

# Mayville State University

## EDUC 290: Theories of Learning Management (27606)

Fall 2025  
2 Credit Hours

### Course and Instructor Information

**Instructor Name:** Darian Sherva

**Contact Information:**

Office: 116 R

Email: [darian.sherva@mayvillestate.edu](mailto:darian.sherva@mayvillestate.edu)

Work phone: 701.788.4821

**Hours of Availability:**

Available for meetings by appointment.

**Instructional Mode:** On Campus Face-to-Face, Thursday 4-6 pm

**Course Dates:** August 25 – October 19

**Time Zone:** All times indicated throughout this syllabus reflect Central Time (CT).

**Meeting Time/Location:** ED 122

### Course Materials and Technologies

There are not required course materials to purchase

### Use of Artificial Intelligence in this Course

AI tools can serve as collaborative partners in your learning journey. In this course, you are permitted to use them for brainstorming, generating outlines, or exploring alternative perspectives. As with any source, you must critically evaluate the information provided and verify its accuracy. When AI has contributed to your work, include a citation specifying the tool used and its role in your process (e.g. 'Initial concept exploration assisted by CoPilot').

### Course Description

This course is designed as a higher-ordered study of intertwined and varied theoretical perspectives on learning, cognition, and behavior management of learners. A focus of this course is on understanding how learning occurs, learning readiness, assets for learning, and how individuals construct knowledge and acquire skills. Students will learn how to make instructional decisions to respect the individual strengths and needs of 21st-century learners. Another focus is on motivation and engagement as it relates to building self-direction. Students will understand how to collaborate with learners to create optimal learning environments. Students in grouped classes may see the names, locations, email addresses, discussion forum postings, and contributions to group activities of all students enrolled in the grouped course within the LMS. Students' grades and all graded assignments are private information, protected by the Family Educational Rights and Privacy Act (FERPA). Grouping classes in the LMS allows for greater access to notes and other course materials, expanded diversity of opinions and life experiences in course discussion boards, and expanded class sizes for course activities.

**Pre-requisites:** PSYC 111

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## Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Early Childhood, Elementary, Special Education, English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

#	Learning Objective	InTASC
1	Relate core concepts of the neuroscience of learning to provide developmentally appropriate, sensitive, and trauma-informed decision-making in educational planning	1-4, 6, 7, 8,
2	Define discipline-related concept terms related to effective behavior management and discipline	1, 3, 5, 6
3	Identify effective strategies for redirecting students demonstrating challenging behaviors	2, 5, 6
4	Identify defining characteristics of school-wide positive behavior interventions and supports	2, 5, 6
5	Articulate teaching objectives that are congruent with learning, behavior, and management theories	1, 2, 3, 7, 8, 9
6	Compare and contrast learning and behavior management theories	1, 2, 3, 4, 6
7	Develop the ability to apply learning theories and classroom management theories to practice	1, 2, 9
8	Design an age and context-appropriate behavior management plan for your classroom	3, 5, 6
9	Provide evidence of the ability to create a classroom environment that supports diverse learners	2, 3, 7, 8, 9

## Course Expectations

Active participation throughout all learning experiences demonstrates your interest, engagement, and dedication to the teaching profession. Your willingness to interact positively with peers and the instructor reflects well of your professional disposition. Below you will find guidelines to help create successful learning experiences:

- **Instructor/Student Communication:** Students are accountable for all academic communications sent to their Mayville State University email address. Please email me at [darian.sherva@mayvillestate.edu](mailto:darian.sherva@mayvillestate.edu) with questions or to schedule meetings. I typically respond within 24-48 hours on weekdays.
- **Review ALL weekly materials and be prepared.** Active participation is expected. Please notify me via email of any questions, wonderings, or celebrations. It is expected that each week assignments will be completed to the best of your ability. As a pre-service teacher, your preparation demonstrates dedication to the profession.
- **Be flexible, take risks, and ask questions!** Teaching at any level requires flexibility and responsiveness to student needs. The same is expected of you in this course.
- **Adhere to the code of student conduct** found in the MSU Student Handbook. This includes academic honesty—properly cite and reference others' work, including the use of artificial intelligence. When in doubt, give credit and cite. Contact me with any academic honesty questions.

## 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. The best way to ensure that assignments have been submitted is to check the grade section of Blackboard.

**Grading Turnaround Time:** You can generally expect to see your grade for each assignment within 10 days of the due date. Projects may take longer. I will send out an email announcement to let you know if grading an assignment will take longer than two weeks.

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

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- Late work **drops 1 point per day after the due date**. Late work is determined by the Blackboard Dropbox date. The date 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 understand best 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.

## Attendance/Participation Policies

Attendance is expected. Attendance online means participation in the course through assignment completion, discussions, and interactions (discussions, emails, Zoom calls as requested) with the professor and peers.

