# Psychology of Classroom Learning
CEPD 6101-E01

**Semester/Year**      Fall 2015

**Time/Location**      Course taught 100% online using D2L. Students must have internet access.

**Instructor**      Li Cao, Ph.D.

**Office Location**      Room 147 Education Annex

**Office Hours**      1:00 - 4:00 pm, Monday & Wednesday; 1:00 pm - 5:00 pm

**Online Hours**      1:00 pm - 5:00 pm; Friday (Online)

**Telephone**      Direct Line: 678-839-6118
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**Email**      lcao@westga.edu

**Online Support**      UWG Distance Learning: (phone: 678-839-6248)
http://distance.westga.edu/

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/

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.

**COE Vision**
   The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning,* with relevant and innovative programs that contribute to educational improvement and the betterment of society.

**COE Mission**
Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

**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.

The vision, mission, and conceptual framework of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (INTASC, NBPTS) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate 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, class discussions, quiz, and research project. 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 entirely (100%) online. As such, you will be required to complete the following online activities during this course:

| Activity | Instructional Equivalent |
|---|---|
| Visual/Audio/video Instruction | 2250 minutes (37.5 hours) |
| Class Discussions | 720 minutes (12 hours) |
| Other Activities and Assignments | 3780 minutes (63 hours) |

Additionally, it is anticipated that students will need to work independently for twice the number 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).
   *knowledgeable, reflective, decisive, culturally sensitive* (NBTPS 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(s)**

Alexander, P. A. (2006). *Psychology in learning & instruction*. Upper Saddle River, NJ: Pearson. (You can purchase a hard paper copy of the textbook. Or, thanks to Dr. Alexander, you can use an electronic-version of the textbook for free on CourseDen.)

**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.

**Course 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.

**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, theory-to-application assignments, content
quizzes, and schema project. Each type of task is described below. Additional information will be
provided on CourseDen.

1.  Orientation Discussion (3 + 3 + 4 = 10 points)
    This discussion is to help you learn to locate the most recent research in your subject matter area
    and become a critical consumer of the research. Through the discussion you will become
    familiarized with the search process, be able to identify features that qualify an article as a
    research journal article, and improve your skill in developing the APA style references. This
    discussion also help you get ready for Assignment 1. Professional journals are one of the quickest
    ways to dissimilate research findings. However, not every journal article qualifies as a research
    article. A quick way to double check is to see if the article you found contains: (1) **research
    questions** or hypotheses, (2) a **Method** section which describes characteristics of the
    participants, data collection instrument and procedure, and (3) a **Results** section that uses table,
    figure, or graph to report statistics or narratives to report qualitative interview transcripts to report
    findings. Your discussion includes three parts:

    **Part 1**- Follow the instructions in the Orientation Discussion folder and report the results of your
    search for the appropriate research articles.

    **Part 2**- Share your experience of how you searched and identified the research journal articles.

    **Part 3**- Provide comments and suggestions for at least two classmates on their article search and
    research topic.

2.  Online Module Discussions: (2 × 30 = 60 points)
    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 (Module 1 and Module 4) are scheduled over the semester. For each
    discussion, students will be assigned to a small group of approximately five (5) students and each

module discussion will be conducted in the group folder. Each module discussion requires three steps:

**Step 1**- Each group member posts initial responses to the module discussion questions (5 points).

**Step 2**- Each group member provides 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 (5 + 5 = 10 points).

**Step 3**- All group members work together to develop a summary that highlights what has been learned from the module discussion and how to apply the learning to future practice (15 points).

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 group summary and the application scenario 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.
    Course Objectives: 2, 3, 5, 6

3. **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 of (Your Subject Matter Area) 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 by the end of Module 2.
       Course Objectives: 1, 4, 6

   Theory-to-Practice Assignment #2: *Technology in 21st Century Classrooms/Practice.* 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 by the end of Module 5.
       Course Objectives: 1, 4, 6

4. Module Tests (6 × 10 = 60 points) and Final Exam (60 points):
   An online module 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 questions related to the content of the corresponding 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, it is suggested that you wait for at least four hours

before taking the test the second time. The purpose is to allow time for review and study. The higher grade of the two attempts will account as 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

5.  Schema Project (10 + 10 + 50 = 70 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 can 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, Dia, etc. Please check the Schema folders on CourseDen for the instruction, tutorials, and sample schema projects. You need to follow four steps to complete the schema project:

    **Step 1:** Start early to receive feedback (10 points)
    The schema project takes an on-going approach over the semester. You are required to use the add-on approach to develop your schema project over the semester. You start 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 with feedback.

