUCTOR INFORMATION

Please see "Contacting the Instructor" on the course site.

COURSE OUTCOMES

At the end of this course, a successful student will be able to

CO-1. Appraise the contributions of historical education theorists as the foundation of current research in curriculum design, instruction, and assessment
CO-2. Examine the use of learning theories, including practices and applications, in educational settings
CO-3. Propose plans that use knowledge of learning theory for instructional decision-making
CO-4. Evaluate current theories of human learning for their alignment to a Biblical worldview
CO-5. Examine the ways in which theory, curriculum, instruction, and assessment work together in the process of improved learning

MATERIALS

Required Textbooks and Materials

Ormrod, J. E. *Human learning.* Edition: 8. Publisher: Hoboken, NJ: Pearson. Year: 2020.

The following textbook is available at no cost to students through the University Library (linked on the course site).

> National Academies of Sciences, E., Education, D., Education, B., Board on Behavioral, C., & Learning, C. *How People Learn II: Learners, Contexts, and Cultures.* Publisher: Washington, D.C. National Academies Press. Year: 2018.

Required Tools

For this course, students will need access to Microsoft Office (available at no cost to students through the University of Northwestern-St. Paul), a PDF reader, and a standard internet browser. Please refer to the Tech Requirements found in the Technology Help section at the top of the course site for the full requirements.

Additionally, some assignments employ VoiceThread and tools for creating concept maps and diagrams. Free online options for concept map creation tools include CmapTools, VUE, Draw.io, LucidChart. Canva or PowerPoint can help you produce aesthetic layouts and infographics in general.

GRADING POLICIES AND PROCEDURES

Course Grade Explanation

Assignments	Grade Weight
Weekly Discussion Forums (5)	25
Mastery Quizzes (6)	12
Visual Summary of Learning Theories (Draft and Final)	7
Motivation Assessment Development (2 parts)	10
Learning Development Comparison Diagram (Draft and Final)	7
Behavior Management & Support Synthesis Paper	7
Capstone Theoretical Foundations Worksheet	2
Argumentative Paper (Final Project)	
Topic Proposal (Approval required)	
Annotated Bibliography	2
Abstract and Outline	3
Final Paper	20
Presentation and Discussion	5
Total	**100**

Grading Scale Percentages

A	≥ 93	B	≥ 83	C	≥ 73	D	≥ 63
A-	≥ 90	B-	≥ 80	C-	≥ 70	D-	≥ 60
B+	≥ 87	C+	≥ 77	D+	≥ 67	F	< 60

Late Work

All assignments are due as described in the course syllabus. Students are responsible for meeting assignment deadlines. Late assignments will be deducted one full letter grade (e.g., A to B) per day; late assignments will not be accepted for a grade beyond 3 calendar days past the original deadline. Forum discussion activities must be completed on time; late forum posts will not receive any credit. Students should contact the instructor via e-mail if an extenuating circumstance exists.

Feedback Expectations

Students should expect feedback for their submitted assignments within 5 days of the assignment due date or the time of their submission, whichever is later.

INSTITUTIONAL POLICIES AND SERVICES

Guidelines and Information

Students are responsible for policies and procedures found in the Office of Adult & Graduate Studies Catalog located on theROCK. These policies include the following:

- Deadlines for dropping or withdrawing
- Attendance
- Class cancellations
- Plagiarism and cheating
- Grading System
- Complaints, exceptions, and appeals

Instructors may have course-related expectations that further detail the policies and procedures outlined in the catalog. Any such expectations must be provided to students in writing (e.g., handout, course site posting) prior to or at the beginning of the class.

Traditional undergraduate students enrolled in A&GS courses are subject to the traditional undergraduate student handbook for all non-course-specific policies and procedures.

Academic Integrity

Members of the Northwestern community mutually commit to personal integrity and honesty. Students submitting work are expected to convey their own thoughts unless the source is cited appropriately. Plagiarism, cheating, and other forms of academic dishonesty violate ethical and intellectual principles.

In every course, students are required to view the Understanding Plagiarism video and complete the Understanding Plagiarism Quiz prior to completing any of the course content. These items are part of the course orientation.

Academic Achievement

UNW students requesting academic accommodations in association with the Americans with Disabilities Act (ADA) are directed to notify Disability Services to begin the application process. Academic Achievement also provides the following: Writing and Subject Tutoring, advocating, transitional skill building, Academic Coaching (organization, time management, test taking, etc.).

