

Mayville State University

EDUC 592, Theories of Learning and Management (27759)

Fall 2025

3 Credit Hours

Course and Instructor Information

Instructor Name: Dr. Kelli Odden

Contact Information:

Office: Education Building 116D

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Work phone: 701-788-4867

Hours of Availability:

Monday and Friday: 8:00-12:00

Tuesday and Thursday: 1:00-4:00

Also available for meetings on other days and times by appointment.

Office Hours Meeting Link: Include Zoom or Teams link here if you offer virtual office hours.

Instructional Mode: Online asynchronous

Course Dates: August 25th- December 19th, 2025

Time Zone: Central Time (CT).

Zoom or Teams Link: A link will be sent once meeting times are set.

Course Materials and Technologies

Required

MSU Technology Requirements

Anderson, M. (2016). Learning to choose, choosing to learn: The key to student motivation & achievement. ASCD, Alexandria. VA.

Websites to Reference APA 7th Edition

- [APA 7th Edition](#)
- [Purdue OWL](#)

Use of Artificial Intelligence in this Course

You may use AI programs, such as ChatGPT or Microsoft Copilot, to help generate ideas and facilitate brainstorming. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Be aware that excessive use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Activities and assignments indicated in the course as AI-appropriate will be presented and coincide with significant guidelines on their implementation throughout the course.

Mayville State University

Any plagiarism or other form of academic dishonesty will be addressed in accordance with Mayville State University's policies and guidelines.

Course Description

This course is designed as a higher-ordered study of intertwined and varied theoretical perspectives on learning, cognition, student engagement, motivation, and behavior management of learners. Participants will study how traumatic events can impact the cognition, social-emotional development and behaviors of learners. Participants will better understand how to make instructional decisions as a teacher leader for the unique needs of learners (e.g. learning styles, multiple intelligences, emotional intelligences) that support the development of self-directed learning. Research on effective classroom management approaches is completed through the lens of a teacher-leader prepared to use ethical decision making and inclusive practices in classroom and school campus settings.

Pre-/Co-requisites: No Pre-/Co-requisites are required.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to the InTASC Standards as adopted by [ND ESPB](#):

1. Relate core concepts of the neuroscience of learning to provide developmentally appropriate, sensitive, and trauma informed decision-making in educational planning. (InTASC 2, 5; 10j, 10q; 3c)
2. Define discipline-related concept terms related to effective behavior management and discipline. (InTASC 5,9; 10j, 10q;2c,2d, 3c, 3e).
3. Identify effective strategies for redirecting students demonstrating difficult behaviors (InTASC 2,5,9; 10a, 10j; 3a, 3b, 3c).
4. Identify defining characteristics of school-wide positive behavior interventions and supports. (InTASC 2,5,9; 10a; 2d, 3b, 3d, 3e)
5. Articulate teaching objectives that are congruent with learning, behavior and management theories. (InTASC 2,5; 10j; 3c)
6. Compare and contrast learning and behavior management theories (InTASC 2; 10a,10j; 2c, 2d)
7. Develop the ability to apply learning theories and classroom management theories to practice (InTASC 2,5;)
8. Design an age and context-appropriate behavior management plan for your classroom (InTASC 2,5; 3c)
9. Provide evidence of the ability to create a classroom environment which supports diverse learners (InTASC 2, 5; 3c)
10. Provide reflective, constructive, and evaluative comments to peers (InTASC 9, 3c)

InTASC Standards

- Standard #1: Learner Development-The program requires an understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

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- Standard #2: Learning Differences-The program requires candidates use their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards.
- Standard #3 Learning Environments-The program requires candidates to work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Leadership Standards:

10a The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility of decision making and accountability for each student's learning.

10j The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change

10q The teacher respects families' beliefs, norms and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals

Standards for Educational Leaders:

2c Create a personalized and motivating learning environment for students

2d Supervise instruction

3a monitor and evaluate management and operational systems

3b Obtain, allocate, align and efficiently utilize human, fiscal and technological resources

3c Promote and protect the welfare and safety of students and staff

3d Develop the capacity for distributed leadership

3e Ensure teacher and organizational time is focused to support quality instruction and student learning

Course Expectations

Instructor/Student Communication

Student Email: Students are accountable for all academic communications sent to their Mayville State University email address.

Email/Response Time: I expect full communication between the student and myself. If the student has a concern or a question, they are expected to communicate their needs. I answer all emails and phone calls **within 24 hours of receiving them**. Feel free to contact me via email or phone or stop by my office.

Assignment Due Date: Timeliness is an expectation.

Assignments and Assessments

Students are responsible for accessing the information, assignments, and assessments as they are presented on Blackboard.

Assignments & Assessments- All directions are listed within Blackboard under each week's panel.
Introduction Discussion (Enrollment Verification Assignment)
The Brain
Trauma
John Dewey

Mayville State University

Behaviorism, Cognitivism, and Constructivism
Theories and Theorist Project
Top 20 Principles of a Growth Mindset
Choosing to Learn, Learning to Choose, Book Study (Part 1, 2, & 3)
Motivation, Relationships, Mindset, and Theory Support One Another
Philosophy of Classroom Management

Evaluation and Grading

Grading Policies

The goal of evaluation is to assess whether students gained the knowledge, skills, and dispositions that will increase their competence as educators in a diverse and inclusive classroom.

