In this class, we explore key theoretical perspectives on teaching and learning. What is knowledge and knowing? What is learning? What is teaching? What are good teaching and learning? How do contexts influence teaching, knowing, and learning?

In the course, students will learn foundational theoretical perspectives on these questions, while being encouraged to develop answers for themselves, and develop an underpinning for the work that they will carry forward in their professional careers, whether in research or in practice.

Course Texts

[available at Penn University Bookstore or online]


Course Readings

[available in digital format at Canvas Course Site]

Course Overview

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Course Topics and Weekly Readings

CLASS 1 • August 31 • Introduction & Overview


CLASS 2 • September 7 • Skinner: Behaviorism


**CLASS 3 • September 14 • Cognitive Perspective/Classic Constructivism**


**CLASS 4 • September 21 • Constructionism**


**CLASS 5 • September 28 • Vygotsky**


**CLASS 6 • October 5: Dewey: Progressivism**


**CLASS 7 October 12 • Education, Social Change, and Responsiveness.**


**Course Description**

**CLASS 8 • October 19: Communities of Learners and Practice**


**CLASS 9 • October 26: Identity & Diversity**


**CLASS 10 • October 21: Online Learning**


https://canvas.upenn.edu/courses/1330067

CLASS 11 November 11: Motivation and Engagement


CLASS 12 • Special Session, Week of November 16: Robust Learning


CLASS 13 • November 16: Architectures and Frameworks


CLASS 14 • December 7: Emerging Research Methods: Educational Data Mining


CLASS 15 • December 14: Design Experiments/Research and Automated Experimentation


Assignments EDUC 616

A theoretical paper will be due on November 11. This theoretical paper will require the student to select a topic (in consultation with the instructor), and argue for a specific position for how the field of learning analytics must change to meet the needs of 21st century education or learning sciences. Students will be required to turn in a 1-page paper prospectus for the theoretical paper on October 14, which will be graded as well. Extensions for the paper and prospectus deadlines will only be available in case of instructor error or extreme circumstances (assignments in other classes, research studies, and so on do not count as extreme circumstances; serious injury, illness, or death in the family do count as extreme circumstances). Outside of these circumstances, late hand-ins will not be accepted (e.g. zero credit will be given).

All assignments should be sent to the instructor via email. The assignment title and email title should be 616-YOURLASTNAME-ASSIGNMENTNAME. Assignments can be submitted in Microsoft Word or PDF format.

Midterm and final exams will be given. Both exams are open-book; open-resource; open-web. However, collaborating on the exam with other students or anyone else at all is NOT ALLOWED. The exams will be made available on the course webpage 48 hours before the due date.

Class participation involves both attendance and active (and constructive) participation in classroom discussions. While it is not expected that you will memorize every paper assigned for the class, it is expected that you will have studied the readings to the degree that you can participate actively in discussions.

Grading

- Theoretical Paper Prospectus 10%
- Theoretical Paper 20%
- Midterm Exam 25%
- Final Exam 25%
- Class Participation 20%

Please note that assignment criteria and dates may be changed and/or further detailed during the term.

Using CANVAS

1. Go to http://penngse.instructure.com
2. Click on Log in and enter your PennNet ID and password.
3. Click on EDUC616-001-2016 MASTERS FNDS TCH & LRN

Periodically, I will email the class via Canvas. To be sure that you receive these messages, please make sure that your contact information is up-to-date.

PLAGIARISM

Plagiarism will result in a failing grade. The preferred style for bibliographic referencing is APA (American Psychological Association). You can find details about APA documentation on the following helpful website: http://www.wisc.edu/writing/Handbook/DocAPA.html. For educational research, the most popular database is ERIC (Education Resources Information Center). This can be found online at: http://www.eric.ed.gov/.

Assignments Summary: