**ESKİŞEHİR OSMANGAZİ UNIVERSITY FACULTY OF EDUCATION**

**DEPARTMENT OF FOREIGN LANGUAGE TEACHING**

**2024-2025 FALL SEMESTER**

**LEARNING THEORIES AND SELF-REGULATED LEARNING IN ELT COURSE OUTLINE**

Course Instructor: Muhammed Özgür YAŞAR, Ph. D. Class hours: Friday, 10:00-12:00

E-mail: [oyasar@ogu.edu.tr](mailto:oyasar@ogu.edu.tr) Classroom: M.Yalçın Amfi

Office: 2-58 – Faculty of Education Office hours: (by appointment)

**Course Description and Goals:**

This elective undergraduate course provides an overview of foundational and contemporary learning theories—such as behaviorism, cognitivism, constructivism, and social learning—and focuses on the concept of **self-regulated learning**. The course emphasizes the pedagogical implications of these theories, especially for pre-service English language teachers. Students will explore how motivation, metacognition, and self-directed strategies enhance both teacher practice and learner outcomes.

By the end of this course, students will be able to:

* Identify, compare, and evaluate key learning theories.
* Understand and apply the components of self-regulated learning (SRL).
* Develop metacognitive and motivational strategies for lifelong learning.
* Design educational activities that foster learner autonomy and SRL.
* Reflect critically on their own learning practices through theoretical lenses.

**Design of the Course:**

The course will include lectures, class discussions, case studies, and interactive activities. Each week, students will engage with readings and apply theoretical insights through in-class work. Attendance, participation, and engagement in reflective practice are essential.

**Course Policies:**

* Attendance:  
  Students must attend at least 70% of classes. A maximum of 4 absences is allowed. Missing more than 30% of class time may result in failing the course.
* Participation:  
  Active participation is highly encouraged. Students are expected to read assigned materials and contribute to discussions and group work.
* Academic Integrity / Plagiarism:  
  Plagiarism in any form will not be tolerated and will result in disciplinary action, including failing the course. All work must be your own, with proper citations where appropriate.

**Required Textbooks:**

* Schunk, D. H. (2012). *Learning Theories: An Educational Perspective.* Pearson.
* Schunk, D. H., & Zimmerman, B. J. (Eds.). (2012). *Motivation and Self-Regulated Learning: Theory, Research, and Applications.* Routledge.
* Selected articles and handouts will be provided throughout the semester.

**Grading and Evaluation**

* **The students are required to complete weekly in-class activities (30%) about the topics of the class. The detailed instructions for this task will be provided during each week. The task requires you to understand the theoretical aspects of the class and apply them within the same course hour.**
* **In this course, there will be two major exams: midterm is worth 30%, and the final is worth 40% of the total grade. For the exams, the students are responsible for the weekly course readings, class discussions, and any additional materials that may be presented during the semester.**

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| Grading | Percentage |
| In-class activities & Reflections | 30 |
| Midterm exam | 30 |
| Final exam | 40 |
| Final grade | 100 |

**Tentative Weekly Course Schedule**

| **Week** | **Date** | **Topic** | **Reading** | **Activities** |
| --- | --- | --- | --- | --- |
| 1 | Aug 24 – Sep 2 | Introduction to Learning Theories and Course Overview | Syllabus, Schunk Ch. 1 | Icebreaker, Theory Mapping |
| 2 | Sep 3 – 9 | Historical Development of Learning Theories & Key Concepts | Schunk Ch. 1 | Timeline Activity |
| 3 | Sep 10 – 16 | Behaviorism: Pavlov & Skinner | Schunk Ch. 2 | Behavior Chart Simulation |
| 4 | Sep 17 – 23 | Applications of Behaviorism in ELT | Schunk Ch. 2 | Classroom Case Study |
| 5 | Sep 24 – 30 | Cognitivism & Cognitive Learning Theories | Schunk Ch. 3 | Cognitive Strategy Modeling |
| 6 | Sep 31 – Oct 6 | Self-Regulated Learning: Concepts and Components | Schunk & Zimmerman, Ch. 1–2 | Goal-Setting Reflection |
| 7 | Oct 7 – 13 | Bandura’s Social Learning Theory and Modeling | Schunk Ch. 4 | Role-Play: Modeling Behavior |
| 8 | Oct 14 – 20 | Midterm Exam Week |  |  |
| 9 | Oct 21 – 27 | Constructivism: Piaget, Vygotsky, Bruner | Schunk Ch. 5 | Group Activity: Zone of Proximal Development |
| 10 | Oct 28 – Nov 4 | Deep Learning and Contextualization | Selected Readings | Teaching Scenario Design |
| 11 | Nov 5 – 11 | Independent Learning and SRL in Language Learning | Article TBA | Reflective Journaling |
| 12 | Nov 12 – 18 | Student-Centered Learning Approaches | Article TBA | Flipped Classroom Simulation |
| 13 | Nov 19 – 25 | Application of Theories in ELT Classrooms | Schunk Review Chapters | Material Design Workshop |
| 14 | Nov 26 – Dec 1 | Evaluation of Learning Strategies and Use of Feedback | Selected Readings | Peer Review & Feedback Session |
| 15 | Dec 2 – 8 | Final Exam Preparation and Course Review |  | Review Games, Open Q&A |
| 16–17 | Dec 9 – 22 | Final Exam Week |  |  |