Contact Academic Achievement for more information: AcademicAchievement@unwsp.edu • 651-628-3316 • N4012 (Revised 06/20)

Support Services

Links to support services are available found in the Student Services section at the top of the course site.

COURSE POLICIES AND INFORMATION

Email and Announcements

Students are responsible to regularly check their Northwestern student email and the announcements in the course site in order to receive updates and information.

Attendance

Due to the accelerated nature of the online curricula, students are expected to participate in all course activities. Students must contact the faculty member in advance or as soon as possible if unable to participate in all or part of the course activities for a given week because of a medical (which includes having to quarantine or isolate due to COVID-19 exposure or confirmed illness), family, or work-related emergency. Students should refer to their course syllabus and/or faculty member for specific requirements. Students who do not participate in course activities and fail to withdraw from the course will receive a failing "F" grade.

Submission Standards

All assignments, unless otherwise stated, must be submitted on the course site in Microsoft Word document format (.doc or .docx). For all assignments, use a standard readable font, double-spaced, etc.

Critical Response to Alternate Viewpoints

When students are reading or viewing course materials, they may encounter viewpoints, words, or images that their instructors would not use or endorse. Students should know that materials are chosen for their value in learning to read, write, and view critically, not because the materials are necessarily Christian.

Scholarly Research

Quality participation in this course requires contribution of scholarly research to class interactions. Students can engage in external research via the Berntsen Library website by performing a search of the 60+ databases available to students. Also available on the library site are multiple tutorials to educate learners in effective search techniques. Other credible journals/articles are options as well.

ASSIGNMENTS

See the course site for complete details on the assignments.

Weekly Discussion Forums

The Master of Arts in Education online program makes use of a meaningful dialogic approach to concepts seen as crucial to deepening learning. Weekly discussions offer important opportunities to engage within a community of learners who are all thinking about the same topics from unique perspectives. In your posts, articulate your current understanding or position on the topic as supported by course materials. Unless otherwise indicated, initial posts are due by 11:59 p.m. on Day 4 each week. By the end of Day 7 each week, read multiple initial posts by your colleagues and engage at least one in a meaningful response that seeks to promote mutual increased understanding.

For further grading criteria, see the Discussion Forum rubric posted on the course site.

Mastery Quizzes

Throughout the course, open-book quizzes are provided each week to allow you both to gauge your progress and grasp on key concepts and terms from assigned materials and to actively reinforce your understanding and mastery of course ideas.

Each week's mastery quiz allows unlimited attempts, while each attempt has a 15-minute time limit. Each attempt will draw fifteen random questions from a larger pool of questions for the week's

associated chapters. Some of the latter questions of each quiz will draw from previous weeks' assigned chapters to provide review and recall practice.

Your total score is based on the highest score achieved from all attempts. Therefore, additional attempts can only improve your final quiz score, not reduce it, making additional attempts an excellent tool for preparing for richer achievement in all other course activities. When you achieve a score of 85% or greater (13 out of 15), a green checkmark will display on the right side of the quiz on the main page of the course site. Completed attempts with a grade below 85% will show a red "X", while non-attempts will remain blank.

Visual Summary of Learning Theories

By Day 7 of Week 1, you will use resources from Activity 1.1 and 1.2 to submit a visual summary of your current understanding of learning theories. This activity aims to help you to analyze your initial understanding and develop a comprehensive and inclusive model of theorists, their contributions, and how their work has informed training/instructional practices. You will add to this diagram as you continue through the course and submit a final draft by Week 6.

To create your visual summary, you may construct a table, a PowerPoint slide, or use one of the no-cost concept mapping tools provided under Activity 1.1. Examples of visual summaries are provided within Activity 1.1. To complete this assignment, please include the following components:

1. Name of theory and corresponding theorist(s)
2. Main ideas or key concepts from theory
3. Potential challenges, criticisms, and implications
4. Examples applications and opportunities, particularly within your area of specialization

By Day 7 of Week 6, submit a revised Visual Summary of Learning Theories representing elaboration, changes, and deepening of your understanding of the relationships among learning theories and theorists.

For further grading criteria, see the Visual Summary and Diagram rubric posted on the course site.

