Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: EDSP 378: Learning

Instructor(s) of Record: Lynanne Black, Ph.D.

Phone: 724-357-4757   **Email:** lblack@iup.edu

Step Two: Departmental/Dean Approval

    Recommendation: ☑ Positive (The objectives of this course can be met via distance education)

           ☐ Negative

_____ _Lynanne Black_ 9·16·13 / 9/16/13
Signature of Department Designee   Date

Endorsed: _____ 9/16/13
         Signature of College Dean   Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

    Recommendation: ☑ Positive (The objectives of this course can be met via distance education)

           ☐ Negative

Gail Sechrist   9/24/13
Signature of Committee Co-Chair   Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

☑ Approved as distance education course   ☐ Rejected as distance education course

_____ 9/26/13
       Signature of Provost   Date

Forward form and supporting materials to Associate Provost.

Received

SEP 16 2013

Liberal Studies

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1-A5.

    1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Lynanne Black, Ph.D. is qualified in the distance education delivery method having successfully completed D2L Boot Camp courses through the IT Support Center at IUP including Content and Navigation in Desire2Learn (Introduction), Desire2Learn Discussions and Dropbox, Desire2Learn Grades, and Desire2Learn Quizzes. Dr. Black has also received training in synchronous instructional modalities, e.g., Wimba, via the College of Education and Educational Technology (COE-ET) Technology Day workshop. Additionally, Dr. Black is presently teaching a distance education course via D2L, i.e., EDSP 952: Internship. Further, Dr. Black will be using D2L to supplement the graduate course she will be teaching in the spring semester, i.e., EDSP 813: Assessment and Intervention II. These training experiences along with practical application suggest that Dr. Black is qualified to teach distance education course.

Dr. Black is qualified in her discipline of school psychology to teach the content of this course. She earned a Ph.D. in School Psychology from Temple University in August 2001, and is a Certified School Psychologist in the states of Pennsylvania and Delaware. Dr. Black has extensive training and experience that make her more than minimally qualified to teach EDSP 373. She worked in public schools as a school psychologist for seven years prior to her hire at IUP. Specifically, Dr. Black performed a number of duties while functioning in these capacities, including but not limited to: psychoeducational assessment of children from preschool through high school for special education eligibility; consultation regarding academic, social, emotional, and behavioral functioning; functional behavioral assessment; development and monitoring of Individualized Education Programs (IEP); data analysis teaming; progress monitoring; crisis intervention; and evaluation of educational programs for students (e.g., special education). Dr. Black is also the Mental Health/Behavioral Consultant for Indiana County Head Start. In this role, Dr. Black consults with Head Start administrators, teacher, family service workers, and parents regarding preschool students' difficulties in the classroom ranging from behavioral to learning to mental health issues.

    2. How will each objective in the course be met using distance education technologies?

Please see below for an illustration of how each Course Objective from the Syllabus of Record (Appendix A) how each will be met using distance education technology; how each is presently assessed; and how each will be assess using distance education technologies.

Course Objective	How Course Objective WILL BE Met	How Objective is PRESENTLY Assessed	How Objective WILL BE Assessed
1. Students will learn the general and specific functions of learning theory.	Text readings; narrated PowerPoint (Highlighting readings); watching YouTube and other videos related to topic; Threaded	In-class activities; Exam #1	Discussion Board on Issues Confronting Educators; Quiz 1

			Discussion Boards		
2.	Students will learn the historical theories of learning which continue to influence the practices of instruction.	Text readings; narrated PowerPoint (Highlighting readings), watching YouTube and other videos related to topic	In-class activities; Exam #1	One page summary of basic tenets of historical theories of learning; Quiz 1
3.	Students will learn how contemporary theories of learning can be applied directly to the classroom.	Text readings; narrated PowerPoint (Highlighting readings), accessing IUP Library's Education in Video series to view classrooms exemplifying relevant teaching strategies and techniques	In-class activities; Exam #1; **Personal Learning Theory**	Classroom Observation Reflection #1; Quiz 1; **Personal Teaching Philosophy**
4.	Students will learn how prominent theories of cognitive development synthesize with other learning theories.	Text readings; narrated PowerPoint (Highlighting readings), watching YouTube videos and Education in Video series related to topic	In-class activities; Exam #1; **Personal Learning Theory**	Quiz 2; **Personal Teaching Philosophy**
5.	Students will learn how teaching methods promote transfer of learning to new situations.	Text readings; narrated PowerPoint (Highlighting readings), accessing IUP Library's Education in Video series to view classrooms exemplifying relevant teaching strategies and techniques, Group Discussion Boards	In-class activities; Exam #2; **Personal Learning Theory**	Classroom Observation Reflection #2; Quiz 3; **Personal Teaching Philosophy**
6.	Students will learn how teachers teach for explanatory learning.	Text readings; narrated PowerPoint (Highlighting readings); accessing IUP Library's Education in Video series to view classrooms exemplifying relevant teaching strategies and techniques, Group Discussion Boards;	In-class activities; Exam #2	Classroom Observation Reflection #2; Quiz 3
7.	Students will learn how learning theory applies to learning problems.	Text readings, narrated PowerPoint (Highlighting readings); accessing IUP Library's Education in Video series to view classrooms exemplifying relevant teaching strategies and techniques	In-class activities; Exam #1 and #2; **Personal Learning Theory**	Special Education Link and Comment Posting; Quizzes 1-3; **Personal Teaching Philosophy**
8.	Students will learn how theoretical understanding enhances the analysis of student motivation.	Text readings, narrated PowerPoint (Highlighting readings);	In-class activities; Exam #2; **Personal Learning Theory**	Discussion Board on Motivating Students in an Electronic Society; Quiz 3; **Personal Teaching Philosophy**
9.	Students will learn how teachers assist students in the acquisition of metacognitive skills and	Text readings, narrated PowerPoint (Highlighting readings); accessing IUP Library's Education in	In-class activities; Exam #2	Classroom Observation Reflection #1; Quiz 2

the development of self-directed learning.	Video series to view classrooms exemplifying relevant teaching strategies and techniques		
10. Students will learn how explanatory-understanding-level teaching and learning proceed through the use of reflective-level teaching and problem-solving	Text readings, narrated PowerPoint (Highlighting readings);	In-class activities; Exam #2	Special Education Link and Comment Posting; Quiz 3
11. Students will learn how the use of technology and information literacy help in achieving a deeper understanding of student learning.	Text readings, narrated PowerPoint (Highlighting readings); accessing IUP Library's Education in Video series to view classrooms exemplifying relevant teaching strategies and techniques	**Personal Learning Theory**	**Discussion Board on Motivating Students in an Electronic Society; Personal Teaching Philosophy**

* Indicates Key Assessment Rating System (KARS) Assignment

3. How will the instructor-student and student-student, if applicable, interaction take place?

Instructor-student interaction will occur in a variety of modes with asynchronous Discussion Board and IUP e-mail being the primary methods utilized. A General Discussion Board will be provided for students to use, and this General Discussion Board will not be monitored by the instructor. Topical Discussion Boards, monitored by the instructor, will be available for each class (i.e., topic/chapter). Three of these Discussion Boards will be required assignments (e.g., Objectives 1, 8/11, and 7/10). In addition to Discussion Boards, instructor-student interaction will occur via students submitting assignments each week and the instructor providing prompt feedback on those assignments.

Communications between students and the instructor that are of a more personal/private matter will be honored through IUP e-mail, phone, or by attending instructor office hours on campus. Office hours will be hosted each week, and these office hours will be in compliance with the current Collective Bargaining Agreement (CBA) to include both virtual and traditional office hours, as appropriate. This allows students, if they desire, to schedule a face-to-face meeting with the instructor.

