



**School of Extended Education  
Independent Study Course Syllabus**

**Course Number/Title/Credits:** EDIU 9681/ Learning Styles in the Classroom /1, 2, 3 credits

**Catalog Course Description:** Students of all ages have preferred learning styles, and they learn best when they receive information that is a fit for their style. They also learn better if they can adapt to a variety of styles. Teachers also have preferences and tend to emphasize their preferred style, but both teachers and students will benefit if lessons address the full spectrum of styles. The main goal of this course is to help you understand the different learning styles and practice integrating them into your lesson plan.

**Instructor Name and Contact Information:** Sasha Crowley, MAT, [scrowley@brandman.edu](mailto:scrowley@brandman.edu)

**Prerequisites:** None

**Required Text:** Participants choose text relevant to goals with approval of instructor.

**Course Learning Objectives:**

**By the end of the course, students should be able to:**

1. Analyze your own learning style(s)
2. Identify your students' learning styles
3. Create lesson plans for a variety of learning styles
4. Critique the implementation of the lesson plan

**Major Study Units:**

1. Types of learning styles
2. Self-assessment
3. Integrating learning styles into a lesson plan
4. Evaluating lesson plan

**Instructional Strategies:** Instructional strategies include reading, self-assessment, reflection, and creating lesson plans. Instructional Strategies may be further explained in the course Blackboard site.

**Term Length:** The course is designed so that you can work independently within the given time period. You will have three months from the date you register to complete the coursework.

**Assignment Detail:**

<b>Three Credit Course</b>		
<b>Assignment</b>	<b>Assignment Detail</b>	<b>Possible Points</b>
Assignment #1: Professional Reading and Review Blog	Read at least 300 pages of one or more books or other resources related to learning styles. Using the blog, summarize the reading experience by addressing how your readings helped you reach your goals, how the readings informed your teaching experience, and why you would or would not recommend the readings to a colleague. Begin the blog by clearly posting the name of the book and the full reference (title, publisher, date, etc.). You may review other student's blogs (if they are posted in your choice) for ideas. If you choose a book also selected by another student, be sure that your work is original and references how it supports or does not support your own work as an educator.	20
Assignment #2: Learning Styles Self-Assessment	Locate multiple learning style assessments online and take the assessments. In a minimum of one page, write about the results and how you well you believe they reflect your true style. Be sure to provide the reference (name, url, etc.) of the self-assessments you use.	15
Assignment #3: Lesson Plan	Using the lesson plan form provided or your own, complete a lesson plan that integrates learning styles. Include how you will teach the plan in a way that integrates learning styles and how the plan differs from your typical lessons about that concept (or those concepts). If you are an administrator or otherwise not in the classroom, please write a professional development plan that you would use with your staff so that they can learning styles in the classroom.	20
Assignment #4: Lesson Plan Reflection/Evaluation	Evaluate the implementation of your lesson plan. Include what worked well and what can be improved upon. Provide at least three examples of either student work from the lesson, handouts you did or will use for the lesson, rubrics or other documentation that supports the lesson.	20
Assignment #5: Annotated Time Log	Complete a time log that includes the date, time spent, the activities you completed during this time and your reflections on the time spent. Your log must reflect a minimum of <b>45 hours</b> .	10
Assignment #6: End of Course Reflections	<p>Reflect on the course as a whole. At minimum, respond to the following questions:</p> <ol style="list-style-type: none"> <li>1. Did I accomplish what I set out to accomplish?</li> <li>2. What did I learn that was useful to me as an educator?</li> <li>3. How did this learning change my thinking or practice?</li> <li>4. What more would I like to learn about the subject?</li> </ol> <p>You are welcome to complete this assignment either in writing or via a Prezi, PowerPoint presentation, video clip of you talking through your reflection or the use of other media approved by</p>	15

	your instructor.	
		<b>Total: 100</b>

<b>Two Credit Course</b>		
<b>Assignment</b>	<b>Assignment Detail</b>	<b>Possible Points</b>
Assignment #1: Professional Reading and Review Blog	Read at least 200 pages of one or more books or other resources related to learning styles. Using the blog, summarize the reading experience by addressing how your readings helped you reach your goals, how the readings informed your teaching experience, and why you would or would not recommend the readings to a colleague. Begin the blog by clearly posting the name of the book and the full reference (title, publisher, date, etc.). You may review other student's blogs (if they are posted in your choice) for ideas. If you choose a book also selected by another student, be sure that your work is original and references how it supports or does not support your own work as an educator.	20
Assignment #2: Learning Styles Self-Assessment	Locate multiple learning style assessments online and take the assessments. In a minimum of $\frac{3}{4}$ of a page, write about the results and how you well you believe they reflect your true style. Be sure to provide the reference (name, url, etc.) of the self-assessments you use.	15
Assignment #3: Lesson Plan	Using the lesson plan form provided or your own, complete a lesson plan that integrates learning styles. Include how you will teach the plan in a way that integrates learning styles and how the plan differs from your typical lessons about that concept (or those concepts). If you are an administrator or otherwise not in the classroom, please write a professional development plan that you would use with your staff so that they can learning styles in the classroom.	20
Assignment #4: Lesson Plan Reflection/Evaluation	Evaluate the implementation of your lesson plan. Include what worked well and what can be improved upon. Provide at least two examples of either student work from the lesson, handouts you did or will use for the lesson, rubrics or other documentation that supports the lesson.	20
Assignment #5: Annotated Time Log	Complete a time log that includes the date, time spent, the activities you completed during this time and your reflections on the time spent. Your log must reflect a minimum of <b>30 hours</b> .	10
Assignment #6: End of Course Reflections	Reflect on the course as a whole. At minimum, respond to the following questions: <ol style="list-style-type: none"> <li>1. Did I accomplish what I set out to accomplish?</li> <li>2. How did this learning change my thinking or practice?</li> </ol> <p>You are welcome to complete this assignment either in writing or</p>	15