Motivation Assessment Development

Developing a motivation assessment will demonstrate your understanding of cultural and contextual influences on motivation and learning as well as your ability to use theoretical principles and research to develop effective assessments. Develop an assessment to measure participants' knowledge and applications of motivational theories for a hypothetical training that you have given. The type of hypothetical training is your choice; however, part of the training should give participants strategies for motivating their clients backed by scientific research. Submit your assessment in two parts.

Part 1: Rationale and Blueprint

By Day 7 of Week 2, refer to the 45-minute video with Michael Rodriguez, Ph.D. from Activity 2.2 to write the Rationale and Blueprint for your assessment. Include citations of relevant theories/theorists and research based on resources from Activities 2.1 and 2.2 (and Week 1 as appropriate). For your reference, please see the [Example Test Blueprints](#) provided under Activity 2.2.

Rationale (2-3 pages)
1. Description of the context for this assessment (based on your hypothetical training of choice)

2. Description of how participants will be assessed (I.e. type of assessment, setting, time limits, resources allowed, etc.)
3. Explanation of the importance of knowing and applying motivational theories for your context.
    a. Consider the following questions to guide the writing of your explanation:
        i. *Some motivation theorists believe that individuals are apt to be intrinsically motivated only if they have both a "sense of competence" and a "sense of autonomy." Based on these concepts, what strategies should educators know that can help promote intrinsic motivation during instruction?*
        ii. *How does understanding the intersection of theory and educator mindsets help educators know how to best motivate learners from different cultural backgrounds?*
        iii. *Consider work regarding self-concept conducted by Dr. Kenneth Clark and [Dr. Mamie Phipps Clark](#) and its impact on educational policy (from Week 1 resources). How can the application of theory within educational policy impact student motivation to learn?*

Blueprint (1-2 pages)
1. Learning objectives
2. What content will be covered on the assessment?
3. How many questions will be included?
4. What percentage of each content area will be covered on the test? For instance, if 2 out of 10 items will cover intrinsic motivation, that will account for 20% of the test.
5. Which cognitive skills will be needed to successfully complete the assessment? For instance, these skills may include remembering, understanding, analyzing, evaluating, creating, etc.

Part 2: Tasks/Questions and Technology Implementation

By Day 7 of Week 5, refer to [Bloom's Taxonomy of Measurable Verbs](#) , [Designing effective test questions](#) and [Performance-Based Assessment: Reviewing the Basics](#) to develop 10 or more assessment tasks/questions with a key, if applicable. Along with your assessment tasks/questions, include a 1–2 page proposal on how technology can be used to enhance your assessment. Be sure to use citations from relevant theories/theorists and research from resources in Activity 5.1, 5.2 as well as earlier weeks of the course. For instance, you might consider and describe theoretical perspectives related to motivation, behaviorism, memory, and connectivism. Additionally, consider and explain the implementation of relevant applications such as collaborative learning, adaptive assessments, individualized feedback, etc.

For further grading criteria, see the Motivation Assessment Development rubric posted on the course site.

Learning Development Comparison Diagram

Produce a diagram that explains important characteristics and considerations for child, adolescent, and adult learners. Creating this diagram will help you to determine different biological and cognitive characteristics of development, such as Piaget's cognitive stages and Vygotsky's perspectives (including the Zone of Proximal Development). Additionally, this activity will help you to provide recommendations regarding instructional practices based on theoretical and scientific evidence. For instance, your diagram can be as simple as a table with three columns labeled "child", "adolescent", and "adult" with the required criteria. For characteristics that span across developmental stages, you may draw an arrow

from the beginning to the end stage (ie from child to adult). For each stage, address the criteria listed below and cite the relevant theories/theorists. Also, include a reference page. As an example layout, please see the [Developmental Diagram Example](#) provided under Activity 3.1, however, feel free to use any layout you choose that demonstrates the criteria.

1. The brain developmental stage(s)
2. The cognitive developmental stage(s)
3. Additional contextual, bioecological, and cultural factors that may influence development
4. Key characteristics, including possible successes and challenges for the learner
5. Recommended instructional or training practices based on developmental milestones, additional factors, key characteristics, and theory/scientific evidence; particularly consider your MAED area of specialization

By Day 7 of Week 3, submit a draft, and by Day 7 or Week 4, submit the final version of your diagram.

For further grading criteria, see the Visual Summary and Diagram rubric posted on the course site.

