



COURSE SYLLABUS

MASTER OF ARTS IN EDUCATION

Curriculum Description

The Master of Arts in Education (MAEd) program is designed to equip educators, administrators, and educational leaders with the advanced knowledge and skills necessary to foster effective learning environments. This program emphasizes a comprehensive understanding of educational theory, research methodologies, and practical applications in diverse educational settings. Students will engage with contemporary issues in education, explore innovative teaching strategies, and develop leadership capabilities that promote equity and inclusion. The MAEd program is delivered through a blend of online and in-person courses, allowing for flexible learning while fostering collaboration among peers. Graduates will be prepared to make meaningful contributions to the field of education, whether in classrooms, schools, or educational policy.

Program Objectives

1. **Advanced Knowledge Acquisition:** Equip students with a deep understanding of educational theories, philosophies, and practices to inform their teaching and leadership approaches.
2. **Research Proficiency:** Develop students' abilities to conduct educational research, analyze data, and apply findings to improve educational practices and outcomes.
3. **Culturally Responsive Teaching:** Foster an understanding of diversity in education, enabling students to create inclusive learning environments that respect and celebrate differences.



4. **Leadership Development:** Prepare students to take on leadership roles within educational institutions, focusing on effective communication, collaboration, and decision-making skills.
5. **Curriculum and Instruction Design:** Enable students to design, implement, and evaluate curricula that meet the needs of diverse learners and align with educational standards.
6. **Technology Integration:** Prepare students to effectively integrate technology into teaching and learning processes, enhancing student engagement and achievement.
7. **Policy and Advocacy:** Equip students with the knowledge and skills to engage in educational policy discussions and advocate for equitable educational practices.

Program Outcomes

Upon successful completion of the Master of Arts in Education program, graduates will be able to:

1. **Demonstrate Expertise in Educational Theory:** Articulate and apply key educational theories and philosophies to enhance teaching and learning practices.
2. **Conduct and Analyze Research:** Design and implement educational research projects, critically analyze data, and effectively communicate findings to stakeholders.
3. **Implement Inclusive Practices:** Develop and apply strategies that promote equity and inclusion in diverse educational settings, ensuring all students have access to quality education.
4. **Exhibit Leadership Skills:** Lead collaborative efforts within educational settings, demonstrating effective communication, conflict resolution, and team-building skills.
5. **Design Effective Curriculum:** Create and assess curricula that are responsive to the needs of learners, utilizing best practices in instructional design.



6.Utilize Technology Effectively: Integrate technology into instructional practices to enhance learning experiences and outcomes for all students.

7.Engage in Policy Advocacy: Analyze educational policies and advocate for changes that promote equity, access, and quality in education at local, state, and national levels.



COURSE SYLLABUS

Course Title:	LEARNING THEORIES AND INNOVATIONS IN TEACHING
Credit:	3 Units
Time Allotment:	3 Hours / Week
Professor:	PIC Faculty Email: pic1@pic.edu.ph

I. COURSE DESCRIPTION

This course explores the foundational theories of learning and their application in educational practice. Students will examine classical and contemporary learning theories, including behaviorism, cognitivism, constructivism, and connectivism. The course will also highlight innovative teaching strategies and technologies that enhance learning. Through a combination of lectures, discussions, case studies, and hands-on projects, students will develop the skills to create effective and engaging learning experiences.

II. COURSE OBJECTIVES

By the end of this course, students will be able to:

- Analyze and compare major learning theories and their implications for teaching practices.
- Evaluate the effectiveness of various instructional strategies based on learning theories.
- Design lesson plans that incorporate innovative teaching methods and technologies.
- Assess the impact of cultural, social, and emotional factors on learning.
- Develop a personal philosophy of education that integrates learning theories and



innovative practices.

III. LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. **Analyze Learning Theories:** Critically evaluate and compare major learning theories (behaviorism, cognitivism, constructivism, and connectivism) and their implications for teaching practices.
2. **Apply Instructional Strategies:** Design and implement instructional strategies that are informed by learning theories to enhance student engagement and learning outcomes.
3. **Create Inclusive Learning Environments:** Develop approaches that recognize and address diverse cultural, social, and emotional factors affecting student learning.
4. **Integrate Technology:** Effectively incorporate innovative educational technologies and teaching methods into lesson plans to foster active learning.
5. **Reflect on Personal Philosophy:** Articulate a personal philosophy of education that integrates insights from learning theories and innovative practices, demonstrating a commitment to continuous improvement in teaching.
6. **Conduct Research:** Utilize research methods to assess the effectiveness of various teaching strategies and their alignment with learning theories.
7. **Collaborate and Communicate:** Work collaboratively with peers to share insights and strategies, fostering a community of practice focused on educational innovation.
8. **Evaluate Educational Practices:** Critically assess existing educational practices and policies, advocating for changes that promote equity and inclusivity in educational settings.



IV. LEARNING PLAN

<u>WEEK</u>	LEARNING MATERIALS	LEARNING OBJECTIVES
Weeks 1-2: Introduction to Learning Theories	<p><i>Learning Activities:</i></p> <ul style="list-style-type: none"> • Readings and discussions on the importance of learning theories • Group activity: "Learning Theory Timeline" - create a timeline of major learning theories and their key contributors • Reflective journaling: "What is my current understanding of learning theories and how do I apply them in my teaching practice?" <p><i>Learning Materials:</i></p> <ul style="list-style-type: none"> • Ormrod, J. E. (2016). Educational Psychology: Developing Learners (8th ed.). Pearson. (Chapters 1-2) • Online resources: Educational Psychology articles, videos, and podcasts 	<ul style="list-style-type: none"> • Analyze the importance of learning theories in education • Identify key concepts and principles of major learning theories (behaviorism, cognitivism, constructivism, and connectivism)
Weeks 3-4: Behaviorism	<p><i>Learning Activities:</i></p> <ul style="list-style-type: none"> • Readings and discussions on behaviorism • Case study analysis: "Applying Behaviorism in the Classroom" - analyze a case study of a teacher using behaviorist principles in their teaching practice • Group activity: "Design a Behaviorist Lesson Plan" - create a lesson plan that incorporates 	<ul style="list-style-type: none"> • Explain the key concepts of behaviorism (reinforcement, punishment, conditioning) • Analyze the implications of behaviorism on teaching practices



	<p>behaviorist principles</p> <p>Learning Materials:</p> <ul style="list-style-type: none"> • Ormrod, J. E. (2016). Educational Psychology: Developing Learners (8th ed.). Pearson. (Chapters 3-4) • Online resources: Behaviorism articles, videos, and podcasts 	
Weeks 5-6: Cognitivism	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Readings and discussions on cognitivism • Group activity: "Design a Cognitive Lesson Plan" - create a lesson plan that incorporates cognitive principles • Reflective journaling: "How do I currently incorporate cognitive principles in my teaching practice?" <p>Learning Materials:</p> <ul style="list-style-type: none"> • Ormrod, J. E. (2016). Educational Psychology: Developing Learners (8th ed.). Pearson. (Chapters 5-6) • Online resources: Cognitivism articles, videos, and podcasts 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Explain the key concepts of cognitivism (mental processes, memory, problem-solving) • Analyze the implications of cognitivism on teaching practices
Weeks 7-8: Constructivism	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Readings and discussions on constructivism • Case study analysis: "Applying Constructivism in the Classroom" - 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Explain the key concepts of constructivism (social constructivism, scaffolding, zone of proximal development)