Student-student interaction will occur in a number of ways. First, students can communicate via the General Discussion Board, which is not monitored by the instructor. Second, students will provide responses to instructor-provided prompts and reflect on each other's comments for three of the required Discussion Boards (e.g., Objectives 1 and 8/11). Third, for Objectives 7/10, students will be required to post a link to information on teaching children with disabilities (e.g., e-newsletter, blog, website; printed column, printed magazine, and then comment on other students' postings. In summary, there will be variety of ways in which students will interact with each other over the course of the semester.

4. How will student achievement be evaluated?

Student achievement will be evaluated through the following four broad activities: 1) Discussion Boards; 2) Written Assignments; 3) Personal Teaching Philosophy; and 4) Quizzes. An overview of assignments and point values is provided below.

Assignment	Point Value	% of Total Grade
Discussion Board and Reflective Comments		
Discussion Board on Issues Confronting Educators in Today's Classrooms	3	1.5%
Discussion Board on Motivating Students in an Electronic Society	3	1.5%
Special Education Posting	6	3%
Discussion Board Comment on Special Education Posting	3	1.5%
Written Assignments		
One-Page Summary of Basic Tenets of Historical Learning Theories	10	5%
Classroom Observation Reflection #1	15	7.5%
Classroom Observation Reflection #2	15	7.5%
Personal Teaching Philosophy		
Identification of Learning Theory Components	20	10%
Application of Learning Theory Components to Chosen Field of Teaching (e.g., Early Childhood, Elementary, Secondary)	35	17.5%
Quizzes		
Quiz 1	30	15%
Quiz 2	30	15%
Quiz 3	30	15%
TOTAL	**200**	**100%**

Each broad activity with corresponding specific assignments and their respective point values are summarized below.

Discussion Boards (Total of 15 points)

* Discussion Board on Issues Confronting Educators in Today's Classrooms (3 points)
Using an asynchronous format, students will provide a brief summary of one or two main issues confronting contemporary educators. These reflections will be based on a multitude of sources, including required readings and internet sources. A general grading rubric for this assignment is provided in Appendix D.

* Special Education Posting (6 points)
Students will search electronic and print materials to identify a Special Education issue facing teachers today (or blog, article, etc.) that addresses an issue related to teaching students with disabilities. Students will post this link to a Discussion Board and offer one reflection on the

issue presented in the link. A general grading rubric for this assignment is provided in Appendix D.

- Comment on Special Education Posting (3 points)

Students will review at least one Special Education Posting provided by a classmate in the above assignment. A reflection, counterpoint, or other comment of their peer's posting will be graded using the rubric offered in Appendix D.

- Discussion Board on Motivating Students in an Electronic Society (3 points)

Using an asynchronous format, students will provide a brief summary of one or two ideas for motivating students in an electronic society. These reflections will be based on a multitude of sources, including required readings and internet sources. A general grading rubric for this assignment is provided in Appendix D.

Written Assignments (Total of 40 points)

- One-Page Summary of Basic Tenets of Learning Theory (10 points)

Students will read the relevant chapter(s) for the assigned topic and provide a one-page summary of the basic tenets of historical learning theories. Assignment requirements include providing a definition of each basic tenet and an example of that tenet that was not offered in the text. Basic tenets will be identified by the instructor in advance to facilitate a focused review. A sample list of tenets, assignment directions, and a grading rubric will be provided in advance.

- Classroom Observation Reflection #1 (15 points)

Students will view a video of a teacher teaching in a secondary environment. They will be required to identify teaching techniques and strategies, which directly correspond to specific learning theories discussed in their text. Students will focus on the teacher's ability to assist their students in the acquisition of the metacognitive skills and the development of self-directed learning. Students will state how effective they believe the various teaching strategies to have been in the lesson observed, as well as whether they would use the same strategy or technique in their chosen field of teaching and why or why not. A rubric for this assignment is found in Appendix E.

- Classroom Observation Reflection #2 (15 points)

Students will view a video of a teacher teaching in an elementary environment. They will be required to identify teaching techniques and strategies, which directly correspond to the learning theories discussed in their text. Students will focus on the teacher's ability to teach for explanatory learning and promote transfer of learning to new situations. Students will state how effective they believe the various teaching strategies to have been in the lesson observed, as well as whether they would use the same strategy or technique in their chosen field of teaching and why or why not. A rubric for this assignment will be provided on the course website.

Personal Teaching Philosophy (Total of 55 points)

- Identification of Learning Theory Components

For the first part of the Personal Teaching Philosophy, the students will be required to answer the question of how psychology informs the learning and teaching processes. Students will reflect on what they learned in the course regarding theories of learning, memory, and motivation. Subsequently, they will identify those aspects of the theories that resonate with their own personal style and the population/subject (e.g. secondary/health and physical education) they will be teaching in practice.

- Application of Learning Theory Components to Chosen Field of Teaching (e.g., Early Childhood, Elementary, Secondary)

For the second part of the Personal Teaching Philosophy, the students will be required to indicate how what they have learned in the course influences their beliefs about the education process. In addition, they will apply what they have learned to their own teaching with their desired population/subject (elementary/math). Students will be required to give specific examples of how they will apply specific learning theory in the form of teaching strategies/techniques in practice. Students also will be required to indicate how these teaching strategies/techniques will impact the learners in their classrooms.

Both parts of the Personal Teaching Philosophy will be graded together; a rubric for this assignment will be provided on the course website.

Traditional Tests (Total of 90 points)

- Quiz 1 (30 points)

Quiz 1 will include a combination of multiple choice and short answer items. Responses will be evaluated with respect to accuracy and amount of substantive content; evidence of understanding of material covered in readings, PowerPoints, and discussions; and depth of awareness regarding how learning theory affects the educational process. Quiz 1 will be completed online via D2L and will assess mastery of content covered from the beginning of the semester. Quiz 1 will be made available D2L at the conclusion of the last topic in which information assessed on Quiz 1 is reviewed. Quiz 1 must be completed with 48 hours.

- Quiz 2 (30 points)

Quiz 2 will include a combination of multiple choice and short answer items. Responses will be evaluated with respect to accuracy and amount of substantive content; evidence of understanding of material covered in readings, PowerPoints, and discussions; and depth of awareness regarding how learning theory affects the educational process. Quiz 2 will be completed online via D2L and will assess mastery of content covered from Quiz 1 to the latest topic covered in the syllabus. Quiz 2 will be made available via D2L at the conclusion of the last topic in which information assessed on Quiz 2 is reviewed. Quiz 2 must be completed with 48 hours.

- Quiz 3 (30 points)

Quiz 3 will include a combination of multiple choice and short answer items. Responses will be evaluated with respect to accuracy and amount of substantive content; evidence of understanding

of material covered in readings, PowerPoints, and discussions; and depth of awareness regarding how learning theory affects the educational process. Quiz 3 will be completed online via D2L and will assess mastery of content covered from Quiz 2 to the latest topic covered in the syllabus. Quiz 3 will be made available via D2L at the conclusion of the last topic in which information assessed on Quiz 3 is reviewed. Quiz 3 must be completed with 48 hours.

Letter grades will be assigned following this schedule:

Points Earned	Percentage of Points	Letter Grade
180-200	90-100	A
160-179	80-89	B
140-159	70-79	C
120-139	60-69	D
<120	<60	F

5. How will academic honesty for tests and assignments be addressed?

Academic honesty on tests will be maintained using a secured log-in site on D2L. The test questions themselves cannot be printed or copied into another software program (e.g., Microsoft Word). A large pool of items will be used to randomly draw questions for each student's Quiz, resulting in each student taking an alternative form of the quiz.

