

# EDUC 5303: Applied Learning Theories

Summer 2026 | Online

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**Last Day to Withdraw:** July 10, 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, quality, and integrity of all submitted work. This course follows the University's Student Code of Conduct.

### Appropriate and Inappropriate Use:

This course is built around your own thinking. The Learning Reflection Assignments, video responses, and self-reflections all ask you to analyze, apply, and articulate your own positions on theories of learning and

motivation. AI cannot do this work for you and using it to do so defeats the purpose of the course.

AI is appropriate to use when it helps you engage more deeply with material you are working through—explaining a difficult theoretical concept, clarifying the differences between competing frameworks, generating practice questions to test your understanding of a theory, or cleaning up grammar and clarity in writing you have already drafted. You may also use AI to help summarize a reading, but only after you have read the source yourself.

AI is not appropriate to use when it produces the work the assignment is asking you to produce. Examples ARE the assignment. So are reflections, philosophy statements, theory applications, and video responses. Generating any of these with AI—even as a starting draft you then edit—is not permitted. You must also conduct your own literature research; generative AI frequently fabricates citations that look real but do not exist, and submitting fabricated references will be treated as academic dishonesty.

#### AI Disclosure:

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., “clarified Vygotsky’s ZPD,” “checked grammar”)
- How you verified accuracy of the content
- The complete AI exchange (prompts and outputs) relevant to the assignment

#### AI Detection and Academic Integrity:

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. Video response assignments are designed in part to ensure that the analysis you submit is your own. 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:**

- Accepted with a 10% penalty per day (up to 10 days).

### **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](mailto: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 (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 & Learning Response Videos (5 × 25 points = 125 points)***

This course includes a combination of asynchronous written discussions and individual recorded video responses. 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. At several points during the semester, you will complete individual video-based responses to instructor-provided prompts. In these responses, you will reflect on course content and explain how key learning theories apply to classroom and professional practice. Prompts will be provided to guide your responses for each assignment.

***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 & Learning Response Videos (5)	125	16.1%
Self-Reflections (2)	25	3.2%
Research Requirement	25	3.2%
<b>TOTAL</b>	<b>775</b>	<b>100%</b>

*Note: Point values may be adjusted as needed.*

**Letter Grade Scale**

<b>A:</b> 90–100%	<b>B:</b> 80–89.9%	<b>C:</b> 70–79.9%	<b>D:</b> 60–69.9%	<b>F:</b> Below 60%
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## Course Schedule

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

Wk	Topic	Reading	Discussions and Response Videos	Assignments
<b>MODULE 1: Foundations &amp; Behaviorism</b>				
1 May 11–17	Introduction to the Study of Learning	Ormrod Ch. 1	Introductions (DB)	Quiz: Perspectives; Zoom Availability
2 May 18–24	Neuroscience of Learning	Ormrod Ch. 2	—	Quiz: Neuroscience
3 May 25–31	Pavlovian Conditioning	Ormrod Ch. 3	Neuromyths (Response Video)	Quiz: Pavlovian
4 June 1 - 7	Operant Conditioning	Ormrod Ch. 4		Quiz: Operant
5 June 8 - 14	Social Cognitive Theory	Ormrod Ch. 5	Operant and Social Cognitive Application (Response Video)	Quiz: Social Cognitive
<b>MODULE 2: Information Processing &amp; Cognitive Load</b>				
6 June 15 - 21	Information Processing: Encoding & Storage	Ormrod Ch. 6	—	LRA #1 Due
7 June 22 - 28	Information Processing: Retrieval & Forgetting	Ormrod Ch. 7	—	Quiz: Info Processing; Self-Reflection #1
8 June 29 – July 5	Cognitive Load & Multimedia Learning	CESE 2017a, 2017b	—	Quiz: Cognitive Load
<b>MODULE 3: Complex Cognition &amp; Constructivism</b>				
9 July 6 - 12	Metacognition & Self-Regulated Learning	Ormrod Ch. 12	Promoting Metacognition (Response Video)	Quiz: Complex Cognition <b>LRA #2 Due</b>
10 July 13 - 19	Constructivism	Schunk Ch. 8	—	Quiz: Constructivism
<b>MODULE 4: Motivation</b>				
11 July 20 - 26	Introduction to Motivation	Ormrod Ch. 15	—	Research Requirement
12 July 27 – August 2	Cognitive Factors in Motivation	Ormrod Ch. 16	Motivational Intervention (Response Video)	Quiz: Motivation
13 Aug 3 - 8	<b>FINALS WEEK</b>		—	<b>Self-Reflection #2; LRA #3</b>

**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	<b>TES:</b> TES: 1Ai-iv; 2Aii; 2Biv <b>ISTE:</b> 1b, 1c <b>INTASC:</b> 1, 2, 3, 4, 5, 8, 9, 10 <b>PPR:</b> EC-12 I, II, III
Understand, synthesize, and apply key constructs in cognition and motivation	Quizzes Exams Discussions Learning Reflection Assignments	<b>TES:</b> 1Ai-iv; 2Aii-iii; 2Avii; 4Bi <b>ISTE:</b> 1b, 1c, 2c, 3b <b>INTASC:</b> 1, 2, 4, 7, 8 <b>PPR:</b> EC-12 I, II, III
Identify, understand, and use individual difference and contextual factors to promote student learning.	Quizzes Exams Discussions Learning Reflection Assignments	<b>TES:</b> 1Di-iii; 1Ei-iv; 2Av; 2Aviii; 2Diii; 3Bv; 4Ai <b>ISTE:</b> 1a, 1b, 1c, 1d, 2a, 2b, 3b <b>INTASC:</b> 3, 4, 5, 6, 7 <b>PPR:</b> 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	<b>TES:</b> 1Ai-iv; 1Ci-iv; 1Fi-vii; 2Ai-viii; 2Bi-vi; 2Ci-viii <b>ISTE:</b> 1b, 1c <b>INTASC:</b> 1, 2, 3, 4, 5, 8, 9, 10 <b>PPR:</b> EC-12 I, II, III