



Northeastern University

College of Professional Studies

Graduate School of Education

Course Syllabus

EDU 6319: *How People Learn* (12-weeks) – Section 20191

Term and Year: Winter 2023

Start and End Dates: 4/9-6/30 2023 (Note: Class ends on a Friday)

Credit Hours: 4 Quarter Hours

Course Format: Online

Location: Canvas Login URL: <https://canvas.northeastern.edu/>

Instructor Information

Name: Dr. Elizabeth Mahler

Email Address: e.mahler@northeastern.edu

Connecting: My “office hours” are virtual and provide an opportunity for us to get to know each other, discuss any questions you might have, or just to share ideas. Feel free to contact me through email – with questions, comments, to set up an appointment, or just to say hello - I’ll respond quickly to set up a call.

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.

Students are responsible for their 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 mandatory that you use your NU email account when contacting your instructor.**

Course Prerequisites: None

Course Description

How People Learn introduces the research and science of learning, integrating theory with case studies about learning principles and high-impact practices. Learning takes place in all stages of life: teenagers who go directly from high school to college, adults who “stop out” and return to school after years of work or family commitments, and even retirees who pursue learning made possible by expanded leisure time. Some education takes place formally within higher education; 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 required textbook (see optional text below) because this course draws widely from the literature and investigates leading edge work in the field of learning design. Weekly materials will be provided online or will be attached or linked within the course website. In addition, you will also scour library resources and the web to make your own contributions to the course materials.

Suggested Optional Text (electronic copy of text is located under Supplemental Materials for Week 1 in Leganto - see Canvas course menu):

Brown, P.C., Roediger, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. Belknap Press: Cambridge, MA.

Program Learning Outcomes

Learning Experience Design and Technology graduates will be prepared to:

PLO1: Apply learning design models, theories, practices, and technologies, based on the analysis of context, content, and learner needs, to develop engaging learning environments. (*Learning Experience Design*)

PLO2: Demonstrate constructive working relationships and collaborations in a range of professional contexts while responding to the nuances of organizational culture, diversity of learners, project demands, and allocated resources. (*Collaboration*)

PLO3: Redesign learning experiences to create dynamic technology-enhanced and engaging environments by seeking out the learning design potential of new technologies. (*Learning Design Technologies*)

PLO4: Demonstrate the ability to effectively present ideas in multiple mediums and to diverse audiences. (*Communication*)

PLO5: Create learning designs that promote social justice, inclusion, and the building of intercultural and global networks, while demonstrating the capacity to perceive multiple perspectives. (*Cultural Responsiveness*)

PLO6: Respond innovatively to the learning design opportunities and challenges in diverse contexts of industry sectors and modalities, while creatively drawing upon the latest research in learning design. (*Creative Problem Solving & Systems Thinking*)

Course Guiding Questions

During the term, we will explore the following questions together:

- What is going on when a person is in the process of “learning”?
- What factors increase the likelihood that learning will take place?
- What learning principles can we derive from these process and factors?
- What are the implications of learning *science* for learning *design*?
- What are the implications of applying theory to practice across contexts and across the lifespan?

Course Outcomes

Fully participating in this course should enable you to:

- CO1: Articulate the theories, researched principles, and emerging body of knowledge about how people learn;
- CO2: Conceptualize learning as a change process that can be maximized through design: planning, development, facilitation, and social pedagogy;
- CO3: Discuss how learners' knowledge, beliefs, and actions influence learning;
- CO4: Design a competency model for your own professional learning, grounded in M.Ed. program and concentration competencies; and
- CO5: Analyze salient characteristics of learning experiences based on learning research and principles.

Earning Badges at Northeastern University

In this course, you have the option to receive a digital *How People Learn* level 3 badge from Northeastern University. A digital badge is a validated acknowledgement of learning in the form of a small icon you can upload and share to the social and professional networks of your choosing. By clicking on the badge, viewers can see a full description of the proficiencies you have gained and demonstrated. The badge offers validation of your learning achievement from Northeastern and is provided to you at no cost. At the conclusion of the course, students with a final grade of B or better will receive an email from Credly, Northeastern's licensed badging platform, with detailed instructions on how to claim and share their badge.

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 will be used in all assignments as appropriate.

Building your ePortfolio

As you progress through your program of studies, in each course you will incorporate one or more "signature assignments" into your ePortfolio (assignments are designated in the syllabus). The LXDT program has identified competencies that are essential to your success as education professionals (see Program Learning Outcomes on previous page). The ePortfolio provides evidence of your progress toward competencies and creates opportunities for reflecting on and improving your work in this regard.