Behavior Management & Support Synthesis Paper

By Day 7 of Week 4, write a 3- to 4-page paper defending and supporting a position that connects the various resources of the week regarding behavior management and support. Writing this synthesis paper will help you evaluate your understanding of contextual influences on behavior and its impact on disciplinary practices, as well as evaluate how use or misuse of various educational theories have shaped your own learning history.

Describe the following in your paper, with explicit connections to your chosen MAED area of specialization throughout:

1. The **context and audience** for your paper (i.e. a training or professional development for classroom teachers, college professors, administrators, other industry professionals, etc.)
2. **Examples of behavior** that may be encountered by your participants based on the chosen context
3. **Available options for managing the behavior**(s) based on theories and research, including **potential benefits and drawbacks** of each. Consider the following questions for this section:
    a) *Given the difference between continuous reinforcement and intermittent reinforcement, what are examples of when each is most useful?*
    b) *What are distinguishing characteristics and applications of positive reinforcement, negative reinforcement, Punishment I, and Punishment II?*
    c) *Consider [Dr. Martha Bernal's](#) work regarding human behavior (from Week 1 resources). How can behavior conditioning and social systems impact maladaptive behavior?*
4. **Recommendations** for promoting an effective learning environment based on theory and science. Be sure to address options for behavioral support that incorporate other colleagues, administrators, counselors, psychologists, medical professionals, etc.
    a) Consider resources from this week, including the ENVOY description video, Dr. Rosemarie's Allen TEDx discussion on suspensions, Dr. Nadine Burke Harris' video regarding trauma-based practices, etc.
5. A **reflection** that pertains to any thoughts you have in relation to course materials, themes, and personal experiences.

Use feedback from the course instructor on prior assignments as well as understanding gained from the week's activities and discussion when preparing your this synthesis response. Please be sure to provide appropriate citations and references and make clear connection to your selected area of specialization.

For further grading criteria, see the Synthesis Paper Rubric posted on the course site.

Argumentative Paper (Final Project)

Demonstrate your synthesis and mastery of the major concepts of this course in a 6- to 8-page argumentative paper fulfilling the parameters below. Select a new and specific topic that you have not researched previously. A good argumentative topic should defend a clear position or prove a point on at least one current and compelling question, challenge, or experience identified from recent research.

An argumentative topic can be viewed and robustly argued from more than one perspective. By the nature of research findings, there will be credible voices that intellectually disagree about your topic. Your paper must list and discuss one or more logical disagreements or challenges within your research topic.

Your final project will include 5 deliverables detailed after the table below:

1. A topic proposal for instructor approval
2. Short annotated bibliography
3. Brief abstract and outline
4. Final paper itself
5. Recorded audio presentation and associated discussion

Topic Proposal

Research and reflect upon a topic that is a personal and professional concern and a topic for which you are willing to understand and respect multiple conflicting sides of the issue. For your own benefit, strive to connect your topic tightly to both your specialization and possible avenues for moving toward a future capstone project.

Annotated Bibliography

Propose an argumentative thesis and 6-8 supporting findings that are supported by evidence from 2 or more scholarly, peer-reviewed articles total.

- These two scholarly articles are to be primary research articles discussing a quantitative research project, i.e. from a 'Journal of _____' for the topic.
- These articles should be no more than 10 years old.

You must integrate outcomes and/or examples from at least three of the five theories in the table below regarding your research and argumentative position. The outcomes and support examples within the table are for inspiration purposes only. Although they are framed within an educational setting, these applications serve as inspiration for theoretical understanding, not to limit the population on which your argumentative paper can focus.

	Behaviorist	Cognitivist	Humanist	Social Learning	Constructivist
Learning Style/ Outcomes	Change in behavior	Internal mental processes (including	A personal act to fulfill potential and	Interaction with, and observation of	Construction of meaning from

	Behaviorist	Cognitivist	Humanist	Social Learning	Constructivist
		insight, information processing, memory, perception) are shaped to develop capacity and skill for better learning.	become self-actualized	others in a social context. Situated learning, communities of practice, distributed cognition to model new roles and behavior	experience
Interactive Classroom Support Examples	Immediate feedback on tested material during class delivery. Interactive displays and multimedia content provide an opportunity for user interaction with the content	Utilizes multimedia instruction by combining visual and verbal messages. Promotes effective multiple memory representations Engages students through dynamic multimedia learning. Provides multi-sensory representation of content.	The availability of material online and through other delivery channels allows for self-directed learning. The instructor's role as the facilitator of knowledge is increased. Mutual influence plays crucial role in the process of learning.	Promotes group interactions. Content can be easily shared on various social channels. Applied practice is possible with decreased prior preparation of instructor's learning objects. Learning process becomes dialectical -the person and social environment are both active in the process.	Encourage interactive learning Provides non-linear learning Promotes the development of high-order skills, flexible and creative thinking. Promotes pedagogical interactivity. Enables social contextualization of learning.

