LEARNING THEORIES
Frameworks for School Design

COURSE DESCRIPTION
This 6-week course focuses on well-respected educational theories of learning and how these theories can be applied to designing built environments and spaces for learning. Students will explore learning styles, pedagogical models and learn how teaching and learning should frame the design of the learning environment. The primary goal of this course is for candidates to understand the relationship between quality facilities and quality education and, more importantly, know how to use child development theories as a framework for designing learning environments for both adults and children.

LEARNING OBJECTIVES
By the end of this course, candidates will be able to:

I. Understand the relationship between student learning and built environments
   - List at least two reasons why adults and children differ in how they learn, and explain how these differences should be reflected in the built environments.
   - Compare the difference between learning and knowledge.
   - Explain why built environments impact and influence student behavior and learning.

II. Know how learning environments can be designed to accommodate the various frameworks of learning theories.
   - Describe the relationship between the constructs of the built environment and child development from the perspective of Urie Bronfenbrenner’s Ecological Systems Theory.
   - Identify at least two elements in Abraham Maslow’s Hierarchy of Needs and describe how these elements contribute to student learning and school design.
   - Summarize Erik Erikson’s Stages of Development and Jean Piaget’s Stages of Thinking and list at least two reasons why these theories are important in designing learning environments.
   - Compare Albert Bandura’s Social Learning Theory to the ideas Louise Derman-Sparks’ Cultural Context and give at least two examples of incorporating the social and cultural context into the school building and/or classroom.
- Identify at least three of Howard Gardner’s Multiple Intelligences and describe how learning environments can be designed to accommodate these specific intelligences.

III. Make learning theories visible in the design of built environments.

- Justify and defend at least two learning theory frameworks that best resonate with personal beliefs about student learning and built environments.
- Design an environment that includes multiple (3+) examples of applying learning theories to design
- Appraise the extent to which how making the two learning theories visible in the built environment will impact or influence those who are a part of it.

REQUIRED READING and TEXT
Each week has required readings/videos that are relevant learning for the development of the week’s major concepts.

Instructor
Sandra Duncan, EdD

With over 45 years of experience in the early care and education field and a doctorate in education, Dr. Duncan has extensive experience in working with young children and parents, teaching at the university level (doctorate students and early childhood students), PDA specialist for CDA candidates, designing and writing professional development programs for practitioners, and authoring several teacher resource books including Inspiring Spaces for Young Children and Rating Observation Scale for Inspiring Environments (ROSIE). As the former owner of eleven early childhood programs (i.e., well baby clinic, reading diagnostic clinic, park and recreation, programs for special rights children, preschool, and child care) and current owner of eleven before- and after-school programs serving over 1,100 school agers for three public school systems, Dr. Duncan has a wide and varied background in early care and education. Most importantly, she is the proud grandma of Sierra Élizabeth.

Delivery
August 17 – September 27, 2020