

ELT 631 - Cognitive Tools: Learning With Technology

Syllabus - Fall, 2015

Bill Moseley, Ph.D.

Email: william.moseley@pepperdine.edu

Voice and Text: (661) 376-0010

Course Overview

In this second course of the Cognitive Tools track of the program, we will focus our learning on how people learn. After spending August looking at practical, observable methods of instruction in the context of video games, we will continue our exploration of how people learn in a more detailed way.

We will start out with an examination of your own ideas about learning, and with coverage of some of the more critical ideas in learning theory. We will finish the class with a look at the spectrum of theories, how they differ and how they relate to one another.

Now that we have completed the August courses, and you have developed your online learning skills and communication abilities, you should expect us to move into a more rigorous learning experience. The assigned reading this term should be apparent in our discussions, both in forums and in live classes as well as in your project work.

Required Books

- **The Book of Learning and Forgetting**
Frank Smith (ISBN: 080773750X)
- **Democracy and Education**
John Dewey (ISBN: 1613822812)
- **Digital Habitats**
Etienne Wenger (ISBN: 0982503601)
- **Mindstorms**
Seymour Papert (ISBN: 0465046746)

Course Components

The course will be composed of the following pieces:

Discussion Forums (Ongoing, 15%):

The tone of the forums should be conversational, although the content should reflect graduate level thinking. Whenever possible, explicit references to assigned reading should be made. Responses should be thoughtful, meaningful and respectful, although you are free to disagree and argue varying points as part of the learning process.

I expect that all students are active participants in forum discussions throughout this class. "Active" means multiple meaningful posts each week.

Personal Learning Theory Trailer (Due 10/4, 20%)

It is common practice in any industry where pitching an idea is important to talk about a short, powerful message as an “elevator speech”. The idea is that if you are ever stuck in an elevator with someone who is in a position to help you, then you should be able to explain the important concepts of your business to them in the time it takes to ride up a few floors. The movie trailer is sort of analogous to that idea, in that a trailer has a very short amount of time to connect the audience with a movie.

In this assignment, you will construct a 90 second or less “Trailer” that expresses your own ideas and beliefs about how people learn. You will need to distill your ideas to the most important ones, and then figure out how to communicate them in powerful, creative ways. Storytelling, images, and metaphor are just some of the tools at your disposal. Remember, this is about your current ideas – in addition to other things, this will serve as a point of reference for the evaluation of your own thoughts later on.

Trailers will be posted to a public web page for sharing by 11:59 pm on 10/4.

Ethnography of a CoP (Due 11/8, 25%)

In this project, you will be required to join or at least visit a community of practice (CoP). During this visit, you will act as an ethnographer. You will record photos or video and notes, and edit them into a (<5 min) multimedia presentation that illustrates the key components of a CoP. The presentation will be posted online and shared publicly by 11:59 pm on 11/8.

The CoP you choose should be:

1. Something you don't already know, belong to, or participate in.
2. A real, in person CoP. No online CoPs for this.
3. A legitimate CoP according to the standards in Wenger
4. Approved by me before you do your research.

Taxonomy of Learning Theory (Due 12/7, 25%)

A taxonomy is a scheme that is used for classifying, or showing the differences and relationships between and among things or ideas. In this assignment, you will all choose from a provided list of major learning theorists, and each of you will do a deep dive into that person's theory.

You will develop a one-page fact sheet on this theorist, and then you will use a mutually agreed-upon technology to develop a map of the theorists, as well as the other primary theorists studied in class, and how they connect to one another. Your fact sheets should be included in this map, either as embedded items or as linked documents.

Learning Theory Reflections (Ongoing, 1 per week, 15%)

You will be expected to post one meaningful reflection per week related to the learning we are doing in this class. Tone can be somewhat conversational, but content should include references to documents and reading where appropriate. Keep in mind that these posts should be your reactions and reflections directly related to what we are doing in class – not just whatever comes to mind related to theory.

Class Schedule

Weeks outlined in blue will be our live class weeks, unless otherwise notified. Our live classes will use Adobe Connect. I will post instructions prior to our first class.

In addition, to help consolidate things, I will be moving our discussion forums to Sakai, which is the University's learning management system. Hopefully this will simplify the process of participating in forums for everyone.

Week	Week Of	Reading	Assignment
Week 1	9/7/2015	Smith	
Week 2	9/14/2015	Smith	Personal Learning Theory Trailer
Week 3	9/21/2015	Dewey	Personal Learning Theory Trailer
Week 4	9/28/2015	Dewey	Personal Learning Theory Trailer - Due 10/4
Week 5	10/5/2015	Dewey	
Week 6	10/12/2015	Wenger	
Week 7	10/19/2015	Wenger	Ethnography of a CoP
Week 8	10/26/2015	Wenger	Ethnography of a CoP
Week 9	11/2/2015	Papert	Ethnography of a CoP - DUE 11/8
Week 10	11/9/2015	Papert	
Week 11	11/16/2015	Papert	Taxonomy of Learning Theory
Week 12	11/23/2015	Selected Articles	Taxonomy of Learning Theory
Week 13	11/30/2015	Selected Articles	Taxonomy of Learning Theory
Week 14	12/7/2015	Selected Articles	Taxonomy of Learning Theory - DUE 12/7
Week 15	12/14/2015	Selected Articles	

From your friends at GSEP

MAINTAINING COPIES OF ASSIGNED COURSE WORK FOR PROGRAM

EVALUATION: The Graduate School of Education and Psychology evaluates its programs on an ongoing basis. The data from such evaluations provide us with information to help improve the quality of the educational experience we provide our students. In addition, the data are used by our accrediting bodies, such as the Western Association of Schools and Colleges (WASC), California Council on Teacher Credentials, and the American Psychological Association (APA), to make decisions as to whether we can maintain our accredited status with these respective associations. To this end, we may archive copies of the papers, examinations, exercises, etc. that students complete as part of their required course work so that we can track if students appear to be meeting the objectives of the program in which they are enrolled. Names will be removed from the assignments we opt to archive for evaluation purposes. If you prefer that your course work not be archived for evaluation purposes, please let me know immediately so that we can make such a notation in the files I keep for each student who enrolls in my courses.

CODE OF CONDUCT: The Graduate School of Education and Psychology strives to create a learning environment which is respectful of the rights and dignity of all members of our learning community. Students are expected to conduct themselves in a collegial, respectful, and professional manner while participating in all activities associated with this course. Students are expected to exhibit behaviors and attitudes consistent with appropriate ethical-legal standards, and to refrain from any fraudulent, dishonest, or harmful behaviors such as plagiarism, cheating, or harassment, which compromise the integrity of the academic standards of the university and/or impact the safety and security of fellow students, staff, and faculty. Failure to comply with appropriate standards of conduct may result in a grade of "F" in the course and dismissal from the program.

RESPECTFUL DISCOURSE: The Pepperdine University Graduate School of Education and Psychology values and respects the perspectives and diversity of our students in regard to ethnicity, nationality, gender, sexual orientation, socioeconomic status, religion, age, and ability status. Thus, it is critical that classroom discussions include respectful dialogue about any issue that impacts the lives of our students, and the individuals, families, and communities that our students serve.

PLAGIARISM: Plagiarism is commonly understood in the academic community to involve taking the ideas or words of another and passing them off as one's own. When paraphrasing or quoting an author directly, one must credit the source appropriately. Plagiarism is not tolerated at the Graduate School of Education and Psychology.

DISABILITY STATEMENT: Any student with a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Malibu Campus, Tyler Campus Center 225, 310.506.6500) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.pepperdine.edu/disabilityservices/> for additional information.