Submission Parts

1. **Proposal:** By the end of Week 2, submit a proposal of your argumentative topic for approval. In   75 or more words, discuss the following:
   a) How does your topic arise from research findings that are no more than 10 years old?
   b) How can your chosen argumentative topic be viewed from more than one perspective?
   c) How does studying this topic further enhance your current and/or desired profession and support your program specialization?
2. **Annotated Bibliography**: Annotated Bibliography: By the end of Week 3, submit the APA documentation of the two or more scholarly research articles you have selected to use with your argumentative paper. Research articles have distinct sections, including: Introduction, Methods, Results, and Discussion. In 100 or more words, please state the purpose of the research, briefly summarize the methods and results as well as mention limitations of the study. Conclude with recommendations and/or applications based on your selected topic.
3. **Abstract and Outline:** By the end of Week 4, provide a 100+ word abstract as well as a brief outline of how you plan to present the main body of your argument. Identify your thesis claim, main points, key findings, and supporting points for each main point. You may find

that the more robust your outline is, the easier and stronger your writing of the paper will be in future weeks.

4. **Final Paper:** By the middle of Week 6, submit your 6- to 8-page argumentative paper, and post a presentation about it in the Argument Sharing Forum.

5. **Presentation:** By the middle of Week 6, create a 6- to 8-minute narrated presentation of your paper that offers a summary of your argument and research. VoiceThread or Screencast-O-Matic are recommended tools for creating your narrated presentation (see the course site for details). Any tool, however, can be used as long as the recorded presentation is easily accessed by a link. Submit a link to your narrated presentation in the presentation submission area under Week 6.

For further grading information, see the Argumentative Paper and Argumentative Paper Presentation rubrics on the course site.

COURSE SCHEDULE

Format

This course is delivered in an online format that provides all learning activities online. The day the course starts is considered Day 1 of Week 1 for the course. For example, if a course begins on a Monday, then Day 1 is Monday, Day 4 is Thursday, and Day 7 is the following Sunday.

This course is an accelerated course. As a rule of thumb, students should expect to spend on average 17.5 hours on course work each week.

Due Dates

Unless otherwise noted, all assignments are to be submitted on the course site 11:59 p.m. CT on Day 7 of each week. Please see the following schedule for details on when an assignment is due.

For any questions regarding these assignments, contact the instructor.

Orientation

- Read the Getting Started Page
- Participate in the Introductions Forum
- View and Complete Understanding Plagiarism Presentation and Quiz
- Complete Student Responsibilities Exercise

Week 1: What is the historical context of traditional learning theories and how have they informed instruction?

- Read the Weekly Overview
- Complete Activities 1 and 2 in sequence
    - o Complete Activity 1.1: Learning Perspectives & Instruction (WO-1, 2, 3, 5, 6)
    - o Complete Activity 1.2: Historical Context of Theories (WO-2, 4)

Due Day 4

- Post name of your selected theorist in the Week 1 Discussion: Theorist Presentation

Due Day 7

- Complete Week 1 Mastery Quiz (Ormrod Ch 1) (WO-1)
- Submit Visual Summary of Learning Theories (First Draft) (WO-2, 5)
- Post presentation in Week 1 Forum: Theorist Presentation (WO-3, 4, 6)
  - Replies are due by the end of Week 2

Week 2: In what ways do contemporary research findings and cultural context impact your view of motivation and differences in learning styles?