    **Step 2:** Continue developing based on feedback
    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 for peer review.

    **Step 3:** Schema Project Peer Critique (10 points):
    You are required to create Schema 1 + 2 +3 + 4 + 5 + 6 by the end of Module 6 (4 points). After posting your own Schema 1-6 in the Schema Peer Critique folder on the Discussion board, you are required to use Overall Schema Rubric to review and **peer critique** at least two schema projects (3 + 3 = 6 points) of your classmates by the end of Module 6.

    **Step 4:** Revise and Review the Overall Schema (50 points):
    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

6.  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.

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 | Rang | Grading Scale |
|---|---|---|---|
| Module Test | (6 × 10) = 60 points | 288 - 320 | A = 90 - 100% |
| Final Exam | (1 × 60) = 60 points | 256 - 287 | B = 80 - 89% |
| Schema Project | (10 + 50) = 60 points | 224 - 255 | C = 70 - 79%, |
| Schema Project Peer Critique | (1 × 10) = 10 points | 223 or less | F = below 70% |
| Orientation Discussion | (1 × 10) = 10 points | | |
| Module Discussion | (2 × 30) = 60 points | | |
| Theory to Practice Assignments | (2 × 30) = 60 points | | |
| Research Participation | (10 bonus points) | Satisfactory or | Dissatisfactory |
| 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 Schema 1 + 2 + 3 project will earn a final grade of C (89% - 5% for the missed quiz – 5% for the missed schema submission = 79%).

**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 course-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 outline**.

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. The only exception is the content quizzes – quizzes will not be accepted late.

Technical Disasters.     A special challenge 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 at Common Language for Course Syllabi.  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. In addition to the above information the following policies apply to this course.

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*.

Americans with Disabilities Act:  The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. 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. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

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. The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website.

UWG Cares: If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/ The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

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

| Week/Date | Readings, Activities, Assignments, & Due Dates* |
|---|---|
| **1** <br> 8/24 - 8/29 | Module 0: Course Welcome and Introduction <br> • Course Syllabus and Overview <br> • Complete Self-Introduction (due 8**/26**) <br> • Team Building <br> • Concept Review, Bloom's Taxonomy |

- Optional readings available in M0 folder
- Orientation Discussion: How to Identify and Read Research Articles (Part 1 and 2 due **8/26, Part 3** due **8/30**) How to Identify and Read Research Articles

