

CPSE 622—Spring 2016  
Brigham Young University  
Theories of Learning and Cognition  
MCKB 160 Mondays/Wednesdays 1:00-3:50 P.M.

**Instructor**

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**Course Objectives**

1. Intervention Plans Based on Theories  
Participants will demonstrate skills in developing intervention plans for students and educational environments based on empirical learning theories.
  
2. Participant Learning Plan  
Participants will demonstrate competencies in creating learning plans for themselves, which will help them, succeed in future coursework, tests, and professional exams.
  
3. Personal Learning Theory  
Participants will develop a personal theory of learning, which integrates several learning theories and explains how they view learning.
  
4. Evaluation and Creation of Learning Environments  
Participants will demonstrate skills in evaluating learning environments and providing consultation that incorporates application of learning theories.
  
5. Evaluation and Creation of Learning Environments  
Participants will demonstrate skills in creating and evaluating learning environments (classroom management, curriculum, and instruction).

**Required Textbooks**

Human Learning, Seventh Edition  
Author: Ormrod  
Publisher: Pearson  
Copyright Year: 2016

Visible Learning for Teachers: Maximizing Impact on Learning  
Author: John Hattie  
Publisher: Routledge  
Copyright Year: 2011

This course is designed to teach future school psychologists how to apply learning theories to facilitate positive change in students and schools. The National Association of School Psychologists (NASP) has developed domains of competencies, and the table below shows how the course activities and objectives align with NASP domains.

NASP Domain	Course Objectives	Learning
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		Activities
Domain 3: Intervention and Instructional Support to Develop Academic Skills	<p>Participants will demonstrate skills in developing intervention plans for students and educational environments based on empirical learning theories.</p> <p>Participants will demonstrate skills in evaluating learning environments and providing consultation that incorporates application of learning theories.</p> <p>Participants will demonstrate skills in creating and evaluating learning environments (classroom management, curriculum, and instruction).</p>	<p>Summary Case Studies</p> <p>Learning Project</p>
Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills	<p>Participants will demonstrate skills in developing intervention plans for students and educational environments based on empirical learning theories.</p> <p>Participants will demonstrate skills in evaluating learning environments and providing consultation that incorporates application of learning theories.</p> <p>Participants will demonstrate skills in creating and evaluating learning environments (classroom management, curriculum, and instruction).</p>	<p>Summary Case Studies</p> <p>Learning Project</p>
Domain 2: Consultation and Collaboration	<p>Participants will develop a personal theory of learning, which integrates several learning theories and explains how they view learning.</p> <p>Participants will demonstrate competencies in creating learning plans for themselves, which will help them, succeed in future coursework, tests, and professional exams in order to be effective consultants in the schools.</p>	<p>Learning Theory Papers</p> <p>Learning Project</p>

### Sequence of Learning and Due Dates

<b>Week</b>	<b>Questions to be Considered</b>	<b>Reading to be completed before class</b>	<b>Assignments Due</b>
April 27	What is Learning? How does learning happen?	Out of class learning activities  Skim Chapter 1 of Ormrod.	Summary of out of class learning activity—See Learning Suite for Details. Written summary is due May 3.
May 2	What is learning? How do behaviorist principles facilitate learning?	Ormrod—Chapter 2 Ormrod—Chapter 3	

<b>Week</b>	<b>Questions to be Considered</b>	<b>Reading to be completed before class</b>	<b>Assignments Due</b>
May 4	What are the applications of behavioral principles?  How does social cognitive theory help us understand how learning occurs?	Ormrod Chapters 4 and 5	Student Information Page  Learning Theory Paper (Pre-instruction) Due May 6
May 9	What are cognitive views of learning and how do they apply in the schools?	Ormrod Chapters 6 and 7	
May 11	What are cognitive views of learning and how do they apply in the schools?	Ormrod Chapters 8 and 9	Learning Project Plan due May 13
May 16	What is meta-cognition? How does it relate to self-regulated learning?	Ormrod Chapter 12	
May 18	How do we teach for transfer, problem solving, and critical thinking?	Ormrod Chapter 13	Case Study/Exam 1
May 23	What is motivation? How do we create motivated students?	Ormrod Chapter 14	
May 25	How do cognitive factors influence motivations?	Ormrod Chapter 15	
May 30	Enjoy the Holiday!		
June 1	What is visible learning? Why does it matter?	Hattie Chapters 1-3	Case Study/Exam 2
June 6	How do teachers create visible learning?	Hattie Chapters 4-6	
June 8	How do teachers create visible learning?	Hattie Chapters 7-9	Learning Theory Paper (post instruction) due June 10
June 15	3:00 p.m. - 4:50 p.m.		Case Study/Exam 3

