| Course: 14-80-420 (01)  Title: Theories of Individual and Collective Learning | | | Date: 06-19-18  Instructor: Dr. Clayton Smith | | |
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| Participants: Members of the Theories of Individual and Collective Learning class | | | | | |
| Materials: Black board chalk, worksheet copies, phone/camera | | | | | |
| Room Set-up: Set up as a U shape or set of small tables | | | | | |
| Required Reading: None | | | | | |
| Recommended Reading: | | | | | |
| Setting the Mood: Selection of music reflecting a journey or exploration | | | | | |
| Bridge-in Quote: “Learning results from what the student does and thinks and only from what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn.” Herbert Simon was one of the founders of the field of cognitive science, a Nobel laureate, and a university professor at Carnegie Mellon University. | | | | | |
| Learning Objectives:   * Identify, describe, and analyze different paradigms of learning. (1) | | | | | |
| Getting Started: | | | | | |
| Participatory Learning:  Time Instructor Activities Learner Activities Lesson Resources | | | | | |
| PART ONE: ABOUT THE CLASS, THE INSTRUCTOR AND YOU | | | | | |
| 5 minutes  15 minutes  15 minutes  10 minutes  5 minutes  5 minutes  5 minutes | | A little about me  About the course  Who are we?    Why are we here?  Expectations of an upper-year undergraduate class  Strategies for learning materials and course success  Guidelines:   * Facilitation of Readings’ Discussion * Online Discussion Questions | Group Work: The Great Canadian Syllabus Hunt  Student introductions (name, major, why you are taking this class, something interesting about you)  Black board (2 part table): What we would like and we would not like to happen in this course – *Take picture*  Sign-up for readings (during the break) | | Worksheet: The Great Canadian Syllabus Hunt  Facilitation of Readings’ Discussion Guidelines  Online Discussion Questions Guidelines  Readings Sign-up Sheet |
| BREAK | | | | | |
| PART TWO: WHAT IS LEARNING? | | | | | |
| 5 minutes  5 minutes | What is learning?  What do we think learning is?  What do others say learning is?  Bloom’s Taxonomy  Constructivism  Show Couros hypertext concept map of learning theories  Our approach | | Black board: build a concept map– *Take picture*  Complete in small groups Bloom’s Taxonomy and Constructivism activity  Students report back from groups and participate in discussion | Worksheet: Bloom’s Taxonomy & Constructivism  [Hypertextual Concept Map of Established Learning theories (Couros, 2003)](http://cmapspublic3.ihmc.us/rid=1LNV3H2J9-HWSVMQ-13LH/Learning%20Theory.cmap) | |
| Summary/Closure: 5 minutes   * Introduced the class, the instructor, and each other * Established some expectations and learning strategies for the course * What is learning? * A bit about Bloom’s Taxonomy and Constructivism * Our approach to learning * Sign-up for readings | | | | | |
| For Next Week: 5 minutes   * Required readings (if you are a facilitator come prepared) * Recommended readings * Complete and submit in *Blackboard* Online Discussion Question #1 | | | | | |
| Closing Quote:   * “It is the mark of an educated mind to be able to entertain a thought without accepting it.” Aristotle | | | | | |