Note: Creation of an ePortfolio is a requirement for GSE masters' students and optional for certificate students.

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 a 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 Modules: There is a weekly “folder” within the Modules area for each week of the course. Each contains all you need for that week, including directions, readings, video viewings, and assignments. Click on *Modules* in the left-hand Canvas Course Menu to access the folders. 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 *Professional Competency Model (A2)* and the *Case Study (A3)*. Each of these assignments is developed over multiple weeks through smaller tasks. In most weeks, the *Modules* folder includes the steps to complete in a Signature assignment.

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) (<i>Supports All Objectives</i>) Due: Weekly as assigned (worth up to 1-3 points/week) – 30 points | |
| A2: Professional Competency Model (<i>Supports Objective 4</i>) – SIGNATURE ASSIGNMENT Development Weeks 3-5; Due: Week 5 – 15 points | |
| A3: Learning Strategies Conference Poster (<i>Supports Objectives 1, 2, 3</i>) – Individual or Group Project Due: Week 9 – 20 points | |
| A4: Case Study and Presentation (<i>Supports Objectives 1, 2, 3, 4</i>) – SIGNATURE ASSIGNMENT Development Weeks 6-11; Due: Week 12 – 35 points | |
| TOTAL POINTS: 100 | |

Class Schedule/Topic Outline

| Weekly Class Session | Topic | Assignments |
|--|--|---|
| Weeks 1-8: Development of Content Knowledge | | |
| Week 1 | <i>What is learning?</i> <ul style="list-style-type: none"> Week 1 Readings & Viewings | <ul style="list-style-type: none"> Discussion Board Introductions Build and share initial learning concept map |
| Week 2 | <i>What are the theoretical foundations of learning?</i> <ul style="list-style-type: none"> Week 2 Readings & Viewings | <ul style="list-style-type: none"> Discussion Board Attend Zoom Orientation (optional) Get familiar with A2: Personal Learning Reflection & Professional Competency Model instructions |
| Week 3 | <i>What is learning science? The brain and learning</i> <ul style="list-style-type: none"> Week 3 Readings & Viewings | <ul style="list-style-type: none"> Discussion Board Continue A2 |
| Week 4 | <i>What is learning science? Cognitive architecture and learning</i> <ul style="list-style-type: none"> Week 4 Readings & Viewings | <ul style="list-style-type: none"> Discussion Board Continue A2 |
| Week 5 | <i>What is expertise?</i> <ul style="list-style-type: none"> Week 5 Readings & Viewings | <ul style="list-style-type: none"> NO Discussion Board A2 due by Sunday EoD |
| Week 6 | <i>What do students bring to a learning experience?</i> <ul style="list-style-type: none"> Week 6 Readings & Viewings | <ul style="list-style-type: none"> Discussion Board Begin A3: Learning Strategies Posters Review A4: Case Study Instructions |

| Weekly Class Session | Topic | Assignments |
|--|---|---|
| Week 7 | <i>What factors promote learning? Self-direction/regulation and metacognition</i> <ul style="list-style-type: none"> Week 7 Readings & Viewings | <ul style="list-style-type: none"> Discussion Board Continue A3 Continue A4 (see instructions for schedule) |
| Week 8 | <i>What factors promote learning? Multi-media</i> <ul style="list-style-type: none"> Week 8 Readings & Viewings | <ul style="list-style-type: none"> Discussion Board Finalize A3 Continue A4 (see instructions for schedule) |
| Weeks 9-12: Application and Synthesis of Learning | | |
| Week 9 | <i>Case Study: Analyzing a learning situation</i> | <ul style="list-style-type: none"> Discussion Board (Poster Session) <i>A3 due by Thursday EoD</i> Continue A4 (see instructions for schedule) |
| Week 10 | <i>Case study: Pulling it all together</i> | <ul style="list-style-type: none"> Discussion Board (Case Study peer reviews) Continue A4 (see instructions for schedule) |
| Week 11 | <i>Case study: Final touches</i> | <ul style="list-style-type: none"> Discussion Board (final optional peer review of Case Studies) Compose course reflection for ePortfolio Finalize A4 |
| Week 12 | <i>Sharing, celebrating, and reflecting on our accomplishments</i> | <ul style="list-style-type: none"> Discussion Board – include course reflection (all) and link to completed ePortfolio (MPS/MEd students) <i>A4 due by Monday EoD</i> <i>ePortfolio update due (for MPS/MEd students) with Signature Assignments & Reflection added by Wednesday EoD</i> <i>Discussion Responses by Friday EoD (last day of class)</i> |

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 www.northeastern.edu/titleix for a complete list of reporting options and resources both on- and off-campus.*

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