Assignments will be reviewed and graded by the instructor. Each assignment will be reviewed for authenticity and compared to collected assignments from previous semesters. If necessary, Turn it In will be utilized.

B. Submit to the department or its curriculum committee the responses to items A1 – A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

List of Appendices

Appendix A – Current Syllabus of Record
Appendix B – Welcome E-Mail/Letter to Students
Appendix C – EDSP 378-801 Course Syllabus
Appendix D – General Discussion Board Rubric (for illustrative purposes)
Appendix E – Summary of Basic Tenets of Historical Learning Theories (for illustrative purposes)
Appendix F – Classroom Observation Reflection #1 Assignment and Rubric
Appendix G – Metacognition PowerPoint Presentation

I.   Catalog Description   3c-01-3sh

EDSP 378: Learning
Explores learning theories and educational application in the classroom

II.   Course Description and Objectives

This course is designed to promote understanding of learning theory as applied to the classroom and other learning environments. Building upon the introductory learning theory presented in Educational Psychology, this course provides both a historical perspective and greater depth to the application of learning theory to the future teachers' repertoire. The course progresses through the contemporary families of learning theories and culminates in the students' development of their personal learning theory, which becomes an integral part of their educational decision-making process.

Specific learning outcomes:

Students will learn:
1. The general and specific functions of learning theory.
2. The historical theories of learning which continue to influence the practices of instruction.
3. How contemporary theories of learning can be applied directly to the classroom.
4. How the prominent theories of cognitive development synthesize with other learning theories.
5. How teaching methods promote transfer of learning to new situations.
6. How teachers teach for explanatory learning.
7. How learning theory applies to learning problems.
8. How theoretical understanding enhances the analysis of student motivation.
9. How teachers assist students in the acquisition of metacognitive skills and the development of self-directed learning.
10. How exploratory-understanding-level teaching and learning proceed through the use of reflective-level teaching and problem-solving.
11. How the use of technology and information literacy help in achieving a deeper understanding of student learning.

III. Student Outcomes Assessment Matrix:

Educational Psychology Objective	Course Objective	Assessment Technique (Key Assessment is in bold)
1,2,3	1	In-class activities, article presentations, quizzes, and exam 1
1	2	In-class activities, article presentations, quizzes, and exams 1 and 2
1,2,3	3	In-class activities, article presentations, quizzes, exams 1 and 2, **Personal Learning Theory**
1	4	In-class activities, article presentations, quizzes, exams 2 and 3, **Personal Learning Theory**
1	5	In-class activities, article presentations, quizzes, exams 2 and 3, **Personal Learning Theory**
1	6	In-class activities, article presentations, quizzes, and exams 2 and 3
2	7	In-class activities, article presentations, quizzes, exam 3, **Personal Learning Theory**
3	8	In-class activities, article presentations, quizzes, exam 3, **Personal Learning Theory**
1	9	In-class activities, article presentations, quizzes, exam 3
1	10	In-class activities, article presentations, quizzes, exam 3
11	11	**Personal Learning Theory**

IV. Course Outline:
(Individual faculty may adjust as needed.)

Week	Topic	Assigned Reading
Class 1	Definition of Learning	Chapter 1
Class 2	Learning and the Brain and Behaviorism/ Classical Conditioning	Chapters 2 and 3
Class 3	Behaviorist Views of Learning	Chapters 4 and 5
Class 4	Social Cognitive Theory	Chapter 6
Class 5	Exam #1: Chapters 1-6	
Class 6	Introduction to Cognitivism and Basic Components of Memory	Chapters 7 and 8
Class 7	Long-Term Memory Storage, Retrieval, and Forgetting	Chapters 9-11
Class 8	Cognitive-Developmental Perspectives	Chapter 12

Week	Topic	Assigned Reading
Class 9	Sociocultural Theory and other Contextual Perspectives	Chapter 13
Class 10	Exam #2: Chapters 7-13	
Class 11	Metacognition, Self-Regulated Learning, and Study Strategies	Chapter 14
Class 12	Transfer, Problem-Solving, and Critical Thinking	Chapter 15
Class 13	Motivation and Affect	Chapter 16
Class 14	Cognitive Factors in Motivation	Chapter 17
Class 15	**Final Exam**	

V.   Sample Evaluation Methods:

(These may vary according to instructor.)
Grades will be awarded based on total points earned through the completion of exams, quizzes, activities, projects, and assignments. Points and the grading scale are as follows:

Exams 1, 2, & 3	75 points each (Total: 225)
Weekly quizzes	100 points
Article Presentation	50 points
Personal Learning Theory	125 points

**Details concerning each of the assignments/projects will be included in separate handouts.

All assignments are due at the beginning of class on the assigned dates. The quality of assignments/activities will be considered in determining your grade. Please attend to the "appearance" of your written work and refer frequently to a dictionary and/or APA publications manual for article summaries and application project. Finally, students are encouraged to learn from each other by discussing their work. Any student who believes they are having difficulty understanding the lectures, readings, or assignments should see the instructor as soon as possible. There may or may not be opportunities for bonus points. To have an opportunity to earn bonus points, you must be present in class on the day of the opportunity. Final grades will *not* be rounded up. For example, a score 469 is a 'B.'

Grade	A	B	C	D	E
Points	500+ - 448	447-398	397-348	347-298	≤297

VI. Class Procedures
(These may vary according to the instructor.)

Class attendance and participation are important. Any absences should be reported by telephoning the Educational & School Psychology office and leaving a message or by contacting the instructor directly. Illness or family emergency are the only acceptable excuses for missing an exam or class activity. Class activities are unannounced and cannot be made up without special permission. Each student will be expected to take the exams on the assigned dates.

Any instances of cheating or unethical behavior will be handled according to university policies. These include such activities as presence of notes during exams, plagiarism, conversation after receiving an exam, or the like.

VII. Suggested textbooks, supplemental books and readings:

Textbook: Ormrod, J. E. (2009). *Human Learning* (6th ed.). Upper Saddle River, NJ: Pearson.

(Other textbooks need to be reviewed and approved by the Department Chair and/or the Curriculum Committee.)

Other Readings as assigned.

VIII. Special resource requirements
NA

IX. Bibliography:

Amens, C. & Archer, J. (1998). Achievement goals in the classroom: Students' learning strategies and motivation processes. *Journal of Educational Psychology, 80*(3), 260-267.

Ausubel, D. P. (1986). *Educational psychology: A cognitive view.* New York: Holt, Rinehart, & Winston.

Bandura, A. (1971). *Social learning theory.* Upper Saddle River, NJ: Prentice Hall.

Bandura, A. (1986). *Social foundations of thought and action.* Englewood Cliffs, NJ: Prentice Hall.

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist, 28*(2), 117-148.

Brophy, J. (1981). Teacher praise: A functional analysis. *Review of Educational Research, 51,* 5 32.

Brophy, J. (1999). Toward a model of the value aspects of motivation in education: Developing appreciation for particular learning domains and activities. *Educational Psychologist, 34*(2), 75-86.

Bruer, J. T. (1999). *The myth of the first three years: A new understanding of early brain development.* New York, NY: The Free Press.

Bruner, J. S. (1966). *Toward a theory of instruction.* Cambridge, MA: Harvard University Pres.

Bruner, J. (1973). *Going beyond the information given.* New York, NY: Norton.

Case, R. (1992). Neo-Piagetian theories of cognitive development. In H. Beilin & P. Purfall (Eds.), *Piaget's theory: Prospects and possibilities* (pp. 61-104). Hillsdale, NJ: Erlbaum.

