

Virtual Campus

**SCHOOL OF EDUCATION**

University Mission**:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional successand service to God and humankind.

Course Number and Title**: EDUC5382 Brain-Based Learning**

**Session: Fall 2 2021**

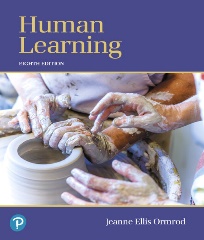
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Prerequisites: None

Catalog Description**:** This course explores human learning from the viewpoints of brain-based physiology, behaviorism, social cognition, elemental cognition from developmental, sociocultural and contextual perspectives, metacognition, and how emotion is closely intertwined with both motivation and learning. Educational implications of the principles and theories studied will be identified to determine how we can enhance teaching and learning both inside and outside the classroom.

Textbook**:** Human Learning, 8/E

**Jeanne Ormrod**, *University of New Hampshire*

ISBN-13:  9780134985299

Publisher:  Pearson  
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**E-Text is Available under tab on course menu.**

# Course Outcome Competencies and Course Requirements:

The student will

* Understand human brain development processes that are aligned with and responsive to student developmental characteristics and needs.
* Understand brain-based learning processes and factors that impact student learning
* Develop skill in metacognition, problem-solving and critical thinking
* Develop skill in designing instruction and assessment aligned with the fundamental principles of brain-based learning

# Course Outline and Grading Structure:

|  |  |  |  |
| --- | --- | --- | --- |
| Module | **Topic** | **Reading Assignment** | **Points Possible** |
| 1 | **Intro to Human Learning** | Chapter 1,2 | 20 |
| 2 | **Behaviorism** | Chapter 3,4 | 20 |
| 3 | **Social Cognitive Theory**  **Cognitive Views of Learning** | Chapter 5,6,7,8 | 20 |
| 4 | Midterm | \* | 50 |
| 5 | **Developmental and Contextual Perspectives** | Chapter 9,10,11 | 20 |
| 6 | **Complex Learning and Cognition**  **Critical Thinking** | Chapter 12,13,14 | 20 |
| 7 | **Motivation** | Chapter 15,16 | 20 |
| 8 | **Final Part One: Brain-Based Educational Plan** |  |  |
| 8 | Final Part Two | \* | 100 |

Computation of final grade**:**

* Weekly assignments and quizzes-200
* Midterm and final exams-150

# Attendance/assignment requirements:

Any student who misses 25% or more of the regularly scheduled due dates may receive a grade of “F” in the course. You are training to be a professional. **You will never be any better educator than you are a student.** Any necessary late work is expected to be explained beforehand and arrangements made for assignments. Any unavoidable late work is expected to be explained ASAP via voice mail or email. Any unexplained late work will result in no credit. The expectation is that any student training to be a professional will be prompt, prepared and an active participant in the class activities for each week.

# University Grading System:

A 90-100% Cr for Credit

B 80-89 % NCR No Credit

C 70-79 % I Incomplete\*

D 60-69 % W for withdrawal

F below 60 % WP Withdrawal Passing

WF Withdrawal Failing X No grade given IP In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

**\***A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

**Academic Honesty:**

Wayland students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. The faculty member involved will file a record of the offense and the punishment imposed with the dean of the division, campus dean, and the provost/academic vice president. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed.

# PLAGIARISM:

Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*

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# Disability Statement:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations. Students should inform the instructor of existing disabilities the first class meeting.