



LILIE, LLC Course Information

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Title of Course (*45 hours*): Learning Theories and Learning Styles

Course Description:

The Learning Theories and Learning Styles course will offer the educator an overview of the various learning theories that are the focus in today's classroom. Teachers will review the ideologies behind each learning style and weigh their applicability in today's educational environment. In addition, teachers will also delve into the vast array in which children learn conceptually and ultimately exit the course with valid tools used to assess individual learning styles.

Overall Course Objective and Expectation(s):

- Explore various information available to teachers regarding student learning theories/learning styles
- Analyze the use of learning styles in the content areas
- Discuss the implementation of learning theories and styles in unit and lesson design to increase student responsibility, motivation, achievement and mastery of state standards.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Sample of Suggested Resources (*subject to change*):

- Dunn, R., Honigsfeld, A., Doolan, L.A., Bostrom, L., Russo, K., Schiering, M.S., Suh, B, & Tenedero, H. (January/ February 2009). Impact of Learning Styles Instructional Strategies on Students' Achievement and Attitudes: Perceptions of Educators in Diverse Institutions. *The Clearing House*. 135-140.
- Mergel, B. (May 1998). *Educational Communications and Technology: Learning Theories and Instructional Design*. University of Saskatchewan.
- Olson, J. K. (October 2006). The Myth to Catering to Learning Styles. *Science and Children* 44(2).
- Pitts, J. (2009). Identifying and Using a Teacher-Friendly Learning Styles Instrument. *The Clearing House*. 225 – 231.
- Weiss, R. P. (July 2000). *Training & Development*. Brain Based Learning: The wave of the brain. P. 20-24.

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week I

Topic(s):

- Educational Psychology
- Our views on learning vs. learning theorists' theories

Objectives:

- To lay a solid foundation in learning philosophies and theories
- To begin to learn how we learn, and the variety of ways other's learn
- To start to use this information to understand ourselves and our students
- To apply this information to our classroom teaching

Impact on Classroom Instruction:

- As we become more familiar with the variety of learning styles we can provide a more varied, rich and effective experience for our students.

Learner Outcomes:

- Participants will gain a fuller understanding of learning theories and styles, as well as a deeper knowledge of how he/ she learns and teaches. The application of this will increase success in the classroom.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Participants will answer the discussion questions for the week in a scholarly, substantive fashion.
 - 1. What is educational psychology?
 - 2. Pick two learning theorists and summarize their views on learning.
 - 3. Which learning theory do you agree with the most and which influences your teaching style the most?
- Participants will participate in weekly discussion in a thoughtful scholarly way that fosters collegial. Professional sharing and communication.



Week II

Topic(s):

- Social learning theory
- Extrinsic vs. Intrinsic Motivation
- Our own personal learning theories

Objectives:

- To understand student motivation and discuss ways to harness it
- To discuss and analyze our own personal learning theories and the learning styles of our students
- To learn about social learning theory and integrate social learning into our classroom practice

Impact on Classroom Instruction:

- Teachers who know how to teach a wide variety of learners will have a greater amount of success in the classroom.

Learner Outcomes:

- Participants will become more familiar discussing and addressing the needs of each type of learner and how to present content in a variety of effective ways.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Participants will answer the discussion questions for the week in a scholarly, substantive fashion.
 1. What is social learning theory? Describe implications of social learning theory for classroom practice. Provide a concrete example for each implication that you discuss.
 2. What are extrinsic and intrinsic motivation? Which is more influential in academic success?
 3. Describe your own personal theory of classroom discipline. What works best for you in terms of motivating students and gaining their cooperation?

- Participants will participate in weekly discussion in a thoughtful scholarly way that fosters collegial. Professional sharing and communication.



Week III

Topic(s):

- Brain development and its effect on learning and knowledge acquisition.
- Most popular learning styles

Objectives:

- To be aware of how a teacher's learning style affects his/ her teaching style
- To be aware of how brain development effects learning and classroom instruction
- To discuss, compare and apply Gardner's ideas about learning to what we see in our classrooms.

Impact on Classroom Instruction:

- Teachers who are aware of her/ his own learning style and that of his/ her students will be more able to successfully deliver the content/ curricula/ skills in a variety of deep, meaningful ways.

Learner Outcomes:

- Participants will become familiar with brain processes & Garner's theory and ideas and how they can apply to your classroom practice.
- Increased tolerance and acceptance for a wider variety of students/ people.
- Participants will develop his/her own personal learning theory that relates to his/her classes.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Participants will answer the discussion questions for the week in a scholarly, substantive fashion.
 1. How does knowledge of how the brain works/ develops help teachers increase student achievement?
 2. Is it possible for individuals to develop at different rates?
 3. What are the most popular learning styles?
 4. What is your learning style and how does this affect your teaching?
 5. Discuss what you found most interesting about Gardner's ideas?
- Participants will participate in weekly discussion in a thoughtful scholarly way that fosters collegial. Professional sharing and communication.



Week IV

Topic(s):

- Humanist vs. Behaviorist? Why?
- What is knowledge? What kinds of knowledge is essential?
- Challenges of a diverse school community.

Objectives:

- To develop greater understanding for a variety of learners
- To discuss the types of knowledge that are the most vital and why.
- How can our schools/ classrooms better accommodate a wide variety of learners?

Impact on Classroom Instruction:

- The classroom experience will be enriched for everyone with increased awareness of learning theories and philosophies.

Learner Outcomes:

- Participants will become more experienced in discerning between learning styles and be more successful in delivering instruction.

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

- Participants will answer the discussion questions for the week in a scholarly, substantive fashion.
 1. Are you a behaviorist or a humanist? Give supporting arguments for your position.
 2. What is knowledge and what types of knowledge are essential?
 3. What challenges does your school face in meeting the diverse interests and needs of your students?
 4. What accommodations does your school provide in meeting the needs of diverse learners?
- Participants will participate in weekly discussion in a thoughtful scholarly way that fosters collegial. Professional sharing and communication.