Northeastern University
College *of* Professional Studies

Graduate School of Education
Course Syllabus

EDU 6319: *How People Learn (12-weeks) – Section 80239*
Term and Year: Spring 2021
Start and End Dates: 4/12 – 7/2
Credit Hour: 4 Quarter Hours
Course Format: Online
Location: *Canvas Login URL: https://canvas.northeastern.edu/*)

Instructor Information
Full Name: Dr. Elizabeth Mahler
Email Address: e.mahler@northeastern.edu
Office Hours: Virtual (by appointment)

Note: The instructor reserves the right to amend this syllabus, both online and the document itself, during the term and will notify students of the change(s). The revised syllabus is the official record of class policies and schedule of due dates.

Technical Requirements
Courses are available on Northeastern University's Canvas at the following link: **http://canvas.northeastern.edu**. Canvas Technical support and resources including 24/7 phone (1-833-450-3937), and chat can be found on the help icon in Canvas. Northeastern Technical support can be accessed at 617-373-4357 (xHELP) or help@northeastern.edu.

Each student is responsible for his or her access to the internet for purposes of this course and for research. Internet access is a required component of this course and will not be accepted as an excuse for missed work. If you know that you will be traveling, then make sure you plan accordingly.

This course may also include live sessions and assignments in which students may be asked to create audio/video reflections. We recommend that students purchase a headset that includes a microphone, as this will improve the quality of sound and reduce audio feedback during live sessions. Headsets can be obtained for a modest cost, under $30 at an electronics store such as Best Buy or online through a vendor such as Amazon.

Note regarding e-mail/voicemail: If you e-mail, please include your name and class title. Please allow up to 48 hours for an email reply. If you leave a voicemail, please remember to include your name, class title, and phone number. **It is <u>mandatory</u> that you use your NEU/Husky email account when contacting your instructor.**

Course Prerequisites: None

Course Description
How People Learn introduces the research and science of learning, integrating theory and case studies focused on learning principles and high-impact practices. Learning takes place in all stages of life: young adults who go

directly from high school to college, adults who "stop out" and return to school after years of work or family commitments, and older adults who pursue learning made possible by expanded leisure time or to prepare for encore careers. Some education takes place formally within higher education or certification programs; other opportunities are informal, sponsored by organizations such as museums and libraries or available for free online. This course focuses on learning in F2F, online, and mobile environments.

Course Materials
There is no textbook because this course draws widely from the literature and investigates leading edge work in the field of learning design. Weekly materials will primarily be provided online, through Leganto (reading lists accessed through the course menu) or through links within the classroom. In addition, you will also scour library resources and the web to make your own contributions to the course materials.

Program Learning Outcomes (PLOs)				
Specialized Knowledge	**Broad and Integrative Knowledge**	**Applied and Collaborative Learning**	**Civic and Global Learning**	**Experiential Learning**
Explain the major theories, research methods and approaches to inquiry and schools of practice in the field of education, articulate their sources and illustrate both their applications and their relationships to allied fields of study.	Design and execute an applied, investigative or creative work that draws on the perspectives and methods within the sub-fields of education and assess the resulting advantages and challenges of including these perspectives and methods.	Design and implement a project or performance in an out-of-class setting that requires the application of advanced knowledge gained in the field of education to a practical challenge, articulate in writing or another medium the insights gained from this experience, and assess approaches, scholarly debates or standards for professional performance applicable to the challenge.	Assess and develop a position on a public policy question with significance in the field of education taking into account both scholarship and published or electronically posted positions and narratives of relevant interest groups.	Integrate education-specific best practices and tools into experiential learning opportunities offered in the program.

SAIL Baseline

Enter 5 for Central, 4 for Significant, 3 for Moderate, 2 for Minimal, 1 for Potential, or 0 for None					*Enter 1 for Passive Engagement, 2 for Active Engagement, or 3 for Generative Engagement*
Social Consciousness & Commitment	**Global Mindset**	**Intellectual Agility**	**Personal & Professional Effectiveness**	**Well-Being**	**Level of Engagement**
1	2	5	5	1	3

Refer to SAIL website https://sail.northeastern.edu/about/

Course Learning Outcomes
Fully participating in this course should enable you to:
1. Articulate the theories, researched principles, and emerging body of knowledge about how people learn;
2. Conceptualize learning as a change process that can be maximized through individual experiences and the implementation of effective learning practices;
3. Discuss how learners' knowledge, beliefs, and actions influence learning;

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4. Design a personal competency model for professional learning, grounded in program, concentration, and/or specific career competencies; and
5. Analyze salient characteristics of learning experiences based on learning research and principles.

