



El Camino College
COURSE OUTLINE OF RECORD – Official

Subject:	PASS
Course Number:	601
Descriptive Title:	Teaching Academy: Empowering Effective Learners
Division:	Library and Learning Resources
Department:	Pathways to Academic Success
Course Disciplines:	Education
Catalog Description:	This noncredit professional development course is designed for current faculty who want to enhance their teaching effectiveness through a deeper understanding of learning theories and their applications in educational settings. Participants will explore key theories such as behavioral theory, social cognitive theory, and informational processing theory and examine how these concepts apply to diverse learning environments. The course emphasizes practical strategies for increasing student engagement, persistence, and achievement. Faculty will leave with actionable tools to create more inclusive classrooms that support student success across disciplines.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	.22 to .44
Hours Laboratory (per week):	0
Outside Study Hours:	.44 to .88
Total Course Hours:	4 to 8
Course Units:	0
Grading Method:	Pass/No Pass/SP
Credit Status:	Noncredit
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education ECC:	
Term:	
Other:	
CSU GE:	
Term:	
Other:	
IGETC:	

Term:	
Other:	
CalGETC:	
Term:	
Other:	
Student Learning Outcomes:	Upon completion of the course, students will be able to: 1. Identify and explain key concepts from major learning theories, including behavioral theory, social cognitive theory, and information processing theory, and describe their relevance to adult learning in diverse classroom settings. 2. Analyze classroom scenarios and select appropriate learning theory-based strategies to enhance student engagement, motivation, and persistence. 3. Design an instructional activity or lesson plan that integrates principles from at least one learning theory to promote inclusive, student-centered teaching and improved academic outcomes.
Course Objectives:	1. Describe the foundational principles of behavioral theory, social cognitive theory, and information processing theory as they relate to student learning. 2. Compare and contrast how each learning theory explains the processes of learning, memory, and motivation. 3. Identify common barriers to student engagement and persistence and connect these challenges to relevant theoretical frameworks. 4. Evaluate classroom practices and instructional strategies through the lens of learning theory to determine their effectiveness in diverse educational settings. 5. Apply theory-based strategies to real-world teaching challenges to enhance student engagement and achievement. 6. Develop inclusive instructional techniques informed by learning theories to support students from varied backgrounds and learning needs.
Major Topics:	I. Introduction to learning theories and their role in education (lecture) A. Overview of learning principles B. Importance of learning theories in instructional design II. Behavioral theory in the classroom (lecture) A. Key concepts: reinforcement, punishment, and conditioning B. Strategies for implementing behaviorist approaches in instruction III. Social cognitive theory and learning through observation (lecture) A. Core principles: modeling, self-efficacy, and reciprocal determinism B. Practical applications: peer learning and motivational strategies IV. Information processing theory and cognitive development (lecture) A. Stages of information processing: attention, encoding, storage, retrieval B. Instructional techniques to enhance memory and learning

	V. Addressing diverse learning needs through theory-based approaches (lecture) A. Culturally responsive teaching and inclusive practices B. Adapting strategies for varied learning styles and abilities VI. Applying theory to classroom practice (lecture) A. Analyzing instructional challenges using theoretical lenses B. Selecting and justifying theory-based interventions VII. Designing inclusive, theory-informed lessons (lecture) A. Developing activities that reflect learning theory principles B. Aligning objectives, instructional methods, and assessment strategies VIII. Reflection and action planning for continued growth A. Evaluating personal teaching practices B. Creating a plan to implement new strategies in future courses
Total Lecture Hours:	4 to 8
Total Laboratory Hours:	0
Total Hours:	4 to 8
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
Primary Method of Evaluation:	3) Skills demonstration
Typical Assignment Using Primary Method of Evaluation:	Assignment Title: Quick Reflection – “One Theory in Action” Objective: Encourage individual reflection on how a learning theory can guide a specific, practical change in classroom teaching. Instructions: Reflect on one learning theory or classroom strategy discussed in today’s session that made an impact on you. On your own, respond to the following prompts in a few sentences: • What is one concept or idea from today’s session that stood out to you? • How does this idea connect to something you’ve observed or experienced in your own teaching? • What is one small, specific change you could make in your classroom practice that applies this theory? Be prepared to briefly share your reflection with a partner or small group (if time allows).
Critical Thinking Assignment 1:	Assignment Title: Teaching Strategy Makeover Objective: Apply learning theory concepts to critically evaluate and revise a real-world teaching strategy to better support student learning and engagement.

	Instructions: Working with a partner or in a small group, 1. Choose a common classroom scenario or teaching strategy you have used or observed (e.g., lecturing for a full class period, assigning group work without structure, using multiple-choice quizzes for assessment, etc.). 2. Using one of the learning theory discussed today, analyze the strengths and limitations of the chosen strategy. 3. Revise the strategy to align more closely with the selected theory, with the goal of improving student engagement, persistence, or learning outcomes. 4. In a brief write-up or chart (bullet points are fine), include: ○ A description of the original strategy or scenario ○ Your selected learning theory and key concept(s) ○ A rationale for how this theory informs your revision ○ A brief description of your revised strategy 5. (Optional, time permitting): Share your revised strategy with the rest of our class.
Critical Thinking Assignment 2:	Assignment Title: Theory Match – Solving a Teaching Challenge Objective: Use critical thinking to apply learning theory concepts to a real teaching challenge and justify the choice of an appropriate theoretical approach. Instructions: 1. Review the brief teaching challenges provided by the instructor (or come up with one from your own experience). Examples may include: ○ Students are disengaged during group activities ○ Learners struggle to retain key course content ○ A few students dominate class discussions while others remain silent ○ Students give up quickly when tasks become difficult 2. Choose one challenge and analyze it through the lens of the three learning theories discussed in class: behavioral theory, social cognitive theory, and information processing theory. 3. Decide which theory best helps explain or address the issue, and outline a theory-informed strategy or solution you would try in your classroom. 4. In a short write-up or discussion-ready summary, include: ○ A description of the teaching challenge ○ A brief explanation of how each theory might address it ○ Your selected theory and why you believe it is the best fit ○ A practical strategy or change you would implement based on that theory 5. (Optional, time permitting): Share your analysis and strategy in a small group and compare solutions.
Other Evaluation Methods:	Journal kept throughout course, Objective Exam, Other Exams, Presentation
If Other:	
Instructional Methods:	Discussion, Group Activities, Lecture, Multimedia presentations
If other:	

Work Outside of Class:	Answer questions, Journal (done on a continuing basis throughout the semester), Required reading, Study
If Other:	
Up-To-Date Representative Texts:	The instructor will provide handouts.
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite	
Category	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill(s). if applicable	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable	
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Matthew Kline
Date:	05/27/2025

Original Board Approval Date:	11/18/2025
Effective Term:	FA 2026