

Syllabus for
GPED 835—Advanced Theories of Learning and Brain Research
3 Credit Hours
Spring Modular
February 15-18, 2012

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

An advanced study of current research and practices relating to theories of learning and brain research as it relates to education. Emphasizes practical classroom application of the research. Prerequisite: Admission to Graduate Education.

II. COURSE GOALS

The purpose of the course is to enable the student to do the following:

- A. Examine current theories of learning relating to the field of education.
- B. Examine current readings in the field of brain research and to relate these to current educational practices.
- C. Develop models of understanding that will enable educational administrators to effectively use the current knowledge bases in their roles as leaders.
- D. Learn how to assist school leaders in developing a personal system of research that will enable the administrator to keep up with current research.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Read and discuss research in the fields of learning and brain research.
- B. Explain the physiological functioning of the brain and how it relates to learning and other cognitive processes.
- C. Discuss or describe the role of emotions in learning.
- D. Define the processes of memory, recall, intelligence, and learning.
- E. Explain the relationship of good health and proper nutrition to the brain.
- F. Describe the effects of stress and threats to learning.
- G. Explain how motivation and rewards can influence learning.

- H. Discuss or describe how gender differences affect learning.
- I. Explain how to set up effective educational environments to maximize student learning.
- J. Use Web sites on brain research and learning, identifying sources for future research.
- K. Describe the College of Education Conceptual Model and discuss the integration of a biblical foundation and Christian worldview as related to a whole person education.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks
Jensen, E. (2008). *Brain-based learning, revised*. (2nd ed) San Diego, CA: The Brain Store. ISBN 9781412962568
 - 2. Other
None
- B. Optional Materials
To be announced.
- C. Optional/Recommended Materials
To be announced.

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures (may or may not be applicable)
 - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
 - 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
 - 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
 - 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
 - 5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

- c.
- B. College and/or Department Policies and Procedures
1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio process.
 2. Assessment Requirements
Course specific artifacts are submitted to ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education Candidates.
 3. Independent Study, Dissertations, or Internships
 - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
 - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
 4. In-Class Studies (or All Other Studies)
 - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
 - b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
 - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - d. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. The course grade will be a composite of performance on the following:
- | | |
|--|------------|
| Classroom Dialogue, Group Activities, and
Web site Research Reports | 30% |
| Reflection Journal (optional) | |
| Class Presentation | 25% |
| Preassignment | 20% |
| Postassignment Research Paper | <u>25%</u> |
| | 100% |
- b. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)

2. Whole Person Assessment Requirements

The College of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the College of Education Institutional Standards.

3. Other Policies and/or Procedures

a. Preassignment

- (1) The student reads Jensen's *Brain-Based Learning*. The student summarizes his thoughts on the most salient points, theories, concepts or research in each of the 25 chapters in approximately a half page for each chapter. (This is one of the artifacts for the course.)
- (2) The student picks one of the topics of the course (see chapter headings from Jensen), goes to at least five Web sites, and brings to class five articles related to learning and/or brain research that can be used in the postassignment research paper.

b. Postassignment:

The postassignment is a research paper of 12-15 typed pages. APA 6th edition is required. The topic must relate to one of the subject areas of Jensen's book or a topic covered in class. A minimum of 20 references is required. ***The postassignment must be sent by EMAIL to stapp@oru.edu.**

When you send your postassignment via email, do so with delivery confirmation, so that when the professor opens your email, you automatically receive confirmation. Your grade will drop one whole letter for each additional day after the date due. If received later than three days, you will not pass this course. No incomplete grades will be given. Please remember, you cannot pass this class with incomplete assignments.

VI. COURSE CALENDAR

Day	Session	Topic
1	1	Introduction to the Course Physiological Processes of the Brain
	2	Brain development: Prenatal to Adult
	3	Brain and Learning Theories
2	4	Strategies and Patterns
	5	Intelligence and Learning
	6	Emotions and Learning
3	7	Gender and the Brain
	8	Nutrition, Toxins, and Hazards
	9	Memory and Recall
4	10	Stress and Threats, Motivation, and Rewards
	11	Environments for Learning
	12	Assessment of Learning

Subject to change based on class needs/guest speakers or instructor's strategy.

Course Inventory for ORU's Student Learning Outcomes
GPED 835—Advanced Theories of Learning and Brain Research
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This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability		X		
1D	Ethical behavior	X			
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle		X		
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship		X		
4E	Leadership capacity		X		

This course specifically addresses the ORU College of Education Institutional Standards: 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 15.