

Theories of Learning and Cognition

CPSE 622 | Section 001 | Spring Semester 2017 | 1:00-3:50 PM | MW | MCKB 166

Instructor

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Grading Scale

Grades	Percent
A	94%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

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 Materials

Human Learning, Seventh Edition

Author: Jeanne Ellis 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 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>Small group discussion with case studies</p> <p>Learning Project</p> <p>Exams</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>Small group discussion with case studies</p> <p>Learning Project</p> <p>Exams</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>Exams</p> <p>Learning Project</p>

Tentative Course Schedule

Date	Topics	Assignments
W May 3	Introduction, Ch. 1 & 2	
M May 8	Ch. 3	
W May 10	Ch. 4	
M May 15	Ch. 5	
W May 17	Ch. 6	Learning Project Plan Due @ Midnight
M May 22	Ch. 10 & 11	
W May 24	Ch. 12	Exam 1 Due 05/27 @ Midnight
M May 29	Memorial Day – No Class	
W May 31	Ch. 13	
M June 5	Ch. 14	
W June 7	Ch. 15	
M June 12	Hattie Ch. 1-3	
W June 14	Hattie Ch. 4-6	Learning Project Final Draft Due @ Midnight; Final Exam due June 17 th if you want to resubmit corrections
M June 19	Hattie Ch. 7-9	Notebooks Due
W June 21	Final Exam, return notebooks	Final Exam Due 6/21 @ Midnight

Course Requirements

Exams	35%
Clicker Responses and Participation	40%
Learning Project	25%

Exams (35%)

There will be two take-home exams given, a midterm and a final. These will be open-book, open-note, closed-neighbor and closed-internet. The questions will be designed to meet the objectives of the course, so study accordingly.

Clicker Responses and Participation (40%)

Each class will begin with 4 clicker questions about material in the textbook. Content will be chosen from the chapter(s) discussed that day, so you need to come having read the textbook chapter(s) before it is (they are) discussed in class. Each day, four points will be awarded for accuracy and two points will be awarded for participation. You may miss up to 2 days without penalty. Absences or tardies cannot be made up.

You will be expected to be an active participant in class discussions as well as small group discussions to earn participation points. You will also be expected to demonstrate your knowledge of the material and explain your personal insights to your classmates in a respectful manner. *Class activities should be written in a notebook to be turned in at the end of the semester for participation points.* Each activity should be dated and organized clearly.

Learning Project (25%)

Select something you would like to learn over the course of the term and develop a theory-based plan for your learning. There is no length requirement, but your answers need to be complete, thorough, and thoughtful. Your plan should be well organized and detailed. 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 write a 3-4 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?

University Policies

Honor Code Standards

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination or 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. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.