It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to make sure that assignments have been submitted. Attendance/Participation Policies

Late Work: You are better off handing in something late than not handing it in at all.

- Late work **drops 1 point per day after the due date.** Late work is determined by the Blackboard Dropbox date. The dates assignments are submitted are highlighted on the dropbox, and this is the method used to determine if an assignment is late. Timeliness is a teacher disposition.
- Please **do not** email your work. Instead, dropbox it within Blackboard. If you have difficulty submitting it, please let me know by email or phone.
- Please plan ahead and do not wait until the last minute to hand in assignments. Each assignment is given enough time for completion, and it is up to you to take advantage of this allotted time.
- The entire course is open from day one, allowing you to plan your time accordingly.
- **Extra Credit:** Extra credit is **not given.** Please do not ask for extra credit. The assignments within this course are designed to help you understand your knowledge of the topics and strategies discussed.

Rounding Up: The grading scale listed within the syllabus is used to assign the final letter grade for the class. If you are within .5 of the next grade, and it moves you up a letter grade, that will be implemented. However, before implementation, your timeliness, completion of assignments, and teacher dispositions will be reviewed and used in the decision-making of this process.

Grading Scale

MAT Program: A "B" or higher is required for this course.

Grading Scale 94-100 = A, 87- 93 = B, 80-86 = C, 72-79 = D, < 72 = F

Breakdown of Grades

Assignment	Points
Introduction Discussion (Enrollment Verification Assignment)	10
The Brain	15
Trauma	15
John Dewey	20
Behaviorism, Cognitivism, and Constructivism	15
Theories and Theorist Project	52

Mayville State University

Theories and Theorist Discussion Presentation	24
Top 20 Principles of a Growth Mindset	30
Choosing to Learn, Learning to Choose, Book Study Part 1	20
Choosing to Learn, Learning to Choose, Book Study Part 2	20
Choosing to Learn, Learning to Choose, Book Study Part 3	20
Motivation, Relationships, Mindset, and Theory Support One Another	35
Philosophy of Classroom Management	90
Total Points	366

Enrollment Verification

On-Campus Course Statement

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Enrollment Verification Assignment, located under the week 1 folder, The Introduction Discussion, due no later than August 29th at 4:00 pm.

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Help & Resources for Students section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency

Mayville State University

- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

Assignment	Points	Location/Due Date
Introduction Discussion (Enrollment Verification Assignment)	10	Week of August 25 th Folder- Due 8/29/25
The Brain	15	Week of September 1 st Folder- Due 9/5/25
Trauma	15	Week of September 8 th Folder- Due 9/12/25
John Dewey	20	Week of September 15 th Folder- Due 9/26/25
Behaviorism, Cognitivism, and Constructivism	15	Week of September 29 th Folder- Due 10/3/25
Theories and Theorist Discussion Presentation	52	Week of October 6 th Folder- Due 10/26/25
Theories and Theorist Paper	24	Week of October 6 th Folder- Due 11/7/25
Top 20 Principles of a Growth Mindset	30	Week of November 3 rd Folder- Due 11/7/25
Choosing to Learn, Learning to Choose, Book Study Part 1	20	Week of November 10 th Folder- Due 11/14/25
Choosing to Learn, Learning to Choose, Book Study Part 2	20	Week of November 17 th Folder- Due 11/21/25
Choosing to Learn, Learning to Choose, Book Study Part 3	20	Week of November 24 th Folder- Due 11/28/25

Mayville State University

Motivation, Relationships, Mindset, and Theory Support One Another	35	Week of December 1 st Folder- Due 12/5/25
Philosophy of Classroom Management	90	Week of December 8 th Folder- Due 12/17/25
	Total: 406	

Mayville State University

References / Bibliography

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Bailey, B. (2001). Conscious discipline: 7 basic skills for brain smart classroom management. Oviedo, FL: Loving Guidance.

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Jones, F. (2000). Tools for teaching: Discipline, instruction, motivation. Santa Cruz: CA: F.H. Jones & Associates.

Manning, M., & Bucher, K. (2013). Classroom management: Models, applications, and cases. Boston: Pearson

McCall, L. H. (2012). Brain-based pedagogy in today's diverse classrooms: A perfect fit--but be careful!. *Delta Kappa Gamma Bulletin*, 78(3), 42-47.

Perry, B. D., (The ChildTrauma Academy). (2013) 1: The Human Brain [Video webcast]. In Seven Slide Series. Retrieved from <https://www.youtube.com/watch?v=uOsgDkeH52o>

Perry, B. D., (The ChildTrauma Academy). (2013) 2: Sensitization and Tolerance [Video webcast]. In Seven Slide Series. Retrieved from <https://www.youtube.com/watch?v=qv8dRfgZXV4>

Perry, B. D., (The Child Trauma Academy). (2013) 3: Threat Response Patterns [Video webcast]. In Seven Slide Series. Retrieved from <https://www.youtube.com/watch?v=srOXkk3i8E&feature=youtube>

Reeves, A. R. (2011). Where great teaching begins: Planning for student thinking and learning. Alexandria, VA: ASCD

Simonsen, B., & Myers, D. (2015). Classwide positive behavior interventions and supports: A guide to proactive classroom management. New York: The Guilford Press.

Mayville State University

Smith, D., Fisher, D., & Frey, N. (2015). Better than carrots or sticks: Restorative practices for positive classroom management. Alexandria, VA: ASCD.