| | | |
|---|---|---|
| **2** | 8/31 - 9/5 | Module 1A: Introduction to Educational Psychology: Building the Context<br>• Read Alexander, Chapter 1 and Supplement Materials<br>• Study Ch. 1 PPT notes<br>• Begin *Discussion 1* (Part 1, due **9/2,** Part 2, due **9/9,** Part 3, due **9/13**)<br>• Begin *Schema Diagram 1* (due **10/11**) |
| **3** | 9/8 - 9/12 | Module 1B: Understanding Cognitive and Social/Emotional Development<br>• Read Alexander, Chapter 3 and Supplement Materials<br>• Study Ch. 3 PPT notes<br>• Complete *Discussion 1* (Part 1, due **9/2,** Part 2, due **9/9,** Part 3, due **9/13**)<br>• Complete *Module 1 Quiz* (due **9/13**)<br>• Complete *Schema Diagram 1* (due **10/11**) |
| **4** | 9/14 - 9/19 | Module 2A: The Nature of Knowledge & the Process of Knowing<br>• Read Alexander, Chapter 4 and Supplement Materials<br>• Study Ch. 4 PPT notes<br>• Begin *Assignment 1* (due **9/27**)<br>• Begin *Schema Diagram 1 + 2* (due **10/11**) |
| **5** | 9/21 - 9/26 | Module 2B: Changing Knowledge and Beliefs and Promoting Transfer<br>• Read Alexander, Chapter 6 and Supplement Materials<br>• Study Ch. 6 PPT notes<br>• Complete *Module 2 Quiz* (due **9/27**)<br>• Complete *Assignment 1* (due **9/27**)<br>• Complete *Schema Diagram 1 + 2* (due **10/11**) |
| **6** | 9/28 - 10/3 | Module 3A: Strategic Learning and Strategic Teaching<br>• Read Alexander, Chapter 7 and Supplement Materials<br>• Study Ch. 7 PPT notes<br>• Begin Schema Diagram 1 + 2 + 3 (due **10/11**) |
| **7** | 10/5 - 10/10 | Module 3B: Strategic Processing & Executive Functioning - Problem Solving<br>• Read Alexander, Chapter 8 and Supplement Materials<br>• Study Ch. 8 PPT notes<br>• Complete *Module 3 Quiz* (due **10/11**)<br>• Submit Schema Diagram 1 + 2 + 3 (due **10/11**)<br>• Mid-Term Feedback: How is the Class Going with You? (due **10/17**) |
| **8** | 10/12 - 10/17 | Module 4A: Motivation & Learning: Optimizing the Experience<br>• Read Alexander, Chapter 9 and Supplement Materials<br>• Study Ch. 9 PPT notes<br>• Begin *Discussion* 2 (Part 1, due **10/14,** Part 2, due **10/21,** Part 3, due **10/25**)<br>• Begin Schema Diagram (1 + 2 + 3) + 4 (due **11/21**) |
| **9** | 10/19 - 10/24 | Module 4B: Role of Student Beliefs in Learning and Achievement<br>• Read Alexander, Chapter 10 and Supplement Materials<br>• Study Ch. 10 PPT notes<br>• Complete *Module 4 Quiz* (due **10/25**)<br>• Complete *Discussion* 2 (Part 1, due **10/14,** Part 2, due **10/21,** Part 3, due **10/25**) |

| | | |
|---|---|---|
| | | • Complete Schema Diagram (1 + 2 + 3) + 4 (due **11/21**) |
| **10** | 10/26 - 10/31 | Module 5A: Shared Learning and Shared Instruction<br>• Read Alexander, Chapter 11 and Supplement Materials<br>• Study Ch. 11 PPT notes<br>• Begin *Assignment 2* (due **11/8**)<br>• Begin Schema Diagram (1 + 2 + 3 + 4) + 5 (due **11/21**) |
| **11** | 11/2 - 11/7 | Module 5B: Situation or Context: Technology and the Educational Process<br>• Read Alexander, Chapter 12 and Supplement Materials<br>• Study Ch. 12 PPT notes<br>• Complete *Module 5 Quiz* (due **11/8**)<br>• Complete *Assignment 2* (due **11/8**)<br>• Complete Schema Diagram (1 + 2 + 3 + 4) + 5 (due **11/21**) |
| **12** | 11/9 - 11/14 | Module 6A: The Role of Assessment in Learning and Instruction<br>• Read Alexander, Chapter 13 and Supplement Materials<br>• Study Ch. 13 PPT notes<br>• Begin Schema Diagram (1 + 2 + 3 + 4 + 5) + 6 (due **11/21**) |
| **13** | 11/16 - 11/21 | Module 6B: Traditional and Alternative Approaches to Assessment<br>• Read Alexander, Chapter 14 and Supplement Materials<br>• Study Ch. 14 PPT notes<br>• Complete *Module 6 Quiz* (due **11/22**)<br>• Submit Schema Diagram (1 + 2 + 3 + 4 + 5) + 6 (due **11/21**) |
| **14** | 11/23 - 11/27 | Thanksgiving Break—No Class |
| **15** | 11/30 - 12/5 | Module 7A: Putting it Together<br>• Complete Schema Peer Critique (due **12/2**)<br>• Complete *Overall Schema Diagram* (due **12/5**)<br>• Research Participation (due **11/30**)<br>• Review for the final (due **12/9**) |
| **16** | 12/7 - 12/9 | Module 7B: Putting it Together<br>• Course Evaluation<br>• Final Exam (due **12/9**) |

*Refer to CourseDen for a complete list of materials/activities associated with each learning module.*


**Please take a few minutes to complete an evaluation of this course at the end of the semester!**