	<p>analyze a case study of a teacher using constructivist principles in their teaching practice</p> <ul style="list-style-type: none"> Group activity: "Design a Constructivist Lesson Plan" - create a lesson plan that incorporates constructivist principles <p>Learning Materials:</p> <ul style="list-style-type: none"> Ormrod, J. E. (2016). Educational Psychology: Developing Learners (8th ed.). Pearson. (Chapters 7-8) Online resources: Constructivism articles, videos, and podcasts 	<ul style="list-style-type: none"> Analyze the implications of constructivism on teaching practices
<p>Weeks 9-10: Connectivism and Contemporary Theories</p>	<p><u>Learning Activities:</u></p> <ul style="list-style-type: none"> Readings and discussions on connectivism and contemporary theories Group activity: "Design a Connectivist Lesson Plan" - create a lesson plan that incorporates connectivist principles Reflective journaling: "How do I currently incorporate technology in my teaching practice?" <p><u>Learning Materials:</u></p> <p>Siemens, G. (2005). Connectivism: A Learning Theory for the Digital Age. International Journal of Instructional Technology and Distance Learning.</p> <p>Online resources:</p>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Explain the key concepts of connectivism (networked learning, digital literacy) Analyze the implications of connectivism and contemporary theories on teaching practices



	Connectivism articles, videos, and podcasts	
Weeks 11-12: Innovative Teaching Strategies	<p><u>Learning Activities:</u></p> <ul style="list-style-type: none"> • Readings and discussions on innovative teaching strategies • Group activity: "Design an Innovative students will create a lesson plan that incorporates innovative strategies and aligns with a chosen learning theory. • Peer feedback session: Students will present their lesson plans and provide constructive feedback to each other. <p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> • Online resources: Innovative teaching strategies articles, videos, and podcasts • Case studies of innovative teaching strategies 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • Analyze the role of innovative teaching strategies in enhancing student engagement and learning outcomes • Design and implement innovative teaching strategies that incorporate learning theories
Weeks 13-14: Culturally Responsive Teaching	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Readings and discussions on culturally responsive teaching. • Case study analysis: Students will analyze a case study of a teacher implementing culturally responsive practices. • Group activity: "Create a Culturally Responsive Lesson Plan" - students 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • Understand the principles of culturally responsive teaching and its importance in diverse classrooms. • Develop strategies to create inclusive learning environments that respect and value



	<p>will design a lesson plan that incorporates culturally responsive teaching strategies.</p> <p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> • Ladson-Billings, G. (1994). The Dreamkeepers: Successful Teachers of African American Children. • Online resources: Articles and videos on culturally responsive pedagogy. 	<p>diversity.</p>
<p>Weeks 15: Emotional and Social Factors in Learning</p>	<p><u>Learning Activities:</u></p> <ul style="list-style-type: none"> • Readings and discussions on emotional and social factors in learning. • Group activity: "Classroom Climate Assessment" - students will create a checklist or rubric to assess the emotional climate of a classroom and suggest improvements. • Reflective journaling: "How do I address emotional and social factors in my teaching practice?" <p>Learning Materials:</p> <p>Online resources: Articles and videos on the role of emotions and social interactions in learning.</p>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • Analyze the impact of emotional and social factors on learning. • Develop strategies to foster a positive classroom climate that supports student well-being.



	Research studies on emotional intelligence in education.	
Week 16: Personal Philosophy of Education and Course Review	<p><u>Learning Activities:</u></p> <ul style="list-style-type: none"> • Final project presentations: Students will present their personal philosophy of education, highlighting how it incorporates learning theories and innovative practices. • Course review: Discuss key concepts and insights gained throughout the course. • Course evaluation: Students will provide feedback on the course structure, content, and teaching methods. <p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> • Course readings and materials from previous weeks. • Online resources: Articles on developing a personal philosophy of education. 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • Articulate a personal philosophy of education that integrates insights from learning theories and innovative practices. • Reflect on the course content and its application to future teaching practices.