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* No misrepresentation should be made under discussion topics in the forums and activities accessible from within the unit.
* The homework you have submitted are checked with the plagiarism (scientific theft) control tool. Regarding plagiarism and other situations, rules stated by [Higher Education Institutions Student Discipline Regulations (Links to an external site.)](https://www.yok.gov.tr/Sayfalar/Kurumsal/mevzuat/yok_ogrenci_disiplin_yonet.aspx), Eskişehir Osmangazi University Associate and Undergraduate Education and Examination Regulation, Eskişehir Osmangazi University Postgraduate Education and Training Regulation and Eskişehir Osmangazi University Student Integrity Certificate are observed.
* Messages written in these areas should not disrupt public order and be against the law. The legal and criminal responsibility for illegal messages belongs to the sender.
* Participants undertake not to write direct or indirect articles critical of any person's moral understanding, humiliating or insulting messages that would allow any language, religion, race, gender discrimination or humiliation. Those who do not comply with this prohibition are deemed to have accepted the necessary criminal liability.
* According to “Resmi Gazete” no 32099, issued on February, 2023, any attempts of cheating on the exam is considered as “disciplinary offenses requiring disciplinary actions”. Cheating is a disciplinary offense and is punishable by suspension for one semester or entire year.

**Suggested In-Class Activities: Learning Theories and Self-Regulated Learning in ELT**

**Week 1: Course Introduction**

* **Icebreaker Activity**: Students introduce themselves and share a personal learning experience where they struggled or succeeded, connecting it to their interest in teaching.
* **Course Orientation**: Overview of course aims, expectations, and assessment.
* **Reflective Discussion**: “What kind of learner am I?”—introduce the concept of learner diversity and self-regulation.

**Week 2: History and Foundations of Learning Theories**

* **Timeline Group Task**: Students create a visual timeline of major learning theories and educational paradigms.
* **Video Clips & Discussion**: Analyze short documentaries highlighting shifts in educational thinking.
* **Think-Pair-Share**: “How have learning theories influenced your previous learning experiences?”

**Week 3: Behaviorism I – Classical Conditioning**

* **Pavlov in Practice**: Demonstrate classical conditioning using everyday classroom stimuli.
* **Case Study**: Analyze a classroom scenario where classical conditioning affects learner behavior.
* **Group Reflection**: When can classical conditioning be misused in education?

**Week 4: Behaviorism II – Operant Conditioning**

* **Token Economy Simulation**: Run a mock classroom where positive/negative reinforcements are used.
* **Application Task**: Design a behaviorist reward system for managing classroom behavior.
* **Debate**: Is extrinsic motivation effective in the long term?

**Week 5: Cognitivism and Information Processing**

* **Memory Challenge**: Conduct a working memory experiment to demonstrate cognitive load.
* **Concept Mapping**: Create visual maps of Piaget’s and Vygotsky’s cognitive models.
* **Case Discussion**: “What would Piaget and Vygotsky say about language learning apps?”

**Week 6: Self-Regulated Learning I – Introduction and Components**

* **SRL Self-Assessment**: Students take a diagnostic quiz on their current SRL habits.
* **Goal-Setting Workshop**: Guide students in setting SMART academic goals.
* **Video Analysis**: Watch and critique learners using or failing to use SRL strategies.

**Week 7: Social Learning Theory and Modeling**

* **Bandura’s Bobo Doll Review**: Watch footage of the experiment and analyze.
* **Modeling Task**: Students teach a micro-lesson using modeling and guided participation.
* **Discussion**: How do ELT teachers serve as role models for language behavior?

**\*\*Week 8: Midterm Exam Review or Implementation**

**Week 9: Constructivism & Bruner’s Theory**

* **Discovery Learning Activity**: Design a learning task using Bruner’s scaffolding principles.
* **Group Simulation**: Create a constructivist language lesson for primary students.
* **Reflection**: “How much of your own learning has been constructivist?”

**Week 10: Deep Learning and Contextualization**

* **Contextual Learning Challenge**: Transform a grammar topic into a real-world task.
* **Case Analysis**: Compare shallow vs. deep learning environments in ELT classrooms.
* **Peer Critique**: Evaluate a peer’s learning activity for deep learning potential.

**Week 11: Independent Learning & Autonomy**

* **Autonomous Learner Portraits**: Design learner profiles that reflect varying degrees of autonomy.
* **Panel Simulation**: “Should students design their own curriculum?” Pros and cons.
* **Journaling**: Reflect on how independence has (or hasn't) benefited your own learning.

**Week 12: Student-Centered Learning & SRL**

* **Flipped Class Demo**: Experience a flipped lesson and evaluate its SRL potential.
* **Role Play**: Teachers vs. learners negotiate lesson plans.
* **Collaborative Workshop**: Redesign a textbook unit with student-centered strategies.

**Week 13: Application of Theories in ELT Classrooms**

* **Theory-to-Practice Simulation**: Match a learning theory to classroom issues and propose interventions.
* **Mini-Presentations**: Each group teaches a mini-lesson based on a selected theory.
* **Peer Feedback**: Offer constructive critiques on theoretical fidelity and engagement.

**Week 14: Instructional Design with Learning Theories**

* **Material Design Task**: Create a worksheet or online activity that reflects a learning theory.
* **Gallery Walk**: Showcase and review designed materials with sticky note feedback.
* **Theory Audit**: Evaluate your materials—Which theory does it align with? Why?

**Week 15: Final Exam Preparation & Review**

* **Review Game**: "Who Wants to Be a Theory Millionaire?" quiz-style revision.
* **Group Portfolio Showcase**: Share collected work and insights from the semester.
* **Feedback Circle**: Reflect on personal development in SRL and theory application.

These in-class activities emphasize **experiential learning, reflection, collaboration**, and **critical thinking**. They aim to help English language teacher candidates internalize abstract theory through practical, relevant tasks they may later apply in their teaching careers.