

Summer 2015  
 Psychology of Learning  
 15:295:580 Section B1  
 3 Credits  
 Online

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Office Hours by arrangement.	Prerequisites or other limitations: None
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

**Learning Goals**

This course is designed to help you acquire the knowledge and skills shown in the following table. (The alignment of the learning goals with the overall learning goals of the LCD Master’s degree is also shown in the table. In addition, the table shows how each goal will be assessed.

LCD master’s program goals	Course goals	Assessment of course goals
1. Attain mastery of psychological constructs and theories relevant to learning, cognition and development.	1a. Gain knowledge of effective and ineffective strategies for learning and thinking.  1b. Gain knowledge of theories of learning and teaching.  1c. Gain knowledge of empirical results on learning and teaching.	In weekly discussions and problem discussions, you will to explain, evaluate, and apply research through the discussion questions that we pose in class. In your class paper, you will write about theories of and research on reasoning in ways that demonstrate your understanding and your abilities to evaluate and apply the research. Your weekly assignments will also provide information about your mastery of this body of knowledge.
2. Appropriately apply these psychological constructs and theories to educational settings and related applied contexts.	2a. Develop skills of evaluating students’ knowledge and strategy use, as well as of evaluating teaching strategies.  2b. Develop skills of planning instruction to promote strategy development.	In the weekly discussions, you critique the studies you read both methodologically and theoretically. In your class paper, you will critically evaluate the key pieces of evidence that you review as part of your paper.
3. Achieve skill in the critical evaluation of empirical evidence related to the psychology of education.	3a. Develop skills of learning to read and interpret empirical articles on learning and teaching	In the class paper, you will write
4. Attain competence in	4a. Develop skills of writing a literature	

oral and written communication on topics within educational psychology.	review or a teaching plan.	either a review of research or a practical paper applying what you have learned to the design or evaluation of instruction.
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### Course Catalog Description

Introduction to psychological theories of human learning, including behavioral, social, and cognitive theories of learning. Principles of learning, mediation, and transfer as deduced from these theories. Applications to a variety of settings considered, including classrooms and information setting.

### Class Materials

Class materials consist of weekly readings that will be posted on eCollege.

### General Note

Please note that 5-week summer courses are very intense, and this is just as true of online courses as face-to-face courses. If you do not have substantial time to invest in the course during the five weeks it is running, I urge you to wait and take this course at a later time.

### Features of an Online Course

An online course differs from a traditional face-to-face course in a number of ways. In particular, for this class:

- A. There is a strong emphasis on student-driven learning. The instructor role is of overall facilitator and coordinator.
- B. You will be able to work at your convenience. But it is important to be seriously engaged at least five days during each and every week. This is quite different from a traditional course, in which it is perfectly fine to prepare the day before, go to class the day of class, and then not think about the course the other five days a week. It is *especially* important during a five-week online course that you work consistently each day.
- C. We focus on asynchronous rather than synchronous activities. This course will--officially--be all asynchronous, except for our one (completely optional) face-to-face meeting.
- D. Students do more of the integrative work than in a face-to-face class. This is likely to support long-term memory development.

### Weekly Schedule

The asynchronous discussions require an extended time to reflect on what we have read. Here is a typical schedule:

**Each weekly cycle begins on Thursdays.**

**Before Thursday, complete the readings for that week.**

**Before Thursday, email me one question about one of the readings that you are interested in discussing. (I will include some of these questions in the discussion questions.)**

**Thursday through the following Wednesday:** Participate in discussions and collaborative problems.

It is important to start promptly. I expect everyone to contribute on Thursday, for example, and on three of the first four days of the weekly cycle (Thursday through Sunday).

**Friday:** Your weekly individual assignment based on the readings is due.

**IMPORTANT NOTES:**

1. Some requirements and procedures may be adjusted as we find out how things are working.
2. Be sure to email me or talk to me about problems.

### **Academic Integrity Policy**

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at

[http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_2013.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf)

### **Office of Disability Services**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

Calendar

This calendar shows the day by day activities and due dates in the course.