### Summary of Learning Activities

Activity	Points	Due Date
Student Information Page	3	May 4
Out of class learning activities for April 27	8	May 3
Reflection Papers (12 @ 3 points each)	36	11:00 a.m. Before each class period
Exams/Case Studies (3 @ 35 points each)	105	May 18, June 1, and June 15
Learning Theory Papers (pre-instruction 10 points; post-instruction 10 points)	20	May 6 and June 10
Learning Project (10 points for learning plan, 10 points for summary)	20	May 13 and June 13
Completion of course/instructor ratings at the end of the semester	3	June 13
Professionalism	10	June 13
Total	205	

Grade	Percentage
A	95-100%
A-	90-94%
B+	87-89%

B	83-86%
B-	80-82%
C	74-79%
D	70-73%

### Reflection Papers

Create a paper that shows your understanding of the readings that are to be done before each class period (2 page minimum—3 page maximum). These papers are due at **11:00 a.m.** each Monday and Wednesday via email to the instructor.

- A handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 7-10 quiz questions with answers and a paragraph stating how you will use the information in the chapter as a school psychologist and/or life long learner
- A reflection paper that answers at least three of these questions
  1. What were the 2-3 big ideas in the reading that are important for school psychologists?
  2. Why are they important?
  3. How can I use them in my work or personal life?
  4. What surprised you in the reading?
  5. What questions do I still have?

### Case Studies/Exams

You will have three exams, which will be authentic case studies that will require you to apply the theories to classroom situations to facilitate positive outcomes for students.

## Learning Project

Select something you would like to learn over the course of the term and develop a theory-based plan for your learning, which will be due May 13. Your paper should answer these questions:

1. What am I going to learn?
2. How will I know I have learned it?
3. What learning theory or theories will I use to facilitate my learning?
4. What will my learning or practice sessions look like?
5. How will I monitor my learning over time?

At the end of the semester (due June 13) write a 2-3 page summary of your learning experiences that answers these questions:

1. Did I learn what I planned to learn?
2. How do I know I learned it? What visible evidence is there that I learned?
3. What did I learn about myself?
4. What would I do differently next time I want to learn something? What learning theory supports my plans what I will do differently next time?
5. What strategies were effective in helping me learn? What learning theories support these strategies?
6. How was learning fulfilling or frustrating or both?

## Learning Theory Papers

During the first class periods you will develop a tentative learning theory that reflects your preliminary ideas about how learning occurs. After the classroom activity on May 4, you will finalize your ideas out of class and turn in a 3-4-page paper on May 6, which describes your theory of learning. Your paper should answer three questions, "What is learning?" "How does learning occur?" and "How do you know if learning has occurred?"

At the end of the term (June 10) you will complete a final paper that answers the same questions listed above. Your final paper should reflect integration and understanding of the learning theories presented in the course. The rubric for grading this assignment is below. You are to assess your work before turning it in by completing the rubric and attaching it to your assignment. These papers should be about 3-4 pages long.

<b>Rubric for Grading Learning Theory Project</b>			
Criterion	Needs Development	Effective	Highly Effective
Creates a personal theory of learning and answers the question "What is learning?"	Theory is not clearly defined and "What is learning?" is not explicitly answered	Answers the question, "What is learning?" in a clear manner.	Evidence of independent and integrated abstract thought that answers the question, "What is learning?"

Answers this question "How do you know if learning has occurred?"	Question is not explicitly answered	Answers the question in a fundamental manner	Evidence of independent and integrated abstract thought
Writing and organization	Paper is not well organized and has grammar/punctuation errors	Paper reads well and has minimal grammar/punctuation errors	Paper demonstrates excellent vocabulary, organization, and has no errors

### **Instructor Ratings**

Please complete the instructor/course evaluations at the end of the semester. Be sure to release your name so I know who completed the evaluations. Releasing your name does not give me access to your ratings.

### **Course policies:**

#### **Due dates**

Turning in your work on or before the due date shows respect for other students and the instructor, and it implies that learning is a personal priority. Points on late assignments will be reduced by 10% each day the assignment is late. If extenuating circumstances arise and you do need an extension on an assignment, please consult with the instructor and propose a reasonable alternative due date.