Summary of Learning Outcomes Addressed in Weeks 11-16:

1. **Analyze Learning Theories:** Deepen understanding of how different learning theories inform innovative teaching strategies and culturally responsive practices.
2. **Apply Instructional Strategies:** Design lesson plans that incorporate innovative and culturally responsive teaching strategies.
3. **Create Inclusive Learning Environments:** Develop approaches that respect and



value diversity in the classroom.

4. **Reflect on Personal Philosophy:** Articulate a personal philosophy of education that integrates learning theories and innovative practices.

5. **Evaluate Educational Practices:** Assess the emotional and social climate of learning environments and suggest improvements.

This learning plan provides a comprehensive framework for the final weeks of the course, ensuring students engage deeply with the material and apply their learning to real-world educational contexts.

V. LEARNING OUTPUTS

1. Critical Analysis of Learning Theories:

- Demonstrate the ability to critically analyze and compare major learning theories (behaviorism, cognitivism, constructivism, and connectivism) and their implications for educational practices.

2. Instructional Design:

- Design and implement effective instructional strategies that are informed by relevant learning theories, enhancing student engagement and learning outcomes.

3. Culturally Responsive Practices:

- Develop and apply culturally responsive teaching strategies that create inclusive learning environments, recognizing and valuing diversity among students.

4. Integration of Technology:

- Effectively integrate innovative educational technologies into teaching practices, fostering active learning and collaboration among students.



5. Personal Philosophy of Education:

- Articulate a well-defined personal philosophy of education that reflects an understanding of learning theories and innovative practices, demonstrating a commitment to continuous professional growth.

6. Research and Evaluation Skills:

- Conduct research to assess the effectiveness of various teaching strategies and evaluate educational practices based on empirical evidence.

7. Collaborative Learning:

- Engage in collaborative learning experiences, sharing insights and strategies with peers to foster a community of practice focused on educational innovation.

8. Reflection and Adaptation:

- Reflect on personal teaching practices, adapting strategies based on feedback and new insights gained throughout the course.

These learning outputs encapsulate the skills and knowledge that students are expected to acquire by the end of the course, preparing them for effective teaching and leadership roles in education.

I. REFERENCES:

1. Ormrod, J. E. (2016).

Educational Psychology: Developing Learners (8th ed.). Pearson.

- A comprehensive textbook covering foundational concepts in educational psychology and major learning theories, including behaviorism, cognitivism, and constructivism.

2. Siemens, G. (2005).



"Connectivism: A Learning Theory for the Digital Age." *International Journal of Instructional Technology and Distance Learning*.

- An article introducing connectivism as a contemporary learning theory, emphasizing the role of technology and networks in learning.

3. Ladson-Billings, G. (1994).

The Dreamkeepers: Successful Teachers of African American Children. Jossey-Bass.

- A seminal work on culturally responsive teaching that provides insights into effective practices for diverse learners.

4. Brusilovsky, P., & Millán, E. (2018).

"User Modelling for Adaptation and Personalization." In *The Oxford Handbook of Interactive Audio* (pp. 1-17). Oxford University Press.

- Discusses the importance of user modeling in educational technology, relevant for understanding innovative teaching strategies.

5. Dewey, J. (1938).

Experience and Education. Kappa Delta Pi.

- A classic text on experiential education that provides foundational insights into constructivist teaching practices.

6. Hattie, J. (2009).

Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. Routledge.

- A comprehensive review of educational research that identifies effective teaching strategies and their impact on student learning.



7. Felder, R. M., & Brent, R. (2009).

"Active Learning: An Introduction." *ASAP (Active Learning in Engineering Education)*.

- An article discussing the principles of active learning and its application in classroom settings.

8. Garrison, D. R., & Anderson, T. (2003).

E-Learning in the 21st Century: A Community of Inquiry Framework for Building Learning Environments. Routledge.

- This book presents a framework for online and blended learning environments, emphasizing the importance of community and interaction.

9. Merriam, S. B., & Bierema, L. L. (2014).

Adult Learning: Linking Theory and Practice. Jossey-Bass.

