

CEPD 6101-E01
Psychology of Classroom Learning

Semester Hours	3
Semester/Year	Summer 2015
Instructor	Li Cao, Ph.D.
Office Location	Room 147 Education Annex
Office Hours	2:00-5:30 pm, Tuesday & Thursday (Online)
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Fax	678-839-6097
Online Support	D2L Home Page https://westga.view.usg.edu/ D2L UWG Online help http://uwgonline.westga.edu/students.php D2L 24 hour Help https://d2lhelp.view.usg.edu/ UWG Distance Learning http://uwgonline.westga.edu/ Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430 Resources for Distance & Off-Campus Students http://libguides.westga.edu/content.php?pid=194459 Ingram Library Services http://www.westga.edu/library/ University Bookstore http://www.bookstore.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

This course will be delivered entirely online using UWG's CourseDen system, other Internet resources, and printed materials. Various pedagogical methods will be used for this course, including (but not limited to) static and narrated PowerPoint presentations, pre-recorded lectures, online videos, and class discussions. All assignments and evaluation criteria upon which grades will be based are described in detail below.

Required readings and assignment due dates are included in the Course Schedule at the end of this document. *A complete list of reading assignments and supplemental learning activities for each unit is provided as part of the corresponding learning module on CourseDen.*

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<i>Activity</i>	<i>Instructional Equivalent</i>
Audio/Video Lectures/Instruction	2250 minutes (37.5 hours)
Class Discussions	720 minutes (12 hours)
Other Activities/Assignments	3780 minutes (63 hours)

COURSE OBJECTIVES

Students will be able to:

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).
knowledgeable, reflective, decisive, culturally sensitive (NBPTS 2,4; CACREP SC A.1, 4; SC C.3b,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)
6. 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

Alexander, P. A. (2006). *Psychology in learning & instruction*. Upper Saddle River, NJ: Pearson. (Thanks to Dr. Alexander, this text will be provided on CourseDen.)

References:

- Bruning, R. H., Schraw, G. J., & Norby, M. M. (2011). *Cognitive psychology and instruction*. (5th ed.). Upper Saddle River, NJ: Pearson.
- Gredler, M. E. (2008). *Learning and Instruction: Theory into practice (6th ed.)*. Upper Saddle River, NJ: Prentice Hall.
- Ormrod, J. (2013). *Educational psychology: Developing learners (8th ed.)*. Upper Saddle River, NJ: Pearson.

- Slavin, R. (2012). *Educational Psychology: Theory and Practice (10th ed.)*. Upper Saddle River, NJ: Pearson.
- Sternberg, R. J., & Williams, W. M. (2009). *Educational psychology (2nd ed.)*. Boston: Allyn and Bacon.
- Alberto, P. A., & Troutman, A. C. (2012). *Applied behavior analysis for teachers (9th ed.)*. Upper Saddle River, NJ: Pearson.

Required Instructional Resource: Tk20 Subscription

These are available at the UWG Bookstore or <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

Evaluation of student performance in this course is based on successful completion of various tasks throughout the semester, including online discussions, critical thinking assignments, content quizzes, and a class project. Each type of task is described below. Additional information will be provided to students via the CourseDen course web site.

1. Online Class Discussions

Online discussions enable students to share thoughts, exchange ideas, consider new perspectives, and develop a fuller understanding of course content and its real-world applications. Two (2) online discussions are scheduled throughout the semester. For each discussion, students will be assigned to small groups of approximately five (5) students, and presented with a case study and a set of discussion prompts/questions. Each student will post his/her response to the discussion prompts, and then offer reflective responses to AT LEAST two other group members. 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. Through these interactions and continued discussion, each group will be responsible for formulating one solution to the problem presented.

Discussion grades will be assigned at both the individual and group levels. Students will earn points for their individual contributions to each discussion (i.e., initial post and required responses). The final solution developed by the group will also be graded, and that grade assigned to all members of the group equally. More information about the expectations and grading rubrics to evaluate online discussions will be available via CourseDen. Each discussion is an opportunity for students to earn up to thirty (30) points toward their final grade for a total of up to 60 points (30 points per debate \times 2 debates = 60 points) for discussion participation. Discussion # 1 is due June 6 and Discussion #2 is due June 27.

✓ Course Objectives: 2, 3, 5, 6

2. Theory-to-Practice Assignments

An important part of the learning process is the opportunity to apply newly acquired knowledge to real world problems. Such exercises allow students to gain a deeper

understanding of course content. To facilitate this process, students will complete two theory-to-practice assignments throughout this semester.

Theory-to-Practice Assignment #1: *Effective Teaching in the 21st Century*. This assignment challenge students to improve their skills related to the identification and consumption of quality, theory-based research in relation to Module 2—the knowledge base. Students will locate and summarize research articles on the topic of effective teaching strategies/activities to promote learning and transfer of knowledge in 21st century classrooms/practice. More information about this assignment, including detailed instructions, rubrics, and additional resources will be provided via CourseDen. This assignment is worth up to 30 points, and should be submitted on or before June 13.

