



The Shimadzu School of Radiologic Sciences
LEARNING THEORIES FOR RADIOLOGIC SCIENCES EDUCATORS
RADS 6113 – Learning Theories for Radiologic Sciences Educators
SUMMER 2024

COURSE DESCRIPTION

This online course provides a comprehensive overview of research and theory related to human learning by emphasizing several theoretical frameworks on learning, including behaviorist, cognitive, and socio-cultural perspectives.

COURSE OBJECTIVES

Upon successful completion of this course, the students will:

- Learn and apply key concepts, models, and strategies related to the different theories of learning.
- Identify key theorists associated with the different theories of learning.
- Critically engage in the theoretical frameworks about teaching and learning.
- Develop a philosophy of teaching statement.

Lynette Watts, PhD, Interim Chair, Associate Professor
(940) 397-4833

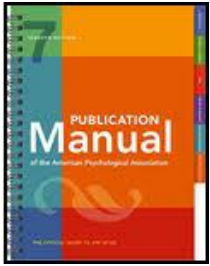
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Office Hours: Monday – 10:00-11:00 a.m.; Tuesday/Thursday – 9:00-10:00 a.m.;
Wednesday – 9:00-11:00 a.m.

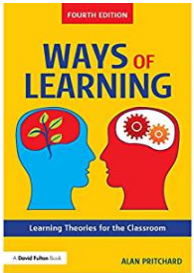


TEXTBOOKS

Required



American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. [ISBN-13: 978-1433832161
ISBN-10: 143383216X]



Pritchard, A. (2018). *Ways of learning: Learning theories and learning styles in the classroom* (4th ed.). New York, NY: Routledge. [ISBN-13: 978-1138207943

ISBN-10: 9781138207943]

GRADING

50% Philosophy of Teaching Statement

30% Sample Lesson

20% Discussion Boards

COURSE SCHEDULE WITH ASSIGNMENT DUE DATES

Assignment/Activity	Date
Class Starts	June 3
Discussion Board #1 due 11:59pm (discussion board)	June 10
Sample Lesson due 11:59 pm (dropbox)	June 24

Assignment/Activity	Date
Discussion Board #2 due 11:59 pm (discussion board)	July 15
Philosophy of Teaching Statement due 11:59 pm (dropbox)	July 29
Last Day to Drop with a Grade of "W" 4:00 pm	July 31
End of Class	August 8
<u>Note</u> : Times are Central Standard Time (CST) unless otherwise indicated.	

ATTENDANCE

This is an online course, and there are no mandatory face-to-face sessions. However, the student should be vigilant in logging into D2L for announcements and discussion board participation. Regular email checks will ensure messages from the instructor are received promptly. Note: The university operates from 8 am to 5 pm Monday through Friday during the summer semester.

GRADING SCALE

A - 90-100

B - 80-89

C - 70-79

D - 60-69

F - 59 and below

Deadlines for submission of assignments are provided in this syllabus. Failure to comply with the established deadlines may result in a grade reduction. Assignment submissions are considered complete and graded as such. Be sure to look at all requirements including the grading rubrics before submitting course assignments within D2L.

ASSIGNMENTS

Sample Lesson (30%): The students will create a sample lesson for a one-hour class period involving any content specific to medical imaging. Students will use the lesson plan template available within D2L to develop the lesson. The lesson plan should include a title, topic, and course information, two to three performance objectives,

an introduction, delivery of instruction, course resources, technology considerations, assessment guides, a conclusion, and references. No course resources (PowerPoint presentations, tests, etc.) will need to be created; the students will only document the use of such resources within the lesson.

Under the section titled “Delivery of Instruction,” students must include instruction and activities from at least three learning theory domains (behaviorism, cognitive constructivism, social constructivism, etc.). The students must justify within the lesson plan template which learning theory fulfills each activity. Students’ justifications must be based on the theoretical framework provided in the course presentations, textbooks, or other scholarly sources. **Ultimately, the justifications should state which learning theory each activity encompasses and why.** Students are encouraged to use the **green text box** of the lesson plan template to discuss their justifications.

The sample lesson should be submitted using the lesson plan template to the appropriate drop box within D2L by the due date indicated on the course schedule. Be certain to review the grading rubric within D2L to understand exactly how this assignment will be evaluated.

Discussion Boards (20%)

Students will complete two discussion boards throughout the semester. The students will address the discussion board questions by thinking critically and submitting a substantial post. Students should support their responses by citing scholarly sources including the textbook. It is not necessary to reply to the posts of others. Timeliness and thoroughness of discussion posts will be used to assess the student’s progress. Specific due dates for each discussion board prompt are indicated on the course schedule.

Philosophy of Teaching Statement (50%)

Effective teaching requires not only the acquisition of content knowledge but also a thorough understanding of various pedagogical concepts and principles. The students will recognize the adoption of a specific teaching style or styles after being exposed to the different theories of learning. The students will use this knowledge to

develop their teaching philosophy statement. Often, instructors are asked what their philosophy of teaching statement is during job interviews and tenure and promotion opportunities.

A teaching philosophy statement is a narrative that includes an instructor's conception of teaching and learning, a description of how he or she teaches, and a justification for why he or she teaches in that manner. The statement should also convey the instructor's teaching values, beliefs, and goals to a broader audience (usually upper administration).

