



LEARNING SHOULD BE EASY: FACT OR FICTION?

ONLINE COURSE SYLLABUS

Course Description

Have you ever wondered why learning seems to challenge some students more than others? Have you looked for ways to make it easier and questioned the motivation of the student? This course looks into these questions and provides learning-science-backed strategies that we educators can provide to support the almost always effortful, and oftentimes difficult, learning process!

This course will examine the reasons we may give when learning seems harder for some students than others and provide specific, research-backed strategies to support the necessary student engagement in productive struggle as part of the natural learning process.

- **DEBUNKING THE MYTH THAT WE CAN MAKE LEARNING EASIER:** What can we learn from research about how to help students persevere through difficult learning experiences?
- **INCREASED MOTIVATION = INCREASED RESILIENCE:** What are the types of motivation teachers can use to support the development of resilient learners when challenged with difficult content?
- **THE IMPORTANCE OF ASSESSMENT AND FEEDBACK:** How can assessments and feedback mechanisms make difficult learning processes more manageable?
- **EVALUATING RESOURCES AND REVISING OUR PRACTICE:** Do the current edtech products used in our instruction, and with students, utilize strategies backed by the learning sciences?

Course Structure

This course consists of four modules that include content, interactive learning activities to check for understanding along the way, and an assessment at the end of the course to capture the big ideas from the course content. You will be given as many opportunities as needed to earn 80% on the end-of-course assessment.

Course Goals and Outcomes

By the end of this course, educators will learn how to:

1. Consider why we may believe learning can be made easy through instructional strategies or student compliance and how this belief can influence teaching and impact learning outcomes.
2. Debunk the idea that, when focused, learning can or should be easy for learners.
3. Integrate relevant learning sciences-based motivation, assessment and feedback strategies into instructional practice.
4. Apply motivation and feedback strategies to edtech selection and use.



Participant Profile

This course is designed for PK-12 educators looking to improve student learning outcomes using strategies backed by learning science research.

ISTE Standards and Competencies

This course is designed and developed around the ISTE Standards, with a strong emphasis on the [ISTE Standards for Educators](#) and the [ISTE Standards for Students](#).

Module Descriptions

MODULE 1: DEBUNKING THE MYTH THAT WE CAN MAKE LEARNING EASIER

In this module, we will explore how even well-designed learning experiences can present big challenges for students engaging in new content and how our beliefs can impact learning outcomes.

MODULE 2: INCREASED MOTIVATION = INCREASED RESILIENCE

This module considers the role motivation plays in helping students persevere through inevitable learning difficulties.

MODULE 3: THE IMPORTANCE OF ASSESSMENT AND FEEDBACK

In this module, the importance of formative assessment is summarized and how research-based feedback strategies can support learners, especially as they work through challenging academic content.

MODULE 4: EVALUATING RESOURCES AND REVISING OUR PRACTICE

Throughout this module, we will collectively work to refine our practice and use a checklist to evaluate edtech resources with regards to multiple modalities.

Completion Criteria

To receive your certificate of completion, you must take and achieve a score of 80% or higher on the final assessment within one year of registering for the course. For those who complete the course and earn a certificate, you will receive a \$10 discount on a year of ISTE basic membership.

Disclaimers

This course is a production of the International Society for Technology in Education (ISTE). This course contains examples and resource materials that are provided for participants' convenience and information. The inclusion of any material is not intended to endorse any views expressed, or products or services offered. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of ISTE.



ISTE does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials.

NOTE: A variety of applications are highlighted throughout this course. Prior to using any of them with students, it is imperative that participants check the account requirements for each application against their school/district student data privacy policy to insure the application complies with district policy. In addition, some applications' Terms of Service may require parental permission to be COPPA and FERPA compliant for students younger than 13 years of age.

Content in this course is subject to change at instructor's or ISTE's discretion.