

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **EDUC 205**

#### **LEARNING THEORY AND PORTFOLIO DEVELOPMENT**

#### **COURSE DESCRIPTION**

An introduction to learning theories with an emphasis on experiential learning. Here will also be a focus on learning and learning styles, including management and communications profiles. A major part of this course is the preparation of the Professional Development Profile and the Experiential Learning Portfolio.

#### **RATIONALE**

An increasing number of students are re-entering higher education, and these students may already possess knowledge of college-level course content as a result of experiential learning. Teaching Portfolios are becoming an increasingly requested item at job interviews, therefore a digital portfolio will be developed throughout this course with each artifact correlating with an educational theory. Also, Liberty University wants to recognize the present academic level where they are performing by providing them the opportunity to create a Professional Development Profile (PDP) that can be submitted for prior learning assessment and possible credit hours.

#### **I. PREREQUISITES**

EDUC 200

#### **II. REQUIRED RESOURCE PURCHASES**

Click the following link to view the required resources for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with Internet access (broadband recommended)
- B. Microsoft Word  
(Microsoft Office is available at a special discount to LU students.)
- C. Adobe Reader

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Examine the physical, cognitive, moral, and psychosocial developmental characteristics of learners.
- B. Formulate a working and professional resume.

- C. Understand the central concepts, tools of inquiry, and structure of the discipline he or she teaches.
- D. Demonstrate the understanding of how children learn and develop.
- E. Examine the roles of the teacher within the profession and the impact of effective teaching strategies on student learning.
- F. Foster and interact within a stimulating learning environment via establishing a steady flow of interactive communication in and out of the classroom.
- G. Understand how students differ in their approaches to learning.
- H. Create instructional opportunities that are adapted to diverse learners.
- I. Formulate personal and educational goals (both short-term and long-range) and prepare a plan for attaining them.
- J. Recognize the characteristics of learning, management, interpersonal communications, and philosophy of learning styles with an emphasis on one's own personal style.
- K. Develop and organize an individualized professional profile articulating a unique perspective of one's self.

**V. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook readings and lecture presentations/notes
- B. Discussion Board forums (4)

The student will participate in four Discussion Board forums. In the odd-numbered weeks, students will post a thread, or response, to the instructor's prompt. The thread should be at least 300 words. In the following module/week, the student will post at least two (or more) replies (150 words each) to other students' threads.

- C. Resume

Each student will prepare a resume to present to classmates in the Discussion Board forum. Students will review and critique their classmates' resumes, and after making adjustments, they will submit their resumes to the instructor for assessment.

- D. INTASC Principles (5)

Ten teaching principles authored by the Interstate New Teacher Assessment and Support Consortium (INTASC) will be the foundation of this assignment. Students will be introduced to two principles each week. Students will be responsible to address 5 of the 10 principles with an explanation, artifact, character lesson, and a reflection submitted in the form of a Word document.

## E. Educational Philosophy

Students will create their own educational philosophy statement. This is a 1-page document (single-spaced) that is intended to guide and inspire a teacher throughout his or her career. This document will capture the positive aspirations of a career and should act as the centerpiece of the teaching career.

## VI. COURSE GRADING AND POLICIES

## A. Points

Discussion Board forums (4 at 70 pts ea)	280
Resume	50
INTASC Principles (5 at 120 pts ea)	600
Educational Philosophy	70
<b>Total</b>	<b>1000</b>

## B. Scale

A = 900–1000 B = 800–899 C = 700–799 D = 600–699 F = 0–599

## C. Late Assignment Policy:

The nature of this course requires that the candidate interact with the material, instructor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late. If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:

1. Assignments submitted after the due date will receive a 10% deduction.
2. Assignments submitted more than one week late receives a 20% deduction.
3. Assignments submitted after two weeks late or after the final due date of the class will not be accepted without documentation or extenuating circumstances.

## D. Disability Assistance

Students with a documented disability may contact the LU Online Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations.

## ***COURSE SCHEDULE***

### **EDUC 205**

Textbooks: Foster et al. *A Beginning Teaching Portfolio Handbook* (2007).

Kilbane & Milman. *What Every Teacher Should Know About Creating Digital Teaching Portfolios* (2009).

<b>WEEK/ MODULE</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Kilbane & Milman: all chs. Foster: chs. 1 & 16 3 presentations	Course Requirements Checklist DB Forum 1 (thread)	0 40
<b>2</b>	Foster: chs. 2 & 3 1 presentation	DB Forum 1(replies) Resume	30 50
<b>3</b>	Foster: chs. 4 & 5 2 presentations	DB Forum 2 (thread) INTASC Principle 1 or 2	40 120
<b>4</b>	Foster: chs. 6 & 7 1 presentation	DB Forum 2 (replies) INTASC Principle 3 or 4	30 120
<b>5</b>	Foster: chs. 8, 9, & 14 1 presentation	DB Forum 3 (thread) INTASC Principle 5 or 6	40 120
<b>6</b>	Foster: chs. 10 & 11 1 presentation	DB Forum 3 (replies) INTASC Principle 7 or 8	30 120
<b>7</b>	Foster: chs. 12 & 13 1 presentation	DB Forum 4 (thread) INTASC Principle 9 or 10	40 120
<b>8</b>	2 presentations	DB Forum 4 (replies) Educational Philosophy	30 70
<b>TOTAL</b>			<b>1000</b>

DB = Discussion Board

INTASC = Interstate New Teacher Assessment and Support Consortium

**NOTE:** Each course week (except week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.