For this assignment, the statement should address three to five areas unique to the students' teaching styles. Some of these areas may include lecturer vs. facilitator, inductive vs. deductive, communication, collaboration, technology, critical thinking, professionalism, hands-on learning, service learning, challenges, innovations, diversity, etc. As expected, these areas may come from one or multiple theories of learning. These areas will be used to demonstrate the instructors' philosophy of teaching and help the audience visualize the instruction taking place in the classroom.

Other guidelines include:

- Microsoft Word document, double-spaced, 12-pt font, 1" margins
- APA title page not necessary (begin typing narrative on the first page)
- Two to three pages in length
- Acceptable to use present tense and first-person
- Include teaching strategies and methods to help the audience visualize the instruction taking place in the classroom
- Demonstrate a sound academic foundation to support lifelong learning and to prepare for future matriculation in post-master or doctoral programs.

Sample teaching philosophy statements are available within D2L. The statement should be submitted to the appropriate drop box within D2L by the due date indicated on the course schedule. Be certain to review the grading rubric within D2L to understand exactly how this statement will be evaluated.

LATE SUBMISSION OF ASSIGNMENTS



All assignments have due dates indicated on the course schedule. Due dates are in place to keep students on target for the semester and allow instructors the time to provide detailed, constructive feedback. Assignments not turned in on time will result in a 0 being recorded for that assignment.

With that being said, the instructor understands students who are enrolled in the MSRS program may be responsible for managing many employees and/or students as well as personal family matters. If students need any assistance regarding a deadline, they must contact the instructor at least two days before the due date to discuss the issue. “After the fact” stories are not accepted and will result in a grade of 0. Emergencies (death, severe illness, etc.) occur so students should contact the instructor as soon as possible to resolve any due date conflicts. Assignment extensions are decided on a case-by-case basis.

INCOMPLETE GRADES

Incomplete grades are given only at the instructor’s discretion and must be requested by the student. If the instructor grants the incomplete, the student has until 90 days after the beginning of the next regular semester (fall or spring) to complete the course requirements. If the student does not complete the course requirements within this deadline, the grade of incomplete will automatically convert into a grade of F. Please note incomplete grades are given only in an emergency or when there are extenuating circumstances. Refer to the Graduate Catalog for additional details about receiving a grade incomplete in a course.

PROGRESSION POLICY

Graduate students are expected to do uniformly high-quality work on all MSRS coursework pursued (final course grades of A or B). Only grades of A or B are acceptable for graduate courses transferred from another university.

Graduate students may earn a grade of C in one or two graduate courses and be allowed to continue in the MSRS program as long as their cumulative GPA is 3.0 or higher. If a graduate student earns a grade of C in three or more graduate courses, the student will be dismissed from the MSRS program. Any grade below a C will also result in dismissal from the MSRS program.

GRADUATE COMPETENCIES

Graduates of the MSRS program should be able to:

- Use knowledge of current and future trends and well-developed skills to lead a medical imaging department, teach in a radiologic sciences program, or perform advanced clinical procedures.
- Use critical thinking strategies and communication skills to develop an ethical and legal framework for the resolution of concerns and issues in radiologic administration, education, or advanced clinical practice.
- Demonstrate leadership skills and knowledge of the political process to effect change within the administration, education, or advanced clinical practice settings.
- Evaluate, design, and conduct research studies for the improvement of radiologic science administration, education, or advanced clinical practice.

ACADEMIC DISHONESTY

This course adheres to the MSU Code of Student Conduct. In particular, academic dishonesty, however small, creates a breach of academic integrity. A student's participation in this course comes with the expectation that his or her work will be completed in full observance of the MSU Code of Student Conduct. Students should consult the MSU Student Handbook for answers to any questions about the code of conduct.

Some components of this course are designed to be highly interactive with students helping each other learn; however, all assignments are designed to represent the efforts of each student individually and not to be shared. When students submit their efforts for grading, they are attesting they have abided by this rule.

PLAGIARISM

Plagiarism is not tolerated in this course whether intentional or not. By enrolling in this course, the student expressly grants MSU a *limited right* in all intellectual property created by the student for this course. The *limited right* includes but is not limited to the right to reproduce the student's work product to verify originality and authenticity and for educational purposes.

SPECIAL NEEDS

By Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, MSU endeavors to make responsible adjustments in its policies, practices, services, and facilities to ensure equal opportunity for qualified persons with disabilities to participate in all educational programs and activities.

The Office of Disability Services (ODS) provides information and assistance, arranges accommodations, and serves as a liaison for students, instructors, and staff. The ODS has assistive devices such as books on tape, recorders, and adaptive software which can be loaned to qualified individuals. A student who seeks accommodations based on disability must register with the ODS in the Counseling Center, Clark Student Center, Room 168. Documentation of disability from a competent professional is required.

Individuals with grievances related to discrimination or lack of accommodation based on a disability are encouraged to resolve the problem directly with the area involved. If the matter remains unresolved, the ODS will provide advice and/or assistance. The grievance procedure may be found in the MSU Student Handbook.

The Director of the Counseling Center serves as the ADA Coordinator and may be contacted at (940) 397.4618, TDD (940) 397.4515, or 3410 Taft Blvd., Clark Student Center, Room 168.

ADMINISTRATIVE PROCESS

Unresolved issues related to this course should be first addressed between the student and the course instructor. If there is no resolution, students must follow this sequence:

Interim Chair – Dr. Lynette Watts (940) 397-4833

College Dean – Dr. Jeff Killion (940) 397-4594

Dean of Students – Mr. Matthew Park (940) 397-7500