Covington, M. V. (1999). Caring about learning: The nature and nurturing of subject-matter appreciation. *Educational Psychologist,* 126-136.

Covington, M. V., & Teel, K. M. (1996). *Overcoming student failure: Changing motives and incentive for learning.* Washington, DC: American Psychological Association.

Dawson, G., & Fisher, K. W. (1994) *Human behavior and the developing brain.* New York, NY: The Guilford Press.

Gagne, R. M. (1985). *The conditions of learning and the theory of instruction* (4th ed.). New York, NY: Holt, Rinehart, and Winston.

Gagne, R., & Driscoll, M. (1988). *Essentials of learning for instruction* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences.* New York, NY: Basic Books.

Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle River, NJ: Merrill.

Hilgard, E. R. (1956). *Theories of learning.* New York, NY: Appleton-Century-Crotts.

Hudgins, B. B. (1977). *Learning and thinking: A primer for teachers.* Itasca, IL: F. E. Peacock Publishers.

Inhelder, B., & Piaget, H. (1958). *The growth of logical thinking from childhood to adolescence.* (A. Parsons & S. Milgram, Trans). New York, NY: Basic Books.

Inhelder, B., & Decprona, E. (1990). The role and meaning of structures in genetic epistemology. In W. F. Overton (Ed.), *Reasoning necessity, and logic: Developmental perspectives* (pp. 333-334). Hillsdale, NJ: Earlbaum.

Poplin, M. M., & Stone, S. (1992). Paradigm shifts in instructional strategies: From educationaism to holistic constructivism. In W. Stainback and S. Stainback (Eds.), *Controversial issues confronting special education,* pp. 153-180. Boston, MA: Allyn & Bacon.

Prawat, R. S., & Floden, R. E. (1994). Philosophical perspective on constructivist view of learning. *Educational Psychologist, 29*(1), 37-48.

Rafoth, M. A. (1999). *Inspiring independent learning: Successful classroom strategies.* Washington, DC: National Education Association.

Stipeck, D. J. (1998). *Motivation to learn* (4th ed.). Needham Heights, MA: Allyn & Bacon.

Vygotsky, L. S. (1978). *Mind and society.* Cambridge, MA: Harvard University Press.

Weiner, B. (1985a). An attributional theory of achievement and motivation and emotion. *Psychological Review, 66,* 267-333.

Wingfield, A. (1979). *Human learning theory and memory: An introduction.* New York, NY: Harper & Row.

COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY

DEPARTMENT OF EDUCATIONAL AND SCHOOL PSYCHOLOGY

Date

Dear Student:

Welcome! Given that you are receiving this letter/e-mail, you are registered for EDSP 378 Section 801 – Learning. This letter/e-mail is being sent to all registered students to facilitate your initial access to the on-line course.

The book for this class is indicated below. You are strongly encouraged to purchase this book well in advance of the start of the semester through IUP's Student Co-Op Store.

Ormrod, J. E. (2012). *Human Learning* (6th ed.). Upper Saddle River, NJ: Pearson. ISBN-10: 0132595184

EDSP 378 801 is **entirely** on-line using D2L. Some of you may be familiar with WebCT or Moodle, the on-line course management systems IUP has used over the past few years. I believe you will find D2L very easy to use and similar to WebCT/Moodle. Please see IUP's helpful D2L IT website for students for more information on D2L: http://www.iup.edu/itsupportcenter/d2l/

To successfully complete this course you will need to download and install some free software (many of you probably already have this software). Please make sure you have these before beginning the course:

- Adobe Acrobat - http://adobe.9-pdf-pro.com/index.asp?aff=100&camp=gg_AA_us&se=google
- Windows Media Player - http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx
- QuickTime Player - http://www.apple.com/quicktime/download/
- Latest version of Internet Explorer (version 6 or later)
- Mozilla Firefox

Regarding your internet browser (Internet Explorer, Mozilla Firefox, or Google Chrome), you might want to turn off your Tool Bars and/or "PopUp Blockers" as these features might interfere with efficient access to all course material.

You are now ready to access the course via D2L. Please visit https://d2l.iup.edu/ to log in.

If you have any problems connecting to the D2L site, please contact IT Support Center at it-support-center@iup.edu. You can also call the IT Support Center Mondays through Fridays from 8:00 AM - 4:30 PM at (724) 357-4000. The wonderful people at the IT Support Center can help you with any problems you might have accessing the D2L site. I, unfortunately, will not be able to help you access the D2L site.

Questions related to course content, assignments, etc., of course, please direct to me.

The course material will be made available beginning _____. Be sure to access it that day because some assignments are due within the first few days of the first week. **Beginning Monday,**_____, please access the D2L course and click on the "EDSP 378 801 Syllabus" to download the syllabus for the course. Next, click on the "Reviewing the Syllabus" video link for an overview of the syllabus. Then continue with the video link "Orientation to the EDSP 378 801 D2L Site."

Again, if you have question about accessing D2L, please use the IT Support Center. Questions about course content should be directed to me.

I look forward to having you all "in class." See you next week.

--

Lynanne Black, Ph.D.
Associate Professor and Chairperson
Department of Educational and School Psychology
Indiana University of Pennsylvania
246 Stouffer Hall
1175 Maple Street
Indiana, PA 15705
(724) 357-4757

COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY

DEPARTMENT OF EDUCATIONAL AND SCHOOL PSYCHOLOGY

EDSP 378 – Section 801   3c-01-3sh
Learning
Instructor Syllabus

Instructor: Lynanne Black, Ph.D.

Office: 246 Stouffer Hall

Office Phone: (724) 357-4757

E-mail: lblack@iup.edu

Class: On-Line via Desire2Learn (D2L)

Office Hours: Monday 10:30-11:30am
Tuesday 8:30-9:30am
Thursday 11:00am-1:30pm
Also by appointment

Course Website: https://d2l.iup.edu

Course Prerequisite: EDSP 102

I. Catalog Description
Explores learning theories and educational application in the classroom

II. Course Description and Objectives:
This course is designed to promote understanding of learning theory as applied to the classroom and other learning environments. Building upon the introductory learning theory presented in Educational Psychology, this course provides both an historical perspective and greater depth to the application of learning theory to the future teachers' repertoire. The course progresses through the contemporary families of learning theories and culminates in the students' development of their personal learning theory, which becomes an integral part of their educational decision-making process.