	via a Prezi, PowerPoint presentation, video clip of you talking through your reflection or the use of other media approved by your instructor.	
		<b>Total: 100</b>

<b>One Credit Course</b>		
<b>Assignment</b>	<b>Assignment Detail</b>	<b>Possible Points</b>
Assignment #1: Professional Reading and Review Blog	Read at least 100 pages of one or more books or other resources. Using the blog, summarize the reading experience by addressing how your readings helped you reach your goals, how the readings informed your teaching experience, and why you would or would not recommend the readings to a colleague. Begin the blog by clearly posting the name of the book and the full reference (title, publisher, date, etc.). You may review other student's blogs (if they are posted in your choice) for ideas. If you choose a book also selected by another student, be sure that your work is original and references how it supports or does not support your own work as an educator.	20
Assignment #2: Learning Styles Self-Assessment	Locate multiple learning style assessments online and take the assessments. In a minimum of one half page, write about the results and how you well you believe they reflect your true style. Be sure to provide the reference (name, url, etc.) of the self-assessments you use.	15
Assignment #3: Lesson Plan	Using the lesson plan form provided or your own, complete a lesson plan that integrates learning styles. Include how you will teach the plan in a way that integrates learning styles and how the plan differs from your typical lessons about that concept (or those concepts). If you are an administrator or otherwise not in the classroom, please write a professional development plan that you would use with your staff so that they can learning styles in the classroom.	20
Assignment #4: Lesson Plan Reflection/Evaluation	Evaluate the implementation of your lesson plan. Include what worked well and what can be improved upon. Provide at least one example of either student work from the lesson, handouts you did or will use for the lesson, rubrics or other documentation that supports the lesson.	20
Assignment #5: Annotated Time Log	Complete a time log that includes the date, time spent, the activities you completed during this time and your reflections on the time spent. Your log must reflect a minimum of <b>15 hours</b> .	10
Assignment #6: End of Course Reflections	Reflect on the course as a whole. At minimum, respond to the following question: How did this learning change my thinking or practice? You are welcome to complete this assignment either in writing or via a Prezi, PowerPoint	15

	presentation, video clip of you talking through your reflection or the use of other media approved by your instructor.	
		<b>Total: 100</b>

**Letter Grade/Percentage Equivalents** (Rounded up at .5 and up):

A = 90%-100%	B = 80%-89%	C = 70%-79%
D = 60%-69%	F=59% and below	

**Essential Equipment and Facilities:** Students must have the ability to access MyBrandman, the Blackboard portal to their class site, and other key locations necessary to meet course requirements. Individual browser preferences vary, and, at times, some work with Blackboard better than others. Therefore, if you try one browser, such as Firefox, and you have difficulty, try another browser, such as Internet Explorer. Since versions of Microsoft Office vary, students who do not use the most recent version may need the free conversion software available via the Microsoft.com website. Java is also required for courses. Students who do not have Java may download it for free at java.com.

**Academic Integrity:** As a learning community of scholars, Brandman University emphasizes the ethical responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work. Academic dishonesty of any kind will not be tolerated. Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented. Further information may be found in the *Brandman University Catalog* available under Academic Resources in MyBrandman.

**Americans with Disabilities Act Statement:** According to the Americans with Disabilities Act (ADA) of 1990, an individual with disability is defined as having functional limitations resulting from a diagnosed disability and applies to an individual who has a physical or mental impairment that substantially limits one or more of the individual's major life activities; has a record of such an impairment; or is regarded as having such an impairment. In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that may impair or impact their ability to successfully complete assignments, tasks or satisfy course criteria are requested to notify their Advisor or Campus Director in order to understand how to apply for Student Disability Services. If and when the student is granted formal approval by the Director of ADA Services, both the student and professor will be notified. It is highly suggested that the student contact their professor to discuss the accommodations during the first week of the session. The granting of accommodations will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

**University Policies:** Students are responsible for complying with university policies including, but not limited to: incompletes, course drops, and student conduct. Information may be found in the *Brandman University Catalog* available under Academic Resources in MyBrandman.