Su	M	T	W	Th	F	Sa
		May 26 Intro- ductions. Read for Week 1 discussions	May 27 Introductions. Read for Week 1 discussions. Submit 1 or more question.	May 28 Week 1 discussions & problems begin. Begin Week 2 readings.	May 29 Week 1 discussions & problems continue.	May 30 Week 1 discussions & problems continue.
May 31 Week 1 discussions & problems continue. Week 1 assign- ment due.	June 1 Week 1 discussions & problems continue.	June 2 Week 1 discussions & problems continue.	June 3 Week 1 discussions & problems end. Complete Week 2 readings. Submit 2 or more questions.	June 4 Week 2 discussions & problems begin. Begin Week 3 readings.	June 5 Week 2 discussions & problems continue. Week 2 assignment due.	June 6 Week 2 discussions & problems continue.
June 7 Week 2 discussions & problems continue.	June 8 Week 2 discussions & problems continue.	June 9 Week 2 discussions & problems continue.	June 10 Week 2 discussions & problems end. Complete Week 3 readings. Submit 2 or more questions.	June 11 Week 3 discussions & problems begin. Class paper proposal due. Begin Week 4 readings.	June 12 Week 3 discussions & problems continue. Week 3 assignment due.	June 13 Week 3 discussions & problems continue.
June 14 Week 3 discussions & problems continue.	June 15 Week 3 discussions & problems continue.	June 16 Week 3 discussions & problems continue.	June 17 Week 3 discussions & problems end. Complete Week 4 readings. Submit 2 or more questions.	June 18 Week 4 discussions & problems begin. Begin Week 5 readings.	June 19 Week 4 discussions & problems continue. Week 4 assignment due.	June 20 Week 4 discussions & problems continue.
June 21 Week 4 discussions & problems continue.	June 22 Week 4 discussions & problems continue.	June 23 Week 4 discussions & problems continue.	June 24 Week 4 discussions & problems end. Complete Week 5 readings. Submit 2 or more questions.	June 25 Week 5 discussions & problems begin.	June 26 Week 5 discussions & problems continue. Class paper due.	June 27 Week 5 discussions & problems continue.
June 28 Week 5 discussions & problems continue.	June 29 Week 5 discussions & problems continue.	June 30 Week 5 discussions & problems continue.	July 1 Week 5 discussions & problems end.	July 2 Week 5 discussions & problems continue. Week 5 assignment due.		

## Grading Policy

1. Discussions	35%
2. Questions about articles	5%
3. Application problems	10%
4. Weekly assignments	20%
5. Class paper	30%

A = 90% or higher

B = 80% or higher

C = 70% or higher

F = 69% or lower

### 1. Discussions of readings

Each week, you will discuss the readings. We will focus on:

- Clarifying understanding of the readings. For research articles, this includes the research question, what the method was, what the results were, and whether the authors' conclusions are appropriate.
- Discussing applications and implications of the ideas you have read about.

The minimum requirement for contributing to the discussion is 9 substantive entries (including at least 4 responses to what others have written) to the discussion threads. Your contributions to the discussions plus the collaborative problems (explained below) should collectively indicate that you have read all the readings.

Evaluation will be based on the number of contributions as well as the quality of your contributions.

Discussions are places to explore and entertain ideas. There should be no presumption that discussants are firmly committed to positions that they are presenting arguments for.

Discussion contributions should adhere to normal rules of English usage, etc.

### 2. Questions

Each week, by Wednesday at 10 p.m., submit two or more discussion questions about the readings. These should be questions raised by the readings that you would like to discuss.

The URL of the site at which you can submit the form is:

<http://spreadsheets.google.com/viewform?hl=en&formkey=dFRxb0ZIRmMtR1FJdXNuSXd3QmpMZVE6MQ>

If for some reason this form does not work, please email me your questions, and alert me that you couldn't get the form to work.

### 3. Weekly applications problems

In most weeks, you will work collaboratively as a class on several application problems that afford the application of the ideas in the readings. You will work on Collaborative Problems within eCollege. You should make at least 4 contributions to the group discussion each week (some weeks will require more), and these contributions should begin right away on Thursday and Friday.

Evaluation will be based on the number of contributions as well as the quality of your contributions.

### 4. Weekly Assignment

Each week, you will submit a 1-2 page written assignment based on the week's readings. You will submit the assignment by Friday of each week (except for Week 1; see the calendar). Each week's assignment will be posted on eCollege.

### 5. Class Paper

The class paper is to be 15 to 20 pages in length (double spaced, Times New Roman 12 point font or Arial 11 point font). There are a variety of formats from which to choose, so that you can find a topic that is relevant to your interests and of value to your future work. The paper will give you the opportunity to explore an aspect of the course in greater detail or extend a topic to another area. You may also pursue other areas not specifically addressed in-depth in the course (e.g. gender and ethnic differences, portfolio-based assessments, etc.). I am also open to other suggestions, so let me know if you have another idea. The paper is officially due on Friday, June 26. However, because this is a short course, I encourage you to consider effectively extending the length of the term and turning in the paper later. Please send the paper to me via email attachment.

