Psychology of Classroom Learning  
CEPD 6101-N02

Semester Hours: 3  
Semester/Year: Fall 2013  
Time/Location: Course taught 100% online using D2L. Students must have internet access. Students should check D2L on Aug. 26 for assignments.

Instructor: Li Cao, Ph.D.  
Office Location: Room 147 Education Annex  
Office Hours: 1:00-5:00 pm, Monday & Wednesday (Online); 10:00 am -12:00 pm, Friday  
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Online Support: UWG Distance Learning http://distance.westga.edu/

COURSE DESCRIPTION
This course provides an in-depth study of the major cognitive and behavioral theories of classroom learning. Emphasis will be placed on enabling teachers and counselors to better understand how students learn; on helping educators identify and remove barriers that impede student learning; and on helping educators develop, utilize and advocate teaching practices, programs, and curriculum that lead to academic success for all. Theories of motivation, classroom management practices, and belief systems that promote learning will also be addressed.

CONCEPTUAL FRAMEWORK
The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (INTASC, NBPTS, Learned Societies), insert applicable professional associations that guide your program, e.g. ASHA, PSC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION
Various pedagogical methods used for this class include: Interactive technology, e.g., YouTube video, class discussion, PowerPoint presentations, lecture, quiz, and research project, etc.)
This course will be delivered approximately 100% online. As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
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</thead>
<tbody>
<tr>
<td>Visual/Audio/video instruction</td>
<td>2250 minutes (37.5 hours)</td>
</tr>
<tr>
<td>Discussion posts</td>
<td>180 minutes (3 hours)</td>
</tr>
<tr>
<td>Online assignments</td>
<td>4320 minutes (72 hours)</td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

**COURSE OBJECTIVES**

Students will:

1. develop a knowledge base about the role of the teacher and cite current research findings on effective teaching and student achievement (Alexander, 2006; Gredler, 2008; Slavin, 2008; Sternberg & Williams, 2009)

   *(Decision makers; Culturally Sensitive; Knowledgeable; Reflective; NBPTS 2, 4; CACREP SC A.1, 4; SC C.3 b ,d);*

2. demonstrate the ability to compare and contrast behavioral and cognitive theories of learning and their implications for the classroom (Alexander, 2006; Bruning, Schraw, & Norby, 2011; Gredler, 2008; Ormrod, 2010; Slavin, 2008)

   *(Knowledgeable; Reflective; NBPTS 2; CACREP SC A.1, 4; SC C. 3b, d);*

3. compare and contrast theories of motivation and their practical implications for the teaching-learning-process (Alexander, 2006; Bruning, Schraw, & Norby, 2011; Gredler, 2008; Ormrod, 2010; Slavin, 2008; Sternberg, & Williams, 2009)

   *(Knowledgeable; Reflective; NBPTS 1,2,3; CACREP SC A.1, 4; SC C. 3b, d);*

4. learn to integrate and synthesize research findings on teaching and learning to generate new, more effective teaching activities (Alexander, 2006; Bruning, Schraw, & Norby, 2011; Gredler, 2008; Ormrod, 2010; Slavin, 2008)

   *(Decision makers; Culturally Sensitive; Proactive; Reflective; NBPTS 4,5; CACREP SC A.1, 4; SC C. 3b, d);*

5. develop an awareness of belief systems that impede or enhance learning (Alexander, 2006; Gredler, 2008; Ormrod, 2010; Slavin, 2009; Sternberg, & Williams, 2009)

   *(Decision makers; Culturally Sensitive; Knowledgeable; Proactive; NBPTS 1,3,4; CACREP SC A.8);*
acquire knowledge and competency about individual student differences and how to account for them in the classroom, focusing especially on multicultural diversity (Alexander, 2006; Bruning, Schraw, & Norby, 2011; Gredler, 2008; Ormrod, 2010; Slavin, 2008; Sternberg, & Williams, 2009)

(Decision makers; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 1,3; CACREP SC A.8).

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text:

References:

Online Resources:
This course offers >95% classes online. You can access this course on D2L.

Required Instructional Resource: Tk20 Subscription
These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

1. Module Tests and Final Exam: An online quiz is scheduled by the end of each module. A total of six module tests are scheduled over the semester. Each module test consists of 20 multiple-choice questions related to the content of each module. The online final exam contains 60 multiple-choice questions related to all six modules. You can take each module test and the final exam up to two times. If you choose to take each test twice, you need to wait for at least four hours to take the test the second time. The higher grade of the two attempts will be your performance on the test. You need to observe the scheduled test date and time. If you miss the test deadline, you will NOT be able to take the test. If
an emergency arises the day of an exam, please contact Dr. Cao: lcao@westga.edu as soon as possible.