- Read the Weekly Overview
- Complete Activities 1 and 2 in sequence
  - Complete Activity 2.1: Motivation and Cultural Context (WO-1, 2)
  - Complete Activity 2.2: Learning Styles and Multiple Intelligences (WO-3, 4, 5)

Due Day 4

- Participate initially in Week 2 Discussion: Learning Styles and Multiple Intelligences VoiceThread (WO-3, 4, 5)

Due Day 7

- Complete participation in Week 1 Discussion: Theorist Presentation
- Complete participation in Week 2 Discussion: Learning Styles and Multiple Intelligences VoiceThread
- Complete Week 2 Mastery Quiz (Ormrod Ch 15) (WO-1)
- Submit Motivation Assessment Development Part 1: Rationale and Blueprint (WO-1, 2, 5)
- Submit Argumentative Paper: Topic Proposal (WO-5)
- Select a group in the Instructional Group Self-Selection (in Week 3)

Week 3: How can knowledge of biological and cognitive principles contribute to your understanding of deep learning and mental processes?

- Read the Weekly Overview
- Complete Activities 1 and 2 in sequence
  - Complete Activity 3.1: Brain, Cognition, and Learning (WO-1, 2, 3, 4, 5)
    - Assigned materials differ based on your selected instructional group
  - Complete Activity 3.2: Applying Science to Instruction (WO-1, 6)

Due Day 4

- Participate initially in Week 3 Cognitivism Student-led Discussions (WO-4)

Due Day 7

- Complete participation in Week 3 Cognitivism Student-led Discussions
- Complete Week 3 Mastery Quiz (Ormrod Ch 2, 9) (WO-1)
- Submit Learning Development Comparison Diagram (Draft) (WO-2, 3, 5)

- Submit Argumentative Paper: Annotated Bibliography (2 sources) (WO-6)

Week 4: What are behavioral and social learning perspectives and how can they be used to shape the learning environment?
- Read the Weekly Overview
- Complete Activities 1 and 2 in sequence
    - Complete Activity 4.1: Behaviorist Principles and Applications (WO-1, 2, 4, 5, 6)
    - Complete Activity 4.2: Social Learning to Support Instruction (WO-1, 2, 3, 5)

Due Day 4

- Participate initially in in Week 4 Discussion: Expanding on Behaviorism (WO-2, 3)

Due Day 7

- Complete participation in Week 4 Discussion: Expanding on Behaviorism
- Complete Week 4 Mastery Quiz (Ormrod Ch 3, 10) (WO-1)
- Submit Learning Development Comparison Diagram (Final) (WO-2, 3, 5)
- Submit Behavior Management & Support Synthesis Paper (WO-4, 5)
- Submit Argumentative Paper: Abstract and Outline (WO-6)

Week 5: How can you effectively use the intersection of theory and technology to enhance memory and learning?
- Read the Weekly Overview
- Complete Activities 1 and 2 in sequence
    - Complete Activity 5.1: Memory Models and Technology (WO-1, 2, 3, 5)
    - Complete Activity 5.2: Using Theories for Assessment & Curriculum Design (WO-1, 2, 4)
- (Optional) View Week 5 Supplemental Resources

Due Day 4

- Participate initially in Week 5 Discussion: Curriculum Design (WO-5)

Due Day 7

- Complete participation in Week 5 Discussion: Curriculum Design
- Complete Week 5 Mastery Quiz (Ch 6) (WO-1, 2)
- Submit Motivation Assessment Development Part 2: Questions and Technology Usage (WO-3, 4, 5)
- Submit Capstone Theoretical Foundations Worksheet (WO-5)

Week 6: How can your knowledge of learning theories, science, and contextual influences contribute to effective learning within and beyond the classroom?
- Read the Weekly Overview
- Complete Activities 1 and 2 in sequence
    - Complete Activity 6.1: Social Learning and Transfer (WO-1, 2, 3)
    - Complete Activity 6.2: Growth in Understanding & Applying Theories (WO-4, 5, 6)
- (Optional) View Week 6 Supplemental Resources

Due Day 4

- Participate initially by sharing your presentation in Argumentative Paper Presentation Sharing (WO-1, 2, 3, 4, 5, 6)
- Participate initially in Week 6 Discussion: Learning from a Social Cognitive Perspective (WO-2, 3)

Due Day 7

- Complete participation in Argumentative Paper Presentation Sharing
- Complete participation in Week 6 Discussion: Social Learning
- Post in Week 6 Discussion: Course Wrap Up Self-Assessment (WO-5) (Replies are encouraged but not required)
- Complete Week 6 Mastery Quiz (Ormrod Ch 5) (WO-1)
- Submit Visual Summary of Learning Theories (Final Version) (WO-2, 5)
- Submit final Argumentative Paper (WO-1, 2, 3, 4, 5, 6)