Expectations
- Workload
    - For a four-credit course, students should expect 3 hours a week of faculty instruction and a minimum of 5 hours of out of class student work for a 12-week course.
- APA citations

Building AN ePortfolio (MEd students – required; certificate students – optional)
As you progress through your M.Ed. Program, in each course you will incorporate one or more "signature assignments" and a course reflection into your ePortfolio (assignments are designated in the syllabus). The program and each of the concentrations have identified competencies that are essential to your success as education professionals. The ePortfolio provides evidence of your progress toward competencies and creates opportunities for improving your work in this regard. Detailed information about ePortfolios are included in the Canvas classroom.

Attendance Policy
Students in online courses are expected to complete course readings, participate in class discussions or other learning activities during the unit, and complete written assignments for each unit during the time of that unit.

All students are working adults, and it is understood that there might be one week when active participation in ongoing class conversations and learning activities might be delayed. Beyond one week's time, if there is an absence or lateness in participation: 1) faculty must be notified in advance; and 2) grades will be adjusted accordingly.

Policy on Late Work
Students must submit assignments by the deadline in the time zone noted in the syllabus. Students must communicate with the faculty prior to the deadline if they anticipate work will be submitted late. ***Note: Work submitted late without prior communication with faculty will not be graded. The instructor reserves the right to deduct points from late assignments.***

Faculty / Student Communication

Email communication: students can expect that emails will be answered within 24 hours during the week and within 48 hours on weekends.

Phone and video conferences: students may also request a phone or video meeting in addition to email communication. Meetings will be available within 5 days of the communication, or as per office hours identified in the syllabus.

Discussion Board or other communication threads: students can expect questions on discussion boards directed to instructors to be answered within 24 hours during the week and within 48 hours on weekends.

Course assignments: assignments will be returned in a timely fashion and include written feedback when appropriate.

Course Methodology

Weekly Materials: There is one folder within Modules (under Course Menu) for each week of the course. Each folder contains what you need for that week, including directions, video viewings, and assignments. All course readings are located under the Leganto-Reading List (also under Course Menu). Folders will become available one week in advance to help you plan your time.

Steps in the Signature Assignments: This course includes two *Signature* Assignments: the *Personal Reflection and Professional Competency Model* (A2) and the *Case Study* (A4). Each of these assignments is developed over multiple weeks through smaller tasks. See instructions for each assignment to find week-by-week suggestions which will help create the highest quality assignment.

Participation/Discussion Board

To facilitate interaction, students are expected to review the online postings on a regular basis even after they have posted their own minimum required postings. Please treat your classmates and the instructors with the utmost respect. Inappropriate posts will be removed immediately. The instructor reserves the right to penalize students for repeated violations of the participation policy (and/or Academic Integrity Policy) within a course. In the discussion board and in class, high quality contributions advance the class discussions and do not simply summarize the material that was assigned. Quality contributions take into account not only the instructor's questions but also your classmates' contributions. Please be mindful that the Discussion Board is a space for academic exchanges. As a result, students are accountable for using proper and exacting punctuation, spelling, and grammar. In addition, you may be required to reference all outside sources in correct citation format. It is crucial that all participants maintain a high regard for proper decorum in the Discussion Board. The Participation Rubric can be found under Assignments.