✓ Course Objectives: 1, 4

Theory-to-Practice Assignment #2: *Technology in 21st Century Classrooms*. This assignment will challenge students to improve their skills related to the identification and consumption of quality, theory-based research in relation to Module 4—social learning and use of technology. Students will locate and summarize research articles on the topic of technology use in 21st century classrooms/practice. More information about this assignment, including detailed instructions, rubrics, and additional resources will be provided via CourseDen. This assignment is worth up to 30 points, and should be submitted on or before July 11.

✓ Course Objectives: 1, 4, 6

3. **Module Tests and Final Exam:**

An online test 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 items covering the content presented in its related module. Quizzes will be available on CourseDen on the first day of the first week of each module, and due no later than the following Sunday of each module, as listed on the course schedule. Each quiz is worth up to 10 points toward the final course grade, with quizzes worth up to a total of 60 points (10 points per quiz × 6 quizzes = 60 points).

The online final exam contains 60 multiple-choice items related to all six modules. Each quiz is worth up to 10 points toward the final course grade, with quizzes worth up to a total of 60 points (60 points × 1 Exam = 60 points).

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 score of your 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 a test, please contact Dr. Cao: lcao@westga.edu as soon as possible.

✓ Course Objectives: 1, 2, 3, 4, 5, 6

4. **Schema Project:**

As a summary exercise to synthesize the course content, each student will create a visual representation of effective instruction related to his/her professional area in the form of schema--a network of organized ideas on a specific topic. Your schema represents *your*

personal model of effective instruction that helps you (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 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 project is appropriate for inclusion in your portfolio (e.g., TK20) to illustrate effective instruction/practice in your subject-matter area.

The final schema project will contain six diagrams corresponding to the six course modules. To simplify this complex project, there are two steps to complete this assignment. The first step is to create Diagrams 1-3 based on the content of Module 1-3 by the end of Module 3. You will receive up to 10 points completion grade and feedback on your schema 1-3. The second step asks you to revise Schema 1-3 and continue with the add-on approach to develop schema 4-6. Your final overall schema will include Schema 1-6. The entire schema project is worth up to sixty (60) points (Schema 1-3 = 10 points + Overall Schema = 50 points).

You need to complete the schema on computer using a software, e.g., Inspiration, Gliffy, etc. Please check the Schema folder on CourseDen for the specific instruction, tutorials, and **sample schema** projects. Schema 1-3 is due June 20, Schema 1-6 due July 18, and the final Overall schema should be submitted via CourseDen by July 21.

✓ 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 2010) 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.

✓ Course Objectives: 1, 2, 3, 4, 5, 6

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. (Due July 5-18)

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 2010. 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

Assignment	Point
Online Discussion	$(2 \times 30) = 60$ points
Theory to Practice Assignment	$(2 \times 30) = 60$ points
Module Quiz	$(6 \times 10) = 60$ points
Final Exam	$(1 \times 60) = 60$ points
Schema Project	$(10 + 50) = 60$ points
Research Participation	Satisfactory or Unsatisfactory
TK20	1-4 point rubric

Accountability Clause. Students are responsible for completing all assigned tasks. For each graded activity a student fails to complete, 5% of the total possible points will be deducted from their final grade. For example, a student who earns 94% of the possible points in this course but does not complete the content quiz for Module 2, will earn a grade of B ($94\% - 5\% = 89\%$) in this course. Similarly, a student who earns 89% of the possible points but does not complete the content quiz for Module 2 and fails to submit their outline for diagram 1 of the schema project will earn a final grade of C ($89\% - 5\%$ for missed quiz – 5% for missed outline submission = 79%).

Grading

A = 270 - 300, B = 240 - 269, C = 210 - 239, and F = less - 209.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Class Policies

Class Materials. All course materials will be available via CourseDen. Inability to effectively navigate CourseDen is not an acceptable excuse for missing deadlines. UWG provides helpful resources to facilitate online learning (<http://www.westga.edu/~distance/webct1/students/>). If you need additional assistance learning to use CourseDen for this course, contact the instructor during the first week of the semester.

Grade Questions/Disputes. All concerns regarding grades should be addressed directly to the instructor within three (3) days of grade assignment. You are welcome to contact the instructor by phone to discuss grades; you will be asked to send an email to the instructor which outlines your concern. Having a written record of any concerns will help both the student and instructor to understand both the issue at hand as well as how that concern is addressed and resolved.

Email & Course Communication. University of West Georgia students are provided a MyUWG email account. The University considers this account to be an official means of communication between the University and the student. It is the student's responsibility to check this email account for important University-related information.

The primary means of communication between instructor and students for this course will be email. Specifically, the instructor will send information and announcements to students using the email feature within CourseDen. Students are responsible for knowing how to access within the CourseDen system, and for checking email regularly. In addition to emails, information and announcements relevant to this class will be posted to the "News" section of the CourseDen course web site. The instructor will make every effort to respond to emails in a timely manner (generally within 24 hours).