#### **Written assignments**

Assignments must be typewritten and double-spaced with 10- or 12-point font with one-inch margins. Also, use American Psychological Association style, and follow the guidelines in the Publication Manual of the American Psychological Association, 6th edition. Assignments that do not follow these guidelines may be returned to the student.

Please refer to persons with disabilities by naming the person before the disability, e.g. "the person with depression" rather than "the depressed person" or "the ADHD child." If you put the disability before the person in any of your writings 3 points will be deducted from your score for that assignment.

#### **Communication**

Learning Suite (LS) will be used to post announcements, to make changes to the schedule, and make other course adjustments. Assignment expectations and details are noted on LS. Read the expectations for each assignment before you begin. You are responsible for being aware of changes to our learning assignments/schedule.

#### **Honor Code**

Students and the instructor are expected to abide by BYU's Honor Code and support others in their efforts to be disciple scholars. Be especially aware of referencing the work of others and avoiding plagiarism. Should concerns arise, please meet individually with me.

#### **Teacher/student relationships and Philosophy of Learning/Teaching**

As the instructor for this course I believe that you will learn more in this class when you own your learning. The instructor will facilitate learning for students but she is not entirely responsible for student learning. If

you find that you are struggling to learn and apply the course material, please do contact me. I do want to make the learning meaningful for each student.

**General**

It is hoped that our class will become a respectful learning environment. One of the most effective ways of showing respect is listening (not talking!) when others are sharing their ideas. To create a focused learning environment please turn off cell phones or other beeping machines. Do not use your computers for purposes not related to course content (e.g., Facebook). Observing these professional behaviors will contribute to your professionalism score at the end of the semester.

Learning should be fun, challenging, and joyous. Please be respectful of the thoughts, feelings, and opinions of others. If you disagree, please share your ideas politely. Diversity of thought enriches learning and will be valued. We do not have to think the same, but we do need to rely on research and empirical theories and models. When you share your opinions, be prepared to discuss evidence that supports your opinion. In addition, please encourage others to share their thoughts, feelings, and experiences.

I appreciate your constructive feedback and ideas about the assignments, classroom discussion and presentations, exams, or other elements of the course. If you have ideas that would improve how our community of learners functions, please meet with me to express your concerns in a thoughtful, supportive manner.

Please be respectful of office hours. I am happy to meet with students and enjoy doing so. Please plan to meet with me during office hours or make an appointment so that I can best meet your needs. I intend to work from home several days each week and may not be available for in-person student consultation beyond office hours or at previously scheduled appointments. Emails sent on weekends will be answered on Monday or Tuesday; plan accordingly.

I reserve the right to change any part of the syllabus due to the learning needs of the students or the instructor.

**Departmental Student Evaluations:**

At the end of each semester, CPSE department faculty reviews the progress of each CPSE student in the following areas: knowledge, skills, and disposition. Your efforts, performance, and attitudes in this course will directly influence your departmental evaluation. For example, if your writing does not demonstrate graduate-level writing skills or you have consistently weak performance on quizzes or other assignments, you may be given a marginal or unsatisfactory rating in the knowledge area. If you are not responsive to feedback about your skills or do not demonstrate improvement in a skill area, this will be reflected in your skills evaluations. Lastly, if your assignments are submitted past the deadline, you come to class late, do not participate in class discussions, or do not demonstrate commitment to the course and program, your disposition evaluation will be negatively effected. Please understand that if you are given a less than satisfactory rating that resources will be identified to help you address the concerns.

In addition, students in the school psychology program who earn less than 70% of the points available for the course will be required to repeat and pass the course.

**Preventing Sexual Harassment:**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or <http://www.ethicspoint.com>; or contact the Honor Code Office at 801-422-2847.

**Students With Disabilities:**

Brigham Young University is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422- 5895, D-282 ASB.

Student Information Sheet  
CPSE 622~~Spring 2016

Name	
Degree Program	
Email	

What do you expect to learn in this course?

What questions do you bring to this class?

What instructor activities, methods, styles help you learn best?

How do you learn best (e.g. videos, class discussion, group projects, reading, etc.)?

What types of activities best help you demonstrate your learning (e. g. group projects, multiple choice tests, essays, teacher interviews)?

What suggestions do you have for this course?

What demands do you have on your time that may challenge you in meeting the objectives of the course?  
(Are you working? Family demands? Experiencing significant life changes? Other?)

I have read the course syllabus. I have asked any questions I have. I understand the requirements and policies for this course.

\_\_\_\_\_  
Name