



## **Learning Frameworks (EDUC 1100) Online**

**Credit:** 1 semester credit hour (1 hour lecture)

**Prerequisite/Co-requisite:** TSI complete in Reading. Complete the Online Orientation and answer yes to 7+ questions on the Online Learner Self-

Assessment: <http://www.lit.edu/depts/DistanceEd/OnlineOrientation/OOStep2.aspx>

### **Course Description**

A study of the: research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. (Cross as EDUC 1100). ***This course is time-bound, structured, and completed totally online.***

### **Required Textbook and Materials**

Many resources will be available through Internet access and/or provided by the instructor.

### **Course Objectives**

1. Upon completion of this course, the student will be able to:
2. Understand the learning theories.
3. Apply the learning theories and strategies to achieve personal, academic, and career success.
4. Identify factors that impact learning and apply techniques and strategies to achieve personal, financial, academic, and career success.
5. Use technological tools to solve problems and communicate effectively.

### **Core Objectives**

1. **Critical Thinking Skills:** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. **Communication Skills:** To include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. **Social Responsibility:** To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

## Course Outline

- I. Module 1: Abraham Maslow's Hierarchy of Needs Theory
  - A. Why Maslow's Hierarchy of Needs Matters
  - B. Real Life Example of Maslow's hierarchy of Needs
  - C. Covid-19 and Maslow's Hierarchy of Needs
- II. Module 2: Bloom's Taxonomy
  - A. Understanding Bloom's Revised Taxonomy
  - B. Bloom's Taxonomy of Learning for Students
  - C. Critical Thinking
  - D. Fast and Slow Thinking
  - E. Becoming a Fair Thinker
- III. Module 3: Bandura's Social Cognitive Theory
  - A. Bandura Social Learning
  - B. Why Self-Efficacy Matters
  - C. Social Learning Theory article
- IV. Module 4: Schlossberg's Theory of Transition
  - A. Schlossberg's Transition Theory
  - B. Applying Transitions Theory
  - C. Project
- V. Module 5: Howard Gardner's Multiple Intelligences
  - A. Intelligences-Theory of Multiple Intelligences Explained
  - B. Beyond Wit and Grit: Rethinking the Keys to Success
  - C. Multiple Intelligences Quiz
  - D. Final Project
- VI. Module 6: The Mindfulness to Meaning Theory
  - A. Mindfulness
  - B. Neuroscience of Mindfulness Meditation
  - C. Mindfulness in Education to Lower Stress and Violence
  - D. A Quiet Revolution
  - E. Mindfulness in the Early Grades
- VII. Module 7: Social Emotional Learning
  - A. Social Emotional Learning: What is SEL and Why SEL Matters?
  - B. What is SEL?
  - C. Emotional Intelligence From a Teenage Perspective
  - D. Emotional Intelligence by Daniel Goldman

## Grade Scale

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

## Course Evaluation

Final grades will be calculated according to the following criteria:

<b>Requirements:</b>	<b>Points</b>	<b>Weight</b>
<b>Assignments</b>	30	30%
<b>Journals</b>	30	30%
<b>Core Assessment Project Final Exam</b>	40	40%
<b>Total Possible Points</b>	<b>100</b>	<b>100%</b>

## Course Policies

1. The student must log onto Blackboard and access the course a minimum of one time per week.
2. Cheating of any kind will not be tolerated.
3. The student is responsible for initiating and completing the drop process. Students who stop coming to class and fail to drop the course will earn an 'F' in the course.
4. Belligerent, abusive, profane, threatening, and /or inappropriate behavior on the part of students is a violation of the LIT Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the disciplinary process.
5. No late assignments will be accepted.
6. Additional class policies as defined by the individual course instructor.

## Technical Requirements (for courses using Blackboard)

The latest technical requirements, including hardware, compatible browsers, operating systems, software, Java, etc. can be found online at:

<http://www.blackboard.com/student-resources.aspx> A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of the online technology and resources.

## Disabilities Statement

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles 'Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)839-2018. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#)

## Student Code of Conduct Statement

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the LIT Catalog

and Student Handbook. The LIT Catalog and Student Handbook may be accessed at [www.lit.edu](http://www.lit.edu) or obtained in print upon request at the Student Services Office.

### **Starfish**

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty will record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

