Mayville State University

EDUC 381, Theories of Learning and Management (27778)

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: On Campus, Education 122

Course Dates: August 25th- October 17th, 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](#)

Casas. J. (2017). *Culturize: Every student. Every day. Whatever it takes.* San Diego, CA: Dave Burgess Consulting Inc.

Documentaries: *Oyler* can be streamed on Amazon for $2.99. The link is posted on Blackboard. *Paper Tigers* can be streamed on Amazon for $3.99.

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.

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 engages students to analyze the socio-cultural dimensions that influence the educational process for individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, geographical area, and particularly the Native American tribes of North Dakota. Aiming to better understand the socio-cultural behaviors and characteristics of different cultural and ethnic groups to provide a supportive educational environment. This course meets the Education Standards and Practices Board (ESPB) Native American Studies requirement for teacher certification.

Pre-/Co-requisites: EDUC 250.

Course Objectives

1. Teacher Candidates analyze insights into the perspectives and experiences of students with an emphasis on learning styles, language, culture, community values, and instructional opportunities of learners, creating learning experiences that make learning meaningful to all students.
2. Teacher Candidates examine knowledge, concepts, strategies, and resources needed to integrate content about students of differing populations across the curriculum.
3. Teacher Candidates investigate & report how students' achievement is affected and influenced by school policies and biases.
4. Teacher Candidates explore and reflect on one's awareness, attitude, actions, and sensitivity to cultural diversity.
5. Teacher Candidates demonstrate the ability to establish an anti-bias learning environment by providing a positive social interaction environment for all students in the classroom.

Standards Alignment

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

EARLY CHILDHOOD

- 2a: Know about, understand, and value the diversity of families.
- 2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.
- 2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.
- 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.

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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.
- 50015.1b-Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.
- 50015.1c-Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.
- 50015.3d- Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.
- 50015.3f- Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.

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.
- Component 2.2: Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.

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.
- 05020.5.1 Candidates plan and implement English language arts and literacy instruction that promote social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
- 05020.5.2 Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g, race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

HEALTH
- Component 3.a: Candidates use a variety of instructional strategies to facilitate students' development of health-related skills and their application of functional health knowledge, in order to meet the students' diverse needs.
- 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.

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MATHEMATICS
- 11010.7 Content Pedagogy: The program requires that the teacher candidate is able to successfully implement a variety of instructional strategies. The candidate demonstrates the following: a) Applies knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains. b) Analyzes and considers research in planning for and leading students in rich mathematical learning experiences. c) Plans lessons and units that incorporate a variety of strategies and mathematics specific instructional tools to promote conceptual understanding and procedural proficiency. d) Provides students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace. e) Implements techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

PHYSICAL EDUCATION
- 2.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 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
- 15035.3 The program requires study of multi-cultural, cross-cultural, diversity, global issues, and multiple perspectives.
- 15035.6 The program requires the study of current, appropriate instructional technology.

Mayville State University's Division of Education Student Learning Outcomes:

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

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.

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Assignments & Assessments- All directions are listed within Blackboard under each week's panel.
Introduction Discussion (Enrollment Verification Assignment)
Diversity Grid, Checkpoint 1
Diversity Grid, Checkpoint 2
Teacher Interview
Diversity Grid, Checkpoint 3
Diversity Grid, Checkpoint 4
Cultural Experience
Diversity Grid, Checkpoint 5
Diversity Grid, Checkpoint 6
Diversity Grid, Checkpoint 7
Philosophy of Diversity

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.

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Grading Scale

Teacher Education Program: 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

Assignment	Points
Introduction Discussion (Enrollment Verification Assignment)	5
Diversity Grid, Checkpoint 1	12
Diversity Grid, Checkpoint 2	12
Teacher Interview	25
Diversity Grid, Checkpoint 3	12
Diversity Grid, Checkpoint 4	12
Cultural Experience	25
Diversity Grid, Checkpoint 5	12
Diversity Grid, Checkpoint 6	12
Diversity Grid, Checkpoint 7	12
Philosophy of Diversity	64
Total Points	203

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:

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- ✓ 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
Introduction Discussion (Enrollment Verification Assignment)	5	Week of August 26th Folder- Due 8/29/25
Diversity Grid, Checkpoint 1	12	Week of August 25th Folder- Due 8/29/25
Diversity Grid, Checkpoint 2	12	Week of September 1st Folder- Due 9/5/25
Diversity Grid, Checkpoint 3	12	Week of September 8th Folder- Due 9/8/25
Diversity Grid, Checkpoint 4	12	Week of September 15th Folder- Due 9/15/25
Teacher Interview	25	Week of September 22nd Folder- Due 9/22/25
Diversity Grid, Checkpoint 5	12	Week of September 22nd Folder- Due 9/22/25
Diversity Grid, Checkpoint 6	12	Week of September 29th Folder- Due 9/29/25

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Cultural Experience	25	Week of September 29th Folder- Due 9/29/25
Diversity Grid, Checkpoint 7	12	Week of October 6th Folder- Due 10/6/25
Philosophy of Diversity	64	Week of October 13th Folder- Due 10/13/25
	Total: 203	

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References / Bibliography

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