College of Education and Psychology | School of Education

EDUC 5303: Applied Learning Theories

Spring 2026 | Online

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Last Day to Withdraw: March 30, 2026
Default Due Date: Sundays at 11:59 PM CT
Delivery Mode: Online (Canvas)
Total Points: 775 points
Textbook: Ormrod (2020) Human Learning, 8th Ed.

Course Overview

Course Description:
This course will provide the learner with an overview of major contemporary approaches to the study of human learning. The focus of the course will be the linkage between theory and educational practice.

Student Learning Outcomes:
After completing this course, you will be able to:
1. Understand the historical development of contemporary views of human learning
2. Understand and analyze behavioral, cognitive, and social cognitive theories of learning
3. Understand and analyze developmental perspectives on human learning
4. Apply knowledge of learning theory to the analysis of educational practices

Required Resources

Textbook:
Ormrod, J.E. (2020). Human Learning (8th Ed.). Pearson. ISBN: 978-0134893662. Available from the UTT bookstore or online.

Additional Required Readings:
Distributed through Canvas:
- Center for Education Statistics and Evaluation (2017). Cognitive Load Theory resources
- Schunk, D. (2020). Learning theories: An educational perspective. Pearson.

Supplemental readings are optional and provided for those who want to explore topics in more depth. A full list is available on Canvas.

Course Policies

Artificial Intelligence Policy:
You may use generative AI tools (e.g., ChatGPT, Gemini, Copilot) for learning and productivity—brainstorming, explaining concepts, or as a tutor. However, you remain the author of record and are responsible for the accuracy, ethics, and integrity of all submitted work. This course follows the University's Student Code of Conduct.

Every assignment must include an AI Disclosure section containing:
- The tool used (e.g., ChatGPT-4o) — or "no AI used"
- How it was used (e.g., "brainstormed outline," "summarized article")
- How you verified accuracy
- The complete AI exchange (prompts and outputs) relevant to the assignment

AI-generated content included verbatim must be quoted and cited; paraphrased AI content must also be cited per APA guidelines.

I use Turnitin to screen submissions. High AI-probability scores without proper disclosure will be flagged for investigation, which may include a meeting, review of drafts, or oral explanation of your work. Undisclosed AI use constitutes plagiarism and will be handled per university policy.

Assignments & Deadlines

Due Dates:
Unless otherwise noted, all assignments are due by **11:59 PM Central Time on Sunday** of the week they appear in the schedule.

Late Work:
- **Regular assignments:** Accepted with a 10% penalty per day (up to 10 days).
- **Traditional and Zoom Discussion:** Not accepted after the deadline.

File Naming:
Name files: **Last_F_AssignmentTitle** (e.g., Smith_J_LRA1). Work from other courses may not be submitted and will be considered academic dishonesty.

Communication
Email me with questions about course content or assignments. I check email twice daily during the workweek and less frequently on weekends. For technical issues, contact IT Support at itsupport@patriots.uttyler.edu.

Assignments & Grading

Course Structure:
The course uses a module format with readings, lecture videos (posted Mondays at 9:00 AM CT), and assignments. Weeks 6 and 11 are designated work weeks with no new content, giving you dedicated time for the Learning Reflection Assignments.

Assignment Types:

Quizzes (10 × 30 points = 300 points)
There will be several short quizzes during the semester (roughly one per topic). These quizzes will be delivered online and proctored using Respondus LockDown Browser and Respondus Monitor (webcam). The quizzes serve as a check of your understanding. You may take each quiz twice (two attempts). Your highest score will be kept.

Learning Reflection Assignments (3 × 100 points = 300 points)
You will also complete in-depth written assignments called Learning Reflection Assignments. These assignments are designed to ensure that you can analyze, summarize, and apply the theories in each module. I will provide more detail later, but these are generally short analysis and reflection papers

that require you to explain and apply specific theories. Examples may include personal philosophy statements and defenses of theories of learning and motivation (e.g., "What do you believe, and why? Which theorists or perspectives align with your view?").

Discussion Board & Zoom Discussions (5 × 25 points = 125 points)

This course includes both asynchronous and synchronous discussions. During the first week, you will complete a traditional discussion board where you will introduce yourself and share any questions or concerns you have about the course. You will also participate in several synchronous Zoom group discussions during the semester. In these meetings, you will discuss course content and how the information can be applied within the classroom. I will provide prompts to guide your discussion. During the first week, I will ask everyone to share their availability and teaching focus, and I will use that information to create discussion groups.

Self-Reflection Assignments (2 × 12.5 points = 25 points)

Research shows that metacognition (the ability to reflect on study success and make changes) is critical for success in college. As such, you will complete several low-stakes reflections designed to increase your metacognitive ability. I will provide details about these assignments later in the semester.