**Course Objectives:** 1, 2, 3, 4, 5, 6

2. **Class Discussions:** Students are expected to participate in four online class discussions. Each class discussion is worth 10 points. The discussion consists of two parts. In part one, you are required to generate and post your initial responses (4 pts.) to the discussion questions based on the readings. In part two, you need to offer reflective responses to AT LEAST two postings (6 pts.) posted by your classmates. A reflective response goes beyond simple agreement or endorsement of the responses that have already been posted. It includes new information, personal perspectives, or other input that demonstrates thought and elaboration of the issue.

**Course Objectives:** 1, 2, 3, 4, 5, 6

3. **Schema Project (10 + 50 = 60 points):** As a summary exercise to synthesize the information in the class, you will create a visual representation of effective instruction in the form of schema representation—a network of organized ideas on a specific topic. The purpose of this project is for you to (a) draw together all that you have learned about learning and instruction, and (b) describe how you would apply theory and research in your future practice. The project reflects your personal model of effective instruction which you can reflect on and continue to develop in the future. The key elements to develop your schema include important concepts from the text, interconnections among the concepts, clear layout, personalized examples of your (classroom) practice, and all the creativity you can muster. This is a project you could include in your portfolio (e.g., TK20) to illustrate effective teaching/practice in your subject-matter area. You need to complete the schema on computer using a software, e.g., Inspiration, Gliffy etc. Please check the Schema folders on CourseDen for the instruction, tutorials, and sample schema projects.

**Course Objectives:** 1, 2, 3, 4, 5, 6

4. **Schema Project Peer Critique (4+3+3=10 points):** The schema project takes an on-going approach over the semester. You are required to use an add-on approach to develop your schema project along the semester. You started with creating Schema 1. Then, you add Schema 2 onto Schema 1 to create Schema 1+2 as one piece. Then, you add Schema 3 on Schema 1+2 to create Schema 1+2+3 in one piece, and so on. You are required to submit your Schema 1+2+3 in one piece by the end of Module 3. Your schema 1+2+3 will be graded. After receiving a grade and feedback on your Schema 1+2+3, you will continue developing your Schema (1+2+3)+4+5+6 in one piece. After you created Schema 1+2+3+4+5+6, you need to submit your Schema 1+2+3+4+5+6 (4 points) for peer review.

You are required to use Overall Schema Rubric to review and **peer critique** at least two schema projects (3 points each) of your classmates by the end of Module 6. After receiving peer feedback, you need to review and revise your Schema 1+2+3+4+5+6 and submit it as your Overall Schema to the Overall Schema Assignment Dropbox on CourseDen for grade by the end of Module 7.
Course Objectives: 1, 2, 3, 4, 5, 6

5. Research Participation: In order to pass this course you must pass the research component. You have two options for the participation. The first option is to participate in a research project to promote classroom learning and instruction. This process will help you understand research and develop critical thinking skills in your prospective teaching profession. The second option is to write a critique of three recent (published after 2008) peer reviewed research articles on a particular topic of your interest in educational psychology. If you choose the second option, you will simply not participate in the research project. However, you will need to inform the instructor by the second class meeting.

Option 1 Research Study: Students will be asked to fill in a few survey questionnaires online at different times over the semester. Students will need to complete the survey questions to meet the course requirement. The availability, participation links, and deadlines of each survey will be announced as the semester proceeds.

Option 2 Research Critiques: The critique paper should be typed, double-spaced, and 5 page long. The paper critiques three data-based research articles in the Journal of Educational Psychology published after 2007. The journal can be found at the UWG library website. The format of the critique paper should follow the American Psychological Association (APA) Publication Manual (6th. ed.) style. The critique paper is due by the second last class meeting and will be graded on a satisfactory or unsatisfactory basis. You must attach a copy of the journal article with your critique paper if you choose the second option. Your critique paper consists of two parts:

1) Review of Articles (2 pages)
   1. Purpose of study, competing hypotheses;
   2. Description of the experiment(s);
   3. Results of experiment(s);
   4. Conclusions; implications for theory/practice

2) Analysis of the Articles (3 pages)
   5. Discuss the quality of the article from your viewpoint;
   6. Discuss theoretical implications of findings with respect to class topics;
   7. Discuss instructional implications of findings from your viewpoint