Grading/Evaluation Standards

Grade Scale

95-100%	A	87-89.9%	B+	77-79.9%	C+	69.9% or below	F
		84-86.9%	B	74-76.9%	C		
90-94.9%	A-	80-83.9%	B-	70-73.9%	C-		

Course Grading Rubric

Assignments and Grading Point Distribution
A1: Class Participation (**e.g., class discussions)** (*Supports All Objectives*)   *Due: Weekly as assigned (worth between 1-3 points/week) – 30 points*
A2: Personal Learning Reflection and Professional Competency Model (*Supports Objective 4*) *– SIGNATURE ASSIGNMENT*   *Development Weeks 3-5; Due: Week 5 – 15 points*
A3: Learning Strategies Conference Poster (*Supports Objectives 1, 2, 3*) **– Group Project**   *Due: Week 9 – 20 points*
A4: Case Study and Presentation (*Supports Objectives 1, 2, 3, 4*) *– SIGNATURE ASSIGNMENT*   *Development Weeks 6-11; Due: Week 12 – 35 points*
TOTAL POINTS: 100

Class Schedule/Topic Outline

Weekly Class Session	Topic	Assignments
Week 1	*What is learning?* • Week 1 Readings & Viewings	• Discussion Board • Introductions • Build and share initial learning concept map
Week 2	*What are the theoretical foundations of learning?* • Week 2 Readings & Viewings	• Discussion Board • Attend Zoom Orientation (optional) • Get familiar with A2: Personal Learning Reflection & Professional Competency Model instructions
Week 3	*What is learning science? The brain and learning* • Week 3 Readings & Viewings	• Discussion Board • Continue A2
Week 4	*What is learning science? Cognitive architecture and learning* • Week 4 Readings & Viewings	• Discussion Board • Continue A2
Week 5	*What is expertise?* • Week 5 Readings & Viewings	• ***NO Discussion Board*** • ***A2 due by Sunday EoD***
Week 6	*What do students bring to a learning experience?* • Week 6 Readings & Viewings	• Discussion Board • Begin A3: Learning Strategies Posters • Review A4: Case Study Instructions • Attend A4 Zoom Information Session (optional)
Week 7	*What factors promote learning? Self-direction/regulation and metacognition*	• Discussion Board • Continue A3 • Continue A4 (see instructions for schedule)
Week 8	*What factors promote learning? Multi-media* • Week 8 Readings & Viewings	• Discussion Board • Finalize A3 • Continue A4 (see instructions for schedule)
Week 9	*Case Study: Analyzing a learning situation*	• Discussion Board (Poster Session) • ***A3 due by Thursday EoD*** • Continue A4 (see instructions for schedule)
Week 10	*Case study: Pulling it all together*	• Discussion Board (Case Study Peer Reviews) • Continue A4 (see instructions for schedule)
Week 11	*Case study: Final touches*	• Discussion Board (final optional peer review of Case Studies) • Compose course reflection for ePortfolio • ***A4 due by Sunday***
Week 12	*Sharing, celebrating, and reflecting on our accomplishments*	• Discussion Board – includes link to completed ePorfolio • ***ePortfolio update due (for M.Ed students) with Signature Assignments & Reflection added by Wednesday EoD***

End-of-Course Evaluation Surveys
Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.
At the end of this course, please take the time to complete the evaluation survey at
https://neu.evaluationkit.com. Your survey responses are **completely anonymous and confidential**. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your HuskyMail account notifying you when surveys are available.

Academic Integrity
A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors. Go to
http://www.northeastern.edu/osccr/academic-integrity-policy/ to access the full academic integrity policy.

Student Accommodations
Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability. For more information, visit http://www.northeastern.edu/drc/getting-started-with-the-drc/.

Library Services
The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals. For more information and for Education specific resources, visit http://subjectguides.lib.neu.edu/edresearch.

24/7 Canvas Technical Help
For immediate technical support for Canvas, call 1-833-450-3937. You can chat and report an issue to Canvas technical support right from within Canvas through the Help icon located in the Canvas global navigation.
myNortheastern, e-mail, and basic technical support:
Visit the Information Technology Services (ITS) Support Portal
Email: help@northeastern.edu   ITS Customer Service Desk: 617-373-4357 (help)

Diversity and Inclusion
Northeastern University is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice. Please visit http://www.northeastern.edu/oidi/ for complete information on Diversity and Inclusion.

TITLE IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance. Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty and staff. *In case of an emergency, please call 911.* **Please visit <u>www.northeastern.edu/titleix</u> for a complete list of reporting options and resources both on- and off-campus.**