Here are the options for your paper:

a) Research/Theory Review Paper. This is a paper that reviews research on a specific topic related to the course. The paper explores a particular issue in greater depth. The paper also references additional articles and resources on the topic that you have selected. The paper summarizes and introduces the concept under study, highlights the main issues in the field, presents contrasting points of view and debates in the field. In the paper's conclusion, you could apply relevant issues to a real world context, extend the topic to a new setting, or recommend future directions or avenues for research.

b) Design of an instructional unit. This is a paper that applies what you have learned to develop a unit plan for teaching a topic. The paper applies what you have learned to design a unit (a series of lessons) that teaches a set of topics. Part of the paper describes the lessons. You might include an example of a page of materials that you will use and that is grounded in principles of learning and teaching covered in the course. The other part of the paper describes in detail the principles of learning and instruction that have guided the development of the unit. You should explain specifically how the principles of learning and instruction apply to your particular unit. Your coverage of principles of teaching and learning should be broad-ranging, describing how you have taken ideas from throughout the course to develop a unit that you believe will be effective.

Note that your unit doesn't have to be on a traditional educational topic. If you are preparing for a career in counseling, you might prepare a series of workshops on coping strategies for clients, for example. If you expect to be involved with teacher development work, you might design a series of

workshops for teachers on a given topic such as effective inclusion strategies. You might develop a series of workshops to help first-year students how to be successful in the university.

c) Design of a single lesson (or perhaps two lessons). This is similar to the design of a unit, except that you will focus in more detail on the design on one or two lessons (or, alternatively, a one or two hour workshop). Part of the paper describes the lesson or lesson in detail, presenting examples of handouts or any other material. The lesson should be designed so that it is based on principles of learning and instruction you have learned in the course. The other part of the paper describes in detail the principles of learning and instruction that have guided the development of the lesson or lessons. You should explain specifically how the principles of learning and instruction apply to your particular lessons. Your coverage of principles of teaching and learning should be broad-ranging, describing how you have taken ideas from throughout the course to develop lessons that you believe will be effective.

As with the design of the instructional unit, your lesson need not be on a traditional educational topic. You might design a workshop for students on how to study more effectively or how to make career decisions. Or you might design a workshop for teachers on how to teach something more effectively.

d) Evaluation of instruction. This is a paper that presents an analysis and/or evaluation of an existing instructional lesson, pair of lessons, unit, curriculum, software, or the like. Part of the paper describes the instruction you are evaluating. The other part presents the evaluation, with the analysis grounded in principles of learning and instruction. If problems are found, then the paper should include suggestions for improvement. The critique and recommendations for improvement should be broad ranging, taking ideas from throughout the course to formulate your evaluation.

Note: It is not acceptable to use a paper that you have used for another course. However, it is acceptable to do a paper on a similar topic (as long as you take a new perspective and the writing is all new). Please email me if you have questions about this issue.

Here are some guidelines as you write the paper:

- Conciseness – try to write in a simple, clear, and non-repetitive way.
- Completeness and depth - present the necessary amount of detail to support your points. Write as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic. Bring in psychological evidence and justify your view using psychology, not rumors or anecdotes.
- Independent, balanced judgment – go beyond the information presented by others. Be critical, seeing both strengths and weaknesses and support opinions with your own reasons.
- Attention to professional style and ethics. Quotes must have appropriate references. When paraphrasing you still **MUST** acknowledge the original work. **Plagiarism will be addressed in accordance with the University policy.** Here's a thinking tool to help you decide whether you have quoted inappropriately. Imagine that Google had every word ever written on its servers (all published and unpublished writing, from all of history through this moment). Would a Google search on any extended phrase or clause in your document yield a hit? If so, there is likely to be a problem.
- Critical reading – are you evaluating strengths/weaknesses of the material you are reading? Are you being objective in your discussions of the material?
- If you choose options (b) or (c), your paper should show clear evidence that you are applying ideas from throughout the course.

- On lateness – if you need an extension of time on an assignment please contact me well before the date when the assignment is due.

### **Netiquette**

This is drawn from Palloff, R. M., & Pratt, K. (1999). *Building learning communities in cyberspace*. San Francisco: Jossey-Bass, p. 101.

- a. Check the discussion frequently and respond appropriately and on the subject.
- b. Focus on one subject per message and use pertinent, informative, and not-too-long subject titles
- c. Capitalize words only to highlight a point or for titles. Capitalizing otherwise is generally viewed as SHOUTING.
- d. Be professional and careful with your online interaction
- e. Cite all quotes, references, and sources.
- f. It is inappropriate to forward someone else's message(s) without their permission.
- g. Use humor carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as :- ) or ;- ) to let others know that you're being humorous.

### **Norms**

This is an example of norms for participating in constructive controversies. Smith, K., Johnson, D. W., & Johnson, R. T. (1981). Can