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point</th>
<th>Range</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Module Quiz</td>
<td>(6×10) = 60 points</td>
<td>207-230</td>
<td>A</td>
</tr>
<tr>
<td>Final Exam</td>
<td>(1×60) = 60 points</td>
<td>184-206</td>
<td>B</td>
</tr>
<tr>
<td>Schema Project</td>
<td>(10+50) = 60 points</td>
<td>161-183</td>
<td>C</td>
</tr>
<tr>
<td>Schema Project Peer Critique</td>
<td>(2×5) = 10 points</td>
<td>160 or less</td>
<td>F</td>
</tr>
<tr>
<td>Online Discussion</td>
<td>(4×10) = 40 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Participation</td>
<td>Satisfactory or Unsatisfactory</td>
<td></td>
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CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

**Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information.

CLASS OUTLINE

**Tentative Class Outline**

**IF THERE IS ANY CONFLICT BETWEEN WHAT IS PRESENTED HERE AND WHAT IS SEEN IN D2L, D2L TAKES PRECEDENCE!**

<table>
<thead>
<tr>
<th>Class</th>
<th>Activities</th>
<th>Assignment/Readings Due</th>
</tr>
</thead>
</table>
| Module 1A | • Course Introduction/Syllabus  
      |       • Self-Introduction  
      |       • Read Ch. 1  
      |       • Study Ch. 1 PPT notes  
      |       • Online Discussion  
      |       • Take Ch. 1 Practice Quiz | • Familiarize yourself with D2L  
      |                                                 | • Student Introduction  
      |                                                 | • Post Module 1 Discussion 1 & 2 |
| Module 1B | • Read Ch. 3  
      |       • Study Ch. 3 PPT notes  
      |       • Online Discussion  
      |       • Take Ch. 3 Practice Quiz | • Post Module 1 Discussion 1 & 2  
      |                                                 | • Take Module 1 Test  
      |                                                 | • Schema-Diagram 1 |
| Module 2A | • Read Ch. 4  
      |       • Study Ch. 4 PPT notes  
      |       • Online Discussion  
      |       • Take Ch. 4 Practice Quiz | • Post Module 2 Discussion 1 & 2  
<pre><code>  |                                                 | • Schema-Diagram 1+2 |
</code></pre>
<p>| Module 2B | • Read Ch. 6                                      | • Post Module 2 Discussion 1 &amp; 2 |</p>
<table>
<thead>
<tr>
<th>Module</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| Module 3A | • Read Ch. 7  
• Study Ch. 7 PPT notes  
• Online Discussion  
• Take Ch. 7 Practice Quiz  
• Schema-Diagram (1+2)+3 |
| Module 3B | • Read Ch. 8  
• Study Ch. 8 PPT notes  
• Online Discussion  
• Take Ch. 8 Practice Quiz  
• How is the Class Going with You?  
• Take Module 3 Test  
• Schema-Diagram (1+2)+3 in one piece (10 points)  
• Mid-Term Feedback and Suggestions |
| Module 4A | • Read Ch. 9  
• Study Ch. 9 PPT notes  
• Online Discussion  
• Take Ch. 9 Practice Quiz  
• Post Module 4 Discussion 1 & 2  
• Schema-Diagram (1+2+3) + 4 |
| Module 4B | • Read Ch. 10  
• Study Ch. 10 PPT notes  
• Online Discussion  
• Take Ch. 10 Practice Quiz  
• Post Module 4 Discussion 1 & 2  
• Take Module 4 Test  
• Schema-Diagram (1+2+3) + 4 |
| Module 5A | • Read Ch. 11  
• Study Ch. 11 PPT notes  
• Online Discussion  
• Take Ch. 11 Practice Quiz  
• Post Module 5 Discussion 1 & 2  
• Schema-Diagram (1+2+3+4)+5 |
| Module 5B | • Read Ch. 12  
• Study Ch. 12 PPT notes  
• Online Discussion  
• Take Ch. 12 Practice Quiz  
• Post Module 5 Discussion 1 & 2  
• Take Module 5 Test  
• Schema-Diagram (1+2+3+4)+5 |
| Module 6A | • Read Ch. 13  
• Study Ch. 13 PPT notes  
• Online Discussion  
• Take Ch. 13 Practice Quiz  
• Post Module 6 Discussion 1 & 2  
• Schema-Diagram (1+2+3+4+5)+6 |
| Module 6B | • Read Ch. 14  
• Study Ch. 14 PPT notes  
• Online Discussion  
• Take Ch. 14 Practice Quiz  
• Take Module 6 Test  
• Schema (1+2+3+4+5+6) Peer Critique (10 pints) |
| Module 7 Final | • Review for the Final Examination  
• Suggestions for improvement  
• Course Evaluation  
• Review Quiz 1-6  
• Study for Final  
• Revise Schema 1-6 based on feedback and submit your Overall Schema (50 points)  
• Take the final |