Specific learning outcomes:

Students will learn:
1. The general and specific functions of learning theory
2. The historical theories of learning which continue to influence the practices of instruction
3. How contemporary theories of learning can be applied directly to the classroom
4. How the prominent theories of cognitive development synthesize with other learning theories
5. How teaching methods promote transfer of learning to new situations
6. How teachers teach for explanatory learning

7. How learning theory applies to learning problems
8. How theoretical understanding enhances the analysis of student motivation
9. How teachers assist students in the acquisition of metacognitive skills and the development of self-directed learning
10. How exploratory-understanding-level teaching and learning proceed through the use of reflective-level teaching and problem-solving
11. How the use of technology and information literacy help in achieving a deeper understanding of student learning

III. Student Outcomes Assessment Matrix

Course Objective	Assessment Technique
1	Discussion Board on Issues Confronting Educators; Quiz 1
2	One page summary of basic tenets of historical theories of learning; Quiz 1
3	Classroom Observation Reflection #1; Quiz 1; **Personal Teaching Philosophy**
4	**Quiz 2; Personal Teaching Philosophy**
5	Classroom Observation Reflection #2; Quiz 3; **Personal Teaching Philosophy**
6	Classroom Observation Reflection #2; Quiz 3
7	Special Education Link and Comment Posting; Quizzes 1-3; **Personal Teaching Philosophy**
8	Discussion Board on Motivating Students in an Electronic Society; Quiz 3; **Personal Teaching Philosophy**
9	Classroom Observation Reflection #1; Quiz 2
10	Special Education Link and Comment Posting; Quiz 3
11	Discussion Board on Motivating Students in an Electronic Society; **Personal Teaching Philosophy**

*Indicates Key Assessment Rating System (KARS) Assignment

IV. Required Text

Ormrod, J. E. (2012). *Human Learning* (6th ed.). Upper Saddle River, NJ: Pearson. ISBN-10: 0132595184

V. Course Outline

Week	Topic(s)	Assigned Reading(s)	Assignment(s) Due
1	**Introduction to Course** • Review of Syllabus • Rules of participation **Perspectives on Learning** • Popular video clips of teaching/learning • PowerPoint	Ormrod (2012) Chapter 1	• Discussion Board on Issues Confronting Educators
2	**Physiology of Learning** • PowerPoint • Video on the importance of early brain development • Discussion on how brain development can impact the educational process	Ormrod (2012) Chapter 2	• Discussion Board on Issues Confronting Educators
3	**Developmental Views of Learning** • PowerPoint • Web-based readings on the importance of these theories to education • Discussion of the impact of these theories on education reform	Ormrod (2012) Chapters 12 and 13	

Week	Topic(s)	Assigned Reading(s)	Assignment(s) Due
4	**Behaviorist Views of Learning** • PowerPoint • Videos on Classical Conditioning, Operant Conditioning, and Applied Behavior Analysis	Ormrod (2012) Chapter 3, 4, and 5	• Quiz #1
5	**Social Cognitive Theory** • PowerPoint • Videos on Bandura's theory of Social Learning • Discussion of how teachers use modeling and vicarious learning in schools	Ormrod (2012) Chapter 6	• One-page Summary of Basic Tenets of Historical Learning Theories
6	**Introduction to Cognitivism** • PowerPoint • Web-based readings on Gestalt Theory and its application to learning • Discussion of how the theory of verbal learning shapes classroom instruction	Ormrod (2012) Chapter 7	
7	**Basic Components of Memory** • PowerPoint • Videos on Information Processing Theory • Discussion of the implications of this theory for learning and teaching	Ormrod (2012) Chapter 8	• Special Education Posting
8	**Long Term Memory: Storage and Encoding** • PowerPoint • Discussion of how teachers can maximize storage and encoding in the classroom	Ormrod (2012) Chapter 9	• Comment on Special Education Posting
9	**Long Term Memory: The Nature of Knowledge** • PowerPoint • Discussion of how teachers can maximize encoding of information in the classroom	Ormrod (2012) Chapter 10	
10	**Long Term Memory: Retrieval and Forgetting** • PowerPoint • Web-based readings on memory strategies and mnemonics • Discussion of how teachers can facilitate memory and decrease forgetting in the classroom	Ormrod (2012) Chapter 11	• Quiz #2
11	**Metacognition, Self-Regulated Learning, and Study Strategies** • PowerPoint • Video of classroom teaching exemplifying the development of metacognition • Web-based readings on how test-taking strategies can reduce students' anxiety in this age of high stakes testing	Ormrod (2012) Chapter 14	• Personal Teaching Philosophy Part 1 (Submit for Review)

Week	Topic(s)	Assigned Reading(s)	Assignment(s) Due
12	**Transfer, Problem Solving, and Critical Thinking** • PowerPoint • Video of classroom teaching exemplifying teaching for transfer	Ormrod (2012) Chapter 15	• Classroom Observation Reflection #1
13	**Motivation and Affect** • PowerPoint • Discussion of how emotion affects motivation and how to use that connection to facilitate learning	Ormrod (2012) Chapter 16	• Classroom Observation Reflection #2
14	**Cognitive Factors in Motivation** • PowerPoint • Videos on strategies for motivating students in the classroom	Ormrod (2012) Chapter 17	• Discussion Board on Motivating Students in an Electronic Society
15	**Final Exam**		• Quiz 3; Personal Teaching Philosophy Parts 1 and 2 (Final Submission)

VI. Evaluation Methods

Student achievement will be evaluated through four broad activities: 1) Discussion Boards; 2) Written Assignments; 3) Personal Teaching Theory; and 4) Quizzes:

Assignment	Point Value	% of Total Grade
Discussion Board and Reflective Comments		
Discussion Board on Issues Confronting Educators in Today's Classrooms	3	1.5%
Discussion Board on Motivating Students in an Electronic Society	3	1.5%
Special Education Posting	6	3%
Discussion Board Comment on Special Education Posting	3	1.5%
Written Assignments		
One-Page Summary of Basic Tenets of Historical Learning Theories	10	5%
Classroom Observation Reflection #1	15	7.5%
Classroom Observation Reflection #2	15	7.5%
Personal Teaching Philosophy		
Identification of Learning Theory Components	20	10%
Application of Learning Theory Components to Chosen Field of Teaching (e.g., Early Childhood, Elementary, Secondary)	35	17.5%
Quizzes		
Quiz 1	30	15%
Quiz 2	30	15%
Quiz 3	30	15%
TOTAL	**200**	**100%**

Each broad activity with corresponding specific assignments and their respective point values are summarized below.

Discussion Boards (Total of 15 points)
- **Discussion Board on Issues Confronting Educators in Today's Classrooms (3 points)**

Using an asynchronous format, students will provide a brief summary of one or two main issues confronting contemporary educators. These reflections will be based on a multitude of sources, including required readings and internet sources. A general grading rubric for this assignment is provided in Appendix D.

- **Special Education Posting (6 points)**

Students will search electronic and print materials to identify a Special Education issue facing teachers today (or blog, article, etc.) that addresses an issue related to teaching students with disabilities. Students will post this link to a Discussion Board and offer one reflection on the issue presented in the link. A general grading rubric for this assignment is provided in Appendix D.

- **Comment on Special Education Posting (3 points)**

Students will review at least one Special Education Posting provided by a classmate in the above assignment. A reflection, counterpoint, or other comment of their peer's posting will be graded using the rubric offered in Appendix D.

- **Discussion Board on Motivating Students in an Electronic Society (3 points)**

Using an asynchronous format, students will provide a brief summary of one or two ideas for motivating students in an electronic society. These reflections will be based on a multitude of sources, including required readings and internet sources. A general grading rubric for this assignment is provided in Appendix D.

Written Assignments (Total of 40 points)
- **One-Page Summary of Basic Tenets of Learning Theory (10 points)**

Students will read the relevant chapter(s) for the assigned topic and provide a one-page summary of the basic tenets of historical learning theories. Assignment requirements include providing a definition of each basic tenet and an example of that tenet that was not offered in the text. Basic tenets will be identified by the instructor in advance to facilitate a focused review. A sample list of tenets, assignment directions, and a grading rubric will be provided in advance.

- **Classroom Observation Reflection #1 (15 points)**

Students will view a video of a teacher teaching in a secondary environment. They will be required to identify teaching techniques and strategies, which directly correspond to specific learning theories discussed in their text. Students will focus on the teacher's ability to assist their students in the acquisition of the metacognitive skills and the development of self-directed learning. Students will state how effective they believe the various teaching strategies to have been in the lesson observed, as well as whether they would use the same strategy or technique in their chosen field of teaching and why or why not. A rubric for this assignment is found in Appendix E.