Research Pool Requirement (25 points)

Students must fulfill a research pool requirement. This requirement can be satisfied in one of two ways: (1) volunteering to participate in approved research studies offered by the School of Education or (2) completing alternative assignments that are equal in time and effort to the research opportunities. Detailed information about the research requirement can be found on the Canvas page for the course.

Grade Summary

Assignment	Points	% of Grade
Quizzes (10)	300	38.7%
Learning Reflection Assignments (3)	300	38.7%
Discussion Board & Zoom (5)	125	16.1%
Self-Reflections (2)	25	3.2%
Research Requirement	25	3.2%
TOTAL	**775**	**100%**

Note: Point values may be adjusted as needed.

Letter Grade Scale

A: 90–100%	**B**: 80–89.9%	**C**: 70–79.9%	**D**: 60–69.9%	**F**: Below 60%

Course Schedule
Note: Schedule subject to change. Check Canvas for current information.

Wk	Topic	Reading	Discussion	Assignments
MODULE 1: Foundations & Behaviorism				
1 Jan 12–18	Introduction to the Study of Learning	Ormrod Ch. 1	Introductions (DB)	Quiz: Perspectives; Zoom Availability
2 Jan 19–25	Neuroscience of Learning	Ormrod Ch. 2	—	Quiz: Neuroscience
3 Jan 26–Feb 1	Pavlovian Conditioning	Ormrod Ch. 3	Neuromyths (Zoom)	Quiz: Pavlovian
4 Feb 2–8	Operant Conditioning	Ormrod Ch. 4		Quiz: Operant
5 Feb 9–15	Social Cognitive Theory	Ormrod Ch. 5	Operant and Social Cognitive Application (Zoom)	Quiz: Social Cognitive
6 Feb 16–22	**WORK WEEK : No New Content**		—	**LRA #1 Due**
MODULE 2: Information Processing & Cognitive Load				
7 Feb 23–Mar 1	Information Processing: Encoding & Storage	Ormrod Ch. 6	—	—
8 Mar 2–8	Information Processing: Retrieval & Forgetting	Ormrod Ch. 7	—	Quiz: Info Processing; Self-Reflection #1
9 Mar 9–15	**SPRING BREAK — No Class**			
10 Mar 16–22	Cognitive Load & Multimedia Learning	CESE 2017a, 2017b	—	Quiz: Cognitive Load
MODULE 3: Complex Cognition & Constructivism				
11 **Mar 23–29**	**WORK WEEK : No New Content**			**LRA #2 Due**
12 Mar 30–Apr 5	Metacognition & Self-Regulated Learning	Ormrod Ch. 12	Promoting Metacognition (Zoom)	Quiz: Complex Cognition
13 Apr 6–12	Constructivism	Schunk Ch. 8	—	Quiz: Constructivism
MODULE 4: Motivation				
14 Apr 13–19	Introduction to Motivation	Ormrod Ch. 15	—	Research Requirement
15 Apr 20–26	Cognitive Factors in Motivation	Ormrod Ch. 16	Motivational Intervention (Zoom)	Quiz: Motivation
16 Apr 27–May 2	**FINALS WEEK**		—	**Self-Reflection #2; LRA #3**

Schedule Key:

Quiz	Discussion	LRA/Work Week	Research	Break	Finals

Assessment and Standards Matrix

Learning Outcomes	Assessment (including performance-based)	Standards
Understand, compare, critique, and apply key theories of learning and development	Quizzes Exams Discussions Learning Reflection Assignments	**TES**: TES: 1Ai-iv; 2Aii; 2Biv **ISTE:** 1b, 1c **INTASC:** 1, 2, 3, 4, 5, 8, 9, 10 **PPR:** EC-12 I, II, III
Understand, synthesize, and apply key constructs in cognition and motivation	Quizzes Exams Discussions Learning Reflection Assignments	**TES:** 1Ai-iv; 2Aii-iii; 2Avii; 4Bi **ISTE:** 1b, 1c, 2c, 3b **INTASC:** 1, 2, 4, 7, 8 **PPR:** EC-12 I, II, III
Identify, understand, and use individual difference and contextual factors to promote student learning.	Quizzes Exams Discussions Learning Reflection Assignments	**TES:** 1Di-iii; 1Ei-iv; 2Av; 2Aviii; 2Diii; 3Bv; 4Ai **ISTE:** 1a, 1b, 1c, 1d, 2a, 2b, 3b **INTASC:** 3, 4, 5, 6, 7 **PPR:** EC-12 III, IV
Analyze and develop classroom scenarios that apply components of key theories of learning and development. to promote student learning.	Quizzes Exams Discussions Learning Reflection Assignments	**TES:** 1Ai-iv; 1Ci-iv; 1Fi-vii; 2Ai-viii; 2Bi-vi; 2Ci-viii **ISTE:** 1b, 1c **INTASC:** 1, 2, 3, 4, 5, 8, 9, 10 **PPR:** EC-12 I, II, III