- A resource that connects adult learning theories to practical applications in educational settings.

10. Tomlinson, C. A. (2014).

The Differentiated Classroom: Responding to the Needs of All Learners. ASCD.

- A guide on differentiated instruction, providing strategies for meeting the diverse needs of students in the classroom.

VI. COURSE REQUIREMENTS

1. Active participation in class discussion is required.
2. Each student has to take and pass all formative (quizzes/written assignments) and summative tests (midterm/final exams).



Homework must be submitted the next meeting.

3. Students have to submit a compilation of all the required outputs as stipulated in the learning outcomes.

VII. GRADING SYSTEM

General Average. The students will be graded for two quarters (midterm and final rating periods) according to the following:

▪ Class Attendance	10%
▪ Participation in Class Discussion and Pair/Group Activities	25%
▪ Individual Formative Tests, Homework, Research	25%
▪ Summative Examination (Midterm/Final Exams)	<u>40%</u>
TOTAL	100%

Final Grade. The students will be given a final grade based on their average grade (AG) in the mid grading period (1st quarter of the term) and in the final grading grade (2nd quarter). Midterm average grade has a weight of 50% and the final grading period has also a weight of 50%.

College Equivalent Rating:

95.5-100% 4.5 = A+ (Truly Exceptional Performance)

90.5-95.4% 4.0 = A (Excellent Performance)

85.5-89.4% 3.5 = B+ (Good Performance)

80.5-84.4% 3.0 = B (Acceptable Performance)

75.5-79.4% 2.5 = C+ (Marginally Acceptable Performance)

70.5-74.4% 2.0 = C (Passing but below expectations for graduate work)

65.5-69.4% 1.5 = D+ (Poor) 60.5-64.4% 1.0 = D (Lowest Passing Grade)

<59.4% 0.0 = F (Academic Failure No Credit Earned)



VIII.CLASS POLICIES

All students who are enrolled in this course should conform to the following class policies:

1. Regardless of a disability, all students are responsible for fulfilling the essential requirements of courses/programs/degrees, including attendance expectations.
2. No one is allowed to attend a class unless officially enrolled on a credit or non- credit basis with the appropriate fees paid. Students who attend, participate and strive to complete course requirements without formal enrolment will not receive credit for their work.
3. In compliance with the University regulations governing class attendance, students who stop attending the class for five (5) or six (6) times without justifiable reasons or who have never attended class will be dropped from the class. (Attendance is defined as online attendance to class meetings, participation or presence in an academically related activity such as submission of an assignment (e.g., homework, research paper), quiz/ examination, or participation in group activities.)
4. Severe consequences on students who miss term exams without a "satisfactory explanation" shall be imposed, namely, a failing grade in the course. To avoid such dire action, the policy instructs students "unable to take a midterm/final examination because of illness or other reasons over which they have no control" to notify the instructor/professor immediately. Students should be prepared to document their illness or the extenuating circumstances that caused them to miss the exam.
5. Students are excused from classes to participate in university-approved events or competitions. Before missing classes, the



participants must present their instructors with a letter signed by both the director of the Student Affairs and the faculty adviser/coach of the student. These letters confirm the dates and locations of the events. An excused absence does not excuse students from completing course work missed during their absences.

6. Students who face emergencies, such as a death in the family, serious illness of a family member, court appearances, hazardous weather that makes attendance impossible or other situations beyond their control that preclude class attendance should notify their instructors immediately to be excused from their class.
7. Students without notifications of absence or excuse letters will not be allowed to have make-up course work such as quiz, but will be allowed to take midterm and/or final examinations.

X. Class Participation and Behavior

1. Class participation is a very important part of the learning process in this course. Students will be evaluated on the quality of their contributions and insights
2. Any form of cheating will immediately earn you a failing grade.
3. If a student is disruptive, the faculty member may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in academic or disciplinary action.

***** **END** *****