Late Work. **Due dates are firm!** Late submissions will not be graded, except in emergency situations. Documentation of any emergency event which prevents students from completing course expectations by their due dates will be required. All due dates are included on the course schedule (below), and will be included in students' weekly course activity lists and weekly updates from the instructor. **All discussion posts, assignments, quizzes, and schema project components are due no later than 11:59 pm (EST) on the date provided in the course schedule.**

Students who fail to complete a task by its deadline are encouraged to submit the work late to avoid an additional 5% deduction from their final course grade, as specified by the accountability clause.

Technical Disasters. A special challenge that online students face is technology. Students are responsible for knowing how to use the equipment they select for completing course tasks, as well as for ensuring their equipment works consistently. Due dates will not be extended to accommodate "technical disasters," except when the problem is due to a documented failure in the CourseDen system. A documented failure is one that can be verified by CourseDen technical support. Therefore, students should double-check to make sure discussion posts, quizzes, and dropbox submissions have been made as intended.

Professional Conduct. Students are expected to conduct themselves professionally. Professionalism includes but is not limited to the following:

- ✓ Participating in class interactions and activities in an online environment in a positive manner;
- ✓ Turning in assignments on time;
- ✓ Showing respect to the instructor and other students;
- ✓ Composing emails and discussion posts characterized by complete sentences (except in the case of bulleted lists), correct grammar and spelling, and appropriate punctuation.

Please remember that joking, teasing, and other comments (which may be perfectly acceptable in person) can be easily misunderstood when expressed in written form, including email and discussion posts. This is not to say that informal conversation is inappropriate in this course, but a friendly reminder of a special challenge to the online learning environment.

University Policies

Please carefully review the information pertaining to Common Language for Course Syllabi (http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). It contains important information related to your rights and responsibilities in this class. Because these

statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Academic Honesty. The university has a responsibility to promote academic honesty and integrity, and to develop procedures to deal effectively with instances of academic dishonesty. 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*.

Accommodations for Students with Disabilities. 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. Any student with a disability documented through Student Services is encouraged to contact the instructor immediately so that appropriate accommodations may be arranged. For more information, please contact Disability Services at the University of West Georgia, http://www.westga.edu/studentDev/index_8884.php.

CLASS OUTLINE

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

Class	Activities	Assignment/Readings Due
Module 1 June 1-6	<ul style="list-style-type: none"> • Course Introduction/Syllabus • Introduction of yourself • Familiarize yourself with CourseDen • Read Ch. 1 & 3 • Study Ch. 1 & 3 PPT notes • Online Discussion # 1 • Take Ch. 1 & 3 Practice Quizzes • Begin Theory-to-Practice Assignment #1 • Begin Schema-1 	<ul style="list-style-type: none"> • Student Self-Introduction • Post Discussion # 1 • Take Module 1 Test
Module 2 June 7-13	<ul style="list-style-type: none"> • Read Ch. 4 & 6 • Study Ch. 4 & 6 PPT notes • Theory-to-Practice Assignment #1 • Take Ch. 4 & 6 Practice Quizzes • Begin Schema 1+2 	<ul style="list-style-type: none"> • Theory-to-Practice Assignment #1 • Take Module 2 Test
Module 3 June 14-20	<ul style="list-style-type: none"> • Read Ch. 7 & 8 • Study Ch. 7 & 8 PPT notes • Take Ch. 7 & 8 Practice Quizzes • Schema for Module 1 + 2 + 3 • How is the Class Going with You? 	<ul style="list-style-type: none"> • Schema for Module 1+2+3 • Take Module 3 Test • Midterm Feedback
Module 4 June 21-27	<ul style="list-style-type: none"> • Read Ch. 9 & 10 • Study Ch. 9 & 10 PPT notes • Online Discussion #2 • Begin Theory-to-Practice Assignment #2 • Take Ch. 9 & 10 Practice Quizzes • Begin Schema (1+2+3) + 4 	<ul style="list-style-type: none"> • Post Discussion # 2 • Take Module 4 Test
July 4	No Class	No Assignments
Module 5 June 28-July 11	<ul style="list-style-type: none"> • Read Ch. 11 & 12 • Study Ch. 11 & 12 PPT notes • Theory-to-Practice Assignment #2 • Take Ch. 11 & 12 Practice Quizzes • Begin Schema (1+2+3+4) + 5 	<ul style="list-style-type: none"> • Theory-to-Practice Assignment #2 • Take Module 5 Test
Module 6 July 12-18	<ul style="list-style-type: none"> • Read Ch. 13 & 14 • Study Ch. 13 & 14 PPT notes • Take Ch. 13 & 14 Practice Quizzes • Begin Schema (1+2+3+4+5) + 6 • Research Participation 	<ul style="list-style-type: none"> • Take Module 6 Test • Research Participation July 5-18 • Schema (1-6) July 18 • Schema (1-6) peer critique July 18-20
Module 7 July 19-24	<ul style="list-style-type: none"> • Review for the Final Examination • Suggestions for improvement • Overall Schema 	<ul style="list-style-type: none"> • Overall Schema due July 21 • Take the Final on July 22-23