- **Classroom Observation Reflection #2 (15 points)**

Students will view a video of a teacher teaching in an elementary environment. They will be required to identify teaching techniques and strategies, which directly correspond to the learning

theories discussed in their text. Students will focus on the teacher's ability to teach for explanatory learning and promote transfer of learning to new situations. Students will state how effective they believe the various teaching strategies to have been in the lesson observed, as well as whether they would use the same strategy or technique in their chosen field of teaching and why or why not. A rubric for this assignment will be provided on the course website.

Personal Teaching Philosophy (Total of 55 points)

- Identification of Learning Theory Components

For the first part of the Personal Teaching Philosophy, the students will be required to answer the question of how psychology informs the learning and teaching processes. Students will reflect on what they learned in the course regarding theories of learning, memory, and motivation. Subsequently, they will identify those aspects of the theories that resonate with their own personal style and the population/subject (e.g. secondary/health and physical education) they will be teaching in practice.

- Application of Learning Theory Components to Chosen Field of Teaching (e.g., Early Childhood, Elementary, Secondary)

For the second part of the Personal Teaching Philosophy, the students will be required to indicate how what they have learned in the course influences their beliefs about the education process. In addition, they will apply what they have learned to their own teaching with their desired population/subject (elementary/math). Students will be required to give specific examples of how they will apply specific learning theory in the form of teaching strategies/techniques in practice. Students also will be required to indicate how these teaching strategies/techniques will impact the learners in their classrooms.

Both parts of the Personal Teaching Philosophy will be graded together; a rubric for this assignment will be provided on the course website.

Traditional Tests (Total of 90 points)

- Quiz 1 (30 points)

Quiz 1 will include a combination of multiple choice and short answer items. Responses will be evaluated with respect to accuracy and amount of substantive content; evidence of understanding of material covered in readings, PowerPoints, and discussions; and depth of awareness regarding how learning theory affects the educational process. Quiz 1 will be completed online via D2L and will assess mastery of content covered from the beginning of the semester. Quiz 1 will be made available D2L at the conclusion of the last topic in which information assessed on Quiz 1 is reviewed. Quiz 1 must be completed with 48 hours.

- Quiz 2 (30 points)

Quiz 2 will include a combination of multiple choice and short answer items. Responses will be evaluated with respect to accuracy and amount of substantive content; evidence of understanding of material covered in readings, PowerPoints, and discussions; and depth of awareness regarding how learning theory affects the educational process. Quiz 2 will be completed online via D2L and will assess mastery of content covered from Quiz 1 to the latest topic covered in the syllabus. Quiz 2 will be made available via D2L at the conclusion of the last topic in which information assessed on Quiz 2 is reviewed. Quiz 2 must be completed with 48 hours.

- Quiz 3 (30 points)

Quiz 3 will include a combination of multiple choice and short answer items. Responses will be evaluated with respect to accuracy and amount of substantive content; evidence of understanding of material covered in readings, PowerPoints, and discussions; and depth of awareness regarding how learning theory affects the educational process. Quiz 3 will be completed online via D2L and will assess mastery of content covered from Quiz 2 to the latest topic covered in the syllabus. Quiz 3 will be made available via D2L at the conclusion of the last topic in which information assessed on Quiz 3 is reviewed. Quiz 3 must be completed with 48 hours.

Letter grades will be assigned following this schedule:

Points Earned	Percentage of Points	Letter Grade
180-200	90-100	A
160-179	80-89	B
140-159	70-79	C
120-139	60-69	D
<120	<60	F

VII. Class Procedures and Policies

E-mail
Students are required to access and use their IUP e-mail addresses for this course. Class distribution of materials will often be accomplished via your iup.edu email account only. It is essential that students use their IUP e-mail address for communication in this class and to receive important University-wide information.

Lateness of Assignments
Assignments submitted late will receive a 10% grade deduction for each day the assignment is late. Be advised that electronic submissions are automatically date/time stamped so assignments must be submitted by the start of class on day the assignment is due. Electronically submitted assignments that are past due will receive point deductions as indicated above.

Writing Assistance
The Writing Center, located in 218 Eicher Hall (on Grant Street), is available to all IUP students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: (724) 357-3029; email: w-center@iup.edu; or on-line at http://www.wc.iup.edu/default.htm.

APA Style
Students are expected to follow stylistic guidelines of the American Psychological Association (2009) for all papers, including grammar, spelling, punctuation, and word usage.

Plagiarism / Cheating
Academic integrity is expected, and academic misconduct will not be tolerated. Events related to cheating on any assignment or plagiarizing someone else's work will be handled according to University and Department policies.

<u>Students with Disabilities</u>
In compliance with the Section 504 of the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act* (ADA), students with documented disabilities, including those with hearing or sight loss, are invited to confidentially share their needs with the instructor as soon as possible. All University-approved accommodations for students with disabilities will be provided to the fullest extent possible. For more information about your right to accommodations, please visit the Disability Support Services in 216 Pratt Hall or on their website at http://www.iup.edu/home.aspx?id=4423.

<u>APSCUF Pledge</u>
APSCUF is the Association of Pennsylvania State College and University Faculties. We uphold the highest standards of teaching, scholarly inquiry, and service. We are an organization that is committed to promoting excellence in all that we do to ensure that our students receive the highest quality education.

VIII. Special resource requirements
Access to appropriate technology

IX. Bibliography

Amens, C. & Archer, J. (1998). Achievement goals in the classroom: students' learning strategies and motivational processes. *Journal* of *Educational Psychology,* 80 (3), 260-267.

Ausubel, D. P. (1986). *Educational psychology: a cognitive view.* New York: Holt, Rinehart & Winston.

Bandura, A. (1971). *Social learning theory.* Upper Saddle River, NJ: Prentice Hall.

Bandura, A. (1986). *Social foundations* of *thought and action.* Englewood Cliffs, NJ: Prentice-Hall.

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist,* 28(2), 117-148.

Brophy, J. (1981). Teacher praise: a functional analysis. *Review* of *educational research,* 51, 5-32.

Brophy, J. (1999). Toward a model of the value aspects of motivation in education: developing appreciation for particular learning domains and activities. *Educational Psychologist,* 34 (2), 75-86.

Bruer, J. T. (1999). *The myth* of *the first three* years: a *new understanding* of *early brain development.* New York, NY: The Free Press.

Bruner, J. S. (1966). *Toward* a *theory* of *instruction.* Cambridge, MA: Harvard University Press.

Bruner, J. (1973). *Going beyond the information given*. New York, NY: Norton.

Case, R. (1992). Neo-Piagetian theories of cognitive development. In H. Beilin & P. Purfall (Eds.), *Piaget's theory: prospects and possibilities* (pp. 61-104). Hillsdale, NJ: Erlbaum.

Covington, M. V. (1999). Caring about learning: the nature and nurturing of subject-matter appreciation. *Educational Psychologist, 126-136.*

Covington, M. V., & Teel, K. M. (1996). *Overcoming student failure: changing motives and incentive for learning.* Washington. DC: American Psychological Association.

Dawson, G. & Fisher, K. W. (1994). *Human behavior and the developing brain.* New York, NY: The Guilford Press.

Gagne, R. M. (1985). *The conditions of learning* 4th ed. New York, NY: Hold, Rinehart and Wilson.

Gagne, R., & Driscoll, M. (1988). *Essentials of learning for instruction* 2nd ed. Englewood Cliffs: NJ: Prentice Hall.

Gardner, H. (1983). *Frames of mind: the theory of multiple intelligences.* New York, NY: 1983).

