

<b>CI 540</b>	<b>Learning Models for Instruction</b>
<b>INSTRUCTOR</b>	<b>Peter J. Fadde</b> 146 Wham Building (618) 453-4019 <a href="mailto:fadde@siu.edu">fadde@siu.edu</a>
<b>DESCRIPTION</b>	This course has been designed to help you learn how theories of human learning and motivation can be applied to the instructional process. The focus is on: 1) the theoretical principles that have contributed to the field of Instructional Design (ID), and 2) how those principles can be applied within practical settings.
<b>FORUM</b>	<a href="http://ci.siu.edu/forums/ci540fall07/">http://ci.siu.edu/forums/ci540fall07/</a>
<b>OBJECTIVES</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Identify and describe the basic tenants of behavioral, cognitive information processing, situated cognition, interactional, and constructivist learning theories.</li> <li>• Compare and contrast the implications and contributions of various learning theories and models to the field of instructional design.</li> <li>• Select appropriate principles derived from given theories and apply those within practical learning situations.</li> </ul>
<b>TEXT</b>	Driscoll, M. (20005). <i>Psychology of learning for instruction</i> (3rd ed.) Needham Heights, MA: Allyn & Bacon.
<b>Readings</b>	Ertmer, P. A., & Newby, J. J. (1993). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. <i>Performance Improvement Quarterly</i> , 6(4), 50-72.  Other readings as provided by students and instructor.
<b>OFFICE HOURS</b>	Tuesday, 1-4 pm and Wednesday, 1-3 pm. Also by appointment.
<b>GRADING</b>	The following activities will receive grades as shown below: <ul style="list-style-type: none"> <li>• Discussion (in-class and on-line). ..... 25%</li> <li>• Case Analyses and Assignments.....25%</li> <li>• Mid-term exam..... 25%</li> <li>• Final paper..... 25%</li> </ul> (This syllabus is subjected to change.)

**Ci540 Learning Models for Instruction - Schedule for Fall 2007**

<b>Week</b>	<b>Topic</b>	<b>Assignment (for class)</b>
8/21	Introduction to Learning Theory and Models	
8/28	Discussion – Overview of Basic Learning Theories	Driscoll, Ch. 1 Ernter & Newby article
9/4	Behaviorism	Driscoll, Ch. 2 Behaviorism – “My Fair Lady” (in-class)
9/11	Cognitive Information Processing	Driscoll, Ch. 3
9/18	Meaningful Learning / Schema	Driscoll, Ch. 4 Schema Reading (Chase & Simon)
9/25	Situated Cognition Introduce Case Analysis #1	Driscoll, Ch. 5
10/2	Submit Case #1 Consultant Report	
10/9	Constructivism	Driscoll, Ch. 11
10/16	Introduce Case Analysis #2	Submit Case Analysis #2 Profile
10/23	Case Analysis – Client/Consultant Interviews	Submit Case #2 Consultant Report
10/30	Cognitive Development (Piaget) and Interactional Theories	Submit Case #2 Client Report Driscoll, Ch. 6 & 7
11/6	Motivation and Self-Regulated Learning	Driscoll, Ch. 9 Term Paper proposal
11/13	Mid-Term Exam	
11/20	Thanksgiving Week	
11/27	Theories of Instruction (Gagne, Merrill)	Term Paper Rough Draft Driscoll, Ch. 10 / Merrill
12/4	Theories of Learning & Instruction wrap-up	Term Paper Final copy

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