**BSED Teacher Education Majors:** A “C” 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

All assignment directions are listed within Blackboard under the Documents and Information Panel

Assignment	Points
Attendance Verification Assignment: Complete the discussion board introducing yourself.	8
The Brain and Trauma	15
Neuroscience in Education, Quiz	20
John Dewey	30
Behaviorism, Cognitivism, Constructivism	15
Theories Presentation	52
Theories and Theorist Graphic Organizer	25
Growth Mindset	30
Final Part 1	40
Final Part 2	15
<b>Total Points</b>	<b>250</b>

## Enrollment Verification

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.

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## Important Student Information

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

## Course Timeline/Schedule

Assignment	Points	Location/Due Date
Attendance Verification Assignment: Complete the discussion board introducing yourself.	8	August 26 <sup>th</sup> Folder- Due 8/28/25
The Brain & Trauma	15	August 26 <sup>th</sup> Folder- Due 9/4/25
Neuroscience in Education, Quiz	20	August 26 <sup>th</sup> Folder- Due 9/4/25
John Dewey	30	September 1 <sup>st</sup> Folder- Due 9/11/25
Behaviorism, Cognitivism, Constructivism	15	September 8 <sup>th</sup> Folder- Due 9/18/25
Theories Presentation	52	September 15 <sup>th</sup> Folder- Part 1 Due 10/2/25 & Part 2 Due 10/9/25
Theories and Theorist Graphic Organizer	25	September 15 <sup>th</sup> Folder- Due 10/9/25
Growth Mindset	30	October 6 <sup>th</sup> Folder- Due 10/16/25
Final Part 1	40	October 13 <sup>th</sup> Folder- Due 10/16/25
Final Part 2	15	October 13 <sup>th</sup> Folder- Due 10/16/25
<b>Total Points</b>	<b>250</b>	

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## Continuity of Academic Instruction for a Pandemic or Emergency

The health and safety of our students, staff, and faculty is our top priority. Mayville State University is committed to continuing face-to-face instruction for on campus courses each semester while minimizing exposure risk and promoting health and safety for students, faculty, and staff.

If there is a significant health or safety event that necessitates a change in course format, plans for remote options for this course include that the course will continue as planned in Blackboard.

## Conceptual Framework

Teacher education courses are based upon the [Conceptual Framework: Reflective Experiential Teacher](#).

## INTASC – Teacher Education

1. **Learner Development.** The teacher understands 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.
2. **Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. **Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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## ESPB Program Approval Standards

**Standards Alignment** (Early Childhood, Elementary, Special Education, English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards-ND ESPB):

### EARLY CHILDHOOD

- 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.
- 5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.
- 5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.
- 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

### ELEMENTARY

- 50015.1a—Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that consider the individual strengths and needs of children.
- 50015.3e -Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.
- 50015.3f- Candidates explicitly support motivation and engagement in learning through diverse evidence- based practices.
- 50015.4a– Candidates use a variety of instructional practices that support the learning of every child.
- 50015.5a -Candidates work collaboratively with colleagues, mentors, and other school personnel to work.
- 50015.5b -Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.
- 50015.5c -Candidates participate in peer and professional learning communities to enhance student learning.

### SPECIAL EDUCATION:

- Component 1.2: Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.

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- Component 3.1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.

## ENGLISH

- 05020.3.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.
- 05020.3.6 Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

## HEALTH

- Component 3.d: Candidates apply communication skills, feedback and classroom management strategies equitably to promote a safe, inclusive and supportive learning environment that meets the diverse needs of all learners.

## MATHEMATICS

- 11010.5 Historical Perspective: The program requires the teacher candidate to demonstrate knowledge of the historical development and perspective of mathematics including contributions of significant figures and diverse cultures.

## PHYSICAL EDUCATION

- 3.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- 5.a Engage in behavior that reflects professional ethics, practice and cultural competence.

## SCIENCE

- 13047.8 Environment for Learning The program prepares candidates to design and manage safe and supportive learning environments in the classroom, laboratory, and field. The program reflects high expectations for the success of all students.

## SOCIAL SCIENCE

- 15035.2 The program requires study of the structures, key concepts, methodology, and generalizations that connect the various social studies, including the examination of professional standards and expectations for P-12 education.

## Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- **SLO #1:** Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.

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## References / Bibliography

- Anderson, M. (2016). Learning to choose, choosing to learn. Alexandria, VA: ASCD.
- Bailey, B. (2001). Conscious discipline: 7 basic skills for brain smart classroom management. Oviedo, FL: Loving Guidance.
- Brady, K., Forton, M., & Porter, D. (2011). Rules in school: Teaching discipline in the responsive classroom. Turner Falls, MA: Northeast Foundation for Children.
- Caine, R. N., Caine, G., McClintin, C., & Klimek, K. J. (2009). 12 brain/mind learning principles in action: Developing executive functions of the human brain (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press. (Original work published 2005)
- Charles, C. M. (2011) Building classroom discipline (10<sup>th</sup> ed.). Boston: Pearson.
- Degen, R. J. (2014). Brain-based learning: The neurological findings about the human brain that every teacher should know to be effective. *Amity Global Business Review*, 915-23.
- Dewey, J. (1938). Experience and education. New York: Touchstone.