Gredler, M. E. (2001). *Learning and instruction: theory into practice* 4th ed. Upper Saddle River, NJ: Merrill.

Hilgard, E. R. (1956). *Theories of learning.* New York, NY: Appleton-Century-Crotts.

Hudgins, B. B. (1977). *Learning and thinking: a primer for teachers.* Itasca, IL: F.E. Peacock Publishers.

Inhelder, B. & Piaget, H. (1958). *The growth of logical thinking from childhood to adolescence.* (A. Parsons & S. Milgram, Trans.). New York, NY: Basic.

Inhelder, B, & Decprona, E. (1990). The role and meaning of structures in genetic epistemology. In W. F. Overton (Ed.), *Reasoning, necessity, and logic: Developmental Perspectives,* (pp. 333-334). Hillsdale, NJ: Earlbaum.

Poplin, M. M., & Stone, S. (1992). Paradigm shifts in instructional strategies: From reductionism to holistic constructivism. In W. Stainback and S. Stainback (Eds.), *Controversial issues confronting special education,* pp. 153-180. Boston, MA: Allyn & Bacon.

Prawat, R. S. & Floden, R. E. (1994). Philosophical perspective on constructivist views of learning. *Educational Psychologist,* 29(1), 37-48.

Rafoth, M. A. (1999). *Inspiring independent learning: successful classroom strategies.* Washington DC. National Education Association.

Stipek, D. J. (1998). *Motivation to learn.* 4th ed. Needham Heights, MA: Allyn & Bacon.

Vygotsky, L. S. (1978). *Mind and society.* Cambridge, MA: Harvard University Press.

Weiner, B. (1985a). An attributional theory of achievement and motivation and emotion. *Psychological Review, 66,*267-333.

Wingfield, A. (1979). *Human learning theory and memory: an introduction.* New York, NY: Harper & Row.

Appendix D: Discussion Board Rubric
(for illustrative purposes)

Criteria	1	0.5	0	Points Earned
Content	All information is accurate	Some information is inaccurate (approx. 50% is accurate)	Most information is inaccurate	
Organization	Clear and logical organization or response	Some disorganization to response is evident	Much of the response is disorganized	
Relatedness	Highly related to context / prompts provided	Somewhat related to context / prompts provided	Vague relatedness to context / prompts provided	
			TOTAL (out of 3):	3

Appendix E: Summary of Basic Tenets of Historical Learning Theories Rubric
(for illustrative purposes)

Criteria	1	0
Basic Tenet #1	Term is accurately defined.	Term is not accurately or completely defined
Example for #1	The example accurately characterizes or reflects the meaning of the term.	Little to no applicability to term.
Basic Tenet #2	Term is accurately defined.	Term is not accurately or completely defined
Example for #2	The example accurately characterizes or reflects the meaning of the term.	Little to no applicability to term.
Basic Tenet #3	Term is accurately defined.	Term is not accurately or completely defined
Example for #3	The example accurately characterizes or reflects the meaning of the term.	Little to no applicability to term.
Basic Tenet #4	Term is accurately defined.	Term is not accurately or completely defined
Example for #4	The example accurately characterizes or reflects the meaning of the term.	Little to no applicability to term.
Basic Tenet #5	Term is accurately defined.	Term is not accurately or completely defined
Example for #5	The example accurately characterizes or reflects the meaning of the term.	Little to no applicability to term.
TOTAL = out of 10		

Appendix F: Classroom Observation Reflection #1 Assignment and Rubric

Lesson Objective:
This lesson will address the following Course Objectives:

3. Students will learn how contemporary theories of learning can be applied directly to the classroom.

9. Students will learn how teachers assist students in the acquisition of metacognitive skills and the development of self-directed learning.

Readings:
Students will have read Chapters 1-14 in their text at this point in the course, and thus, will be aware of salient issues related to learning theory and its application to teaching. Moreover, students are increasingly aware of how learning theory can impact the individual learner, the teaching process, and the educational situation/environment. As such, students are beginning to understand how they, as future educators, need to consider learning theory when delivering instruction to their students. Further, they will have an understanding of the concept of metacognition, its importance in the learning process, and how they can help their students develop these very important skills.

Students will also read a few web-based resources regarding learning theory, specifically its application to the classroom and the acquisition of metacognitive skills:
- "Metacognition and Student Learning" from the Chronicle in Higher Education (Lang, 2012) at http://chronicle.com/article/MetacognitionStudent/130327/
- "Metacognition—I Know (or Don't Know) that I Know" from BrainFacts.org, a public information initiative of the Kavli Foundation, Gatsby, and Society for Neuroscience (Bailey, 2012) at http://www.brainfacts.org/sensing-thinking-behaving/awareness-and-attention/articles/2012/metacognition/
- "Learning to Learn: Metacognition" from Study Guides and Strategies at http://www.studygs.net/metacognition.htm

PowerPoint Presentation:
See Appendix H.

Assignment:
To integrate and apply knowledge gained from information learned in class and readings, this assignment requires the students to complete a Classroom Observation Reflection. Initially, students will view the Education in Video series selection, *Thinking about Thinking: Metacognition*. This video series is available on the IUP Library's website, and students can access the video in one of two ways:
   Directions for Accessing the Video:
   1. To access the video classroom observation, try this link first: http://ediv.alexanderstreet.com/View/1828155/. If it does not work, follow the steps below to access the video.
   2. Go to the IUP Library webpage: http://www.iup.edu/library/.

3. Click on Article Databases.
4. Scroll down and click on Education in Video.
5. Click on Browse...All Videos.
6. Type Metacognition in the Search box and click Search.
7. Choose *Thinking about Thinking: Metacognition.*

After watching this video, students must write a reflection paper that answers the following questions:

Reflection Paper Questions:

1. What exactly did the teacher do during the lesson? What teaching techniques did he/she employ? Identify at least three techniques.
2. What kind of instructional/classroom management techniques were employed by the teacher? Identify at least two techniques.
3. What learning theory tenets are illustrated by the techniques that you have identified? List one tenet for each technique identified (at least 5).
4. What strategies did the teacher exhibit that helped students develop metacognition? Identify at least three techniques.
5. Based on your knowledge of effective teaching, do you think the lesson was effective? Why or why not?
6. Include any observations, which you believe would have a significant impact on your teaching. Comment on positive actions you observed that you could see yourself doing as the teacher.

Paper Format:

1. Clearly list **your name, the date of the observation, and the name of the video at the top of your paper.**
2. Be sure to answer all of the questions listed above **and** include any significant observations, which you believe would have a significant impact on your teaching. Comment on positive actions you observed that you could see yourself doing as the teacher.
3. Be sure your paper is organized, well written, and free of errors.

Assignment Due Date:

Write-up should be submitted via D2L Dropbox by the end of Week 12.

Assignment Rubric:

Criterion – Contents of the Paper	1	--	0
Includes your name, the date of the observation, and the name of the video.	Includes all 3		Includes less than 3
Criterion – Contents of the Paper	**2**	**1**	**0**
What exactly did the teacher do during the lesson? Teaching techniques?	Identifies at least 3	Identifies only 2	Identifies less than 2
What instructional/classroom management techniques were employed by the teacher during the lesson?	Identifies at least 2	Identifies only 1	Identifies 0
What learning theory tenets are illustrated by the techniques you have identified?	Lists at least 5	Lists 3-4	Lists less than 3
What strategies did the teacher exhibit that helped students develop metacognition?	Identifies at least 3	Identifies only 2	Identifies less than 2
In your opinion, was this lesson effective? Why or why not?	States if the lesson was effective and why/ why not	States only if the lesson was effective or why/why not	States neither if the lesson was effective or why/why not
Include any observations of positive actions you could see yourself doing as a teacher.	Includes at least 2	Includes only 1	Includes 0
Criterion – Contents of the Paper	**1**	**--**	**0**
Few typographical errors	Less than 10		More than 10
Few grammar and spelling mistakes	Less than 10		More than 10

Total Possible Points: 15

Total Points Earned: _____

Appendix G: Metacognition PowerPoint Presentation

Cognitive Views of Learning

TOLMAN, GESTALT PSYCHOLOGY, VERBAL LEARNING, AND CONTEMPORARY COGNITIVISM

Cognitivism

- Predominant theory in learning research since 1960s
- Focus on cognitive processes
  - Perception, interpretation, remembering, thinking
- Cognitive movement grew out of discontentment with behaviorism

---
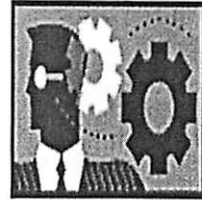
Edward Tolman

- Combination of behaviorist ideas and cognitive concepts
  - Valued objectivity in research
  - Included internal mental processes in his explanations of how learning occurs
- Purposive Behaviorism

Purposive Behaviorism

- Tolman's ideas
  - Learning is an internal rather than an external change
    - Internal change not necessarily shown in behavior
    - Latent learning – unobservable learning
    - Reinforcement influences performance rather than learning
  - Behavior is purposive
    - Process of learning where certain events lead to other events
    - Behavior has a purpose – leads to goal attainment
  - Expectations affect behavior
    - Once individuals realize that behavior has a purpose, they create expectations for behavioral outcomes

Purposive Behaviorism

- Learning results in an organized body of information
  - Individuals develop cognitive maps of their environments
  - Individuals learn the relationships of different parts of their environments

Gestalt Psychology

- Max Wertheimer
- Wolfgang Kohler
- Kurt Kofka
- Emphasized organizational processes
  - Perception
  - Learning
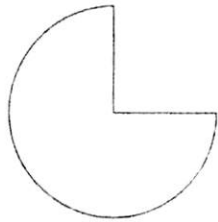 - Problem solving

Gestalt Psychology

- Basic ideas
  - Perception is often different from reality
    - Optical illusion
  - The whole is more than the sum of its parts
    - A different phenomenon takes place when one examines the whole and not just its individual parts
    - The whole often displays a pattern not apparent in the individual parts
  - An organism structures and organizes experiences
    - Gestalt – structured whole

Gestalt Psychology

- Basic ideas
  - An organism is predisposed to organize experience in certain ways
    - Law of Proximity – people tend to perceive as a unit those things that are close together in space
    - Law of Similarity – people tend to perceive as a unit those things that are similar
    - Law of Closure – people tend to fill in missing pieces to form a complete picture
    - Law of Pragnanz – people tend to organize their experience as simply and concisely as possible

Gestalt Psychology

- Basic ideas
  - o Learning follows the Law of Pragnanz
    - Learning involves the formation of memory traces
    - Over time, memory traces become more simple, concise, and complete
    - Modern day adaptation of the law – KISS – Keep it simple, stupid!
  - o Problem-solving involves restructuring and insight

Piaget

- Constructivism
- People are active learners
  - o Knowledge comes from action!
- Focus on mental events
  - o Schemes are cognitive structures that change
    - Adaptation
      - o Assimilation
      - o Accommodation
- Physical and social environments

Piaget

- Disequilibrium
  - o Equilibration
- Four stages
  - o Sensorimotor
  - o Preoperational
  - o Concrete Operations
  - o Formal Operations
- Rate of development
  - o Maturation – genetics

Vygotsky

- Socio-cultural
- Social Constructivism
- Interdependence
  - o Thought
  - o Language
    - Self-talk, inner speech, private speech
- Focus is on environment
  - o Not genetics!
- ZPD
- Scaffolding

Information Processing Theory

- Dominant theory

- Processing, storage, and retrieval

Sequence of Information Processing

External Stimulus → Sensory Register

Sensory Register →   Initial Processing
                ↕
                Forgotten

Initial Processing → Working/Short-Term Memory

                   Long-Term Memory
Working/Short-Term Memory →   ↕
                      Forgotten

Long-Term Memory → Retrieval

Sensory Register

- Information is received and held
- Perception
  o Mental interpretation of stimuli
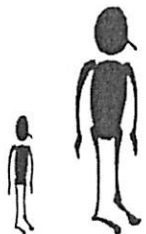- Attention
  o Limited resource

Sensory Register, cont.

- Gaining Attention
  o Use cues
  o Increase emotional content
  o Use surprising stimuli
  o Tell students

Short-Term or Working Memory

- Limited amounts of information stored
- Rehearsal
- Capacity
- Individual differences

Long-Term Memory

- Large amounts of information stored
- Three types
  o Episodic Memory
  o Semantic Memory
  o Procedural Memory

Episodic Memory

- Stores images of personal experiences
- Flashbulb Memory

Semantic Memory

- Stores facts and general knowledge
- Organized in schemata

Procedural Memory

- Stores information about how to do things

Enhance Long-Term Memory

- Material presented
- Initial learning
- Timing
- Method of presentation

Research on the Brain

- Watch healthy brains
- Different areas activated for different tasks

Research on the Brain, cont.

- Findings
  o Stimulation early in a child's development
  o Infants up to 18 months generate many neurons
  o Brain becomes more efficient over time

Forgetting and Remembering

- What causes people to remember or forget?
  - o Interference
  - o Inhibition
  - o Facilitation
  - o Primacy and Recency Effects
  - o Automaticity
  - o Practice

Forgetting and Remembering

- Interference
- Inhibition
  - o Retroactive
  - o Proactive
- Facilitation
  - o Retroactive
  - o Proactive

Forgetting and Remembering

- Primacy and recency effects
- Automaticity
- Massed and distributed practice
- Enactment

Memory Strategies

- Mnemonics

- Verbal Learning
  - o Paired-Associate Learning
  - o Serial Learning
  - o Free-Recall Learning

Paired-Associate Learning

- Learning of items in linked pairs

- Keyword Method
  o Involves imagery

Serial Learning

- Memorization of a series of items

- Loci Method
  o Picture items in familiar places

Serial Learning, cont.

- Pegword Method
  o Images link facts to sets of letters/numbers

- Initial-Letter Strategies
  o First letters of items form a word/phrase

Free-Recall Learning

- Learning a list of items in any order

Rote v. Meaningful Learning

- Rote Learning
  o Memorization of arbitrary facts
- Meaningful Learning
  o Relates new to previously learned knowledge
- Inert Knowledge
  o Information whose use is restricted

Metacognitive Skills

- Metacognition

- Metacognitive skills
  o Methods for learning, studying, or solving problems

Metacognitive Skills

- Thinking and study skills
- Self-assessment
- Prediction
- Self-questioning strategies

Study Strategies

- Note Taking
  o Make decisions
- Underlining
  o Highlight relevant information
- Summarizing
  o Write brief statements

Study Strategies, cont.

- Outlining
  o Hierarchical format
- Mapping
  o Diagramming
- PQ4R Method
  o Reading comprehension strategy

PQ4R Method, cont.

- Preview
- Question
- Read
- Reflect
- Recite
- Review

Making Learning Relevant

- Advance Organizers
  o Orient students to the material
  o Activate knowledge
- Analogies
  o Compare new to previously learned information
- Elaboration
  o Connect information or relate concepts

Making Learning Relevant, cont.

- Organizing information
  o Strategies
    ▪ Insert questions
    ▪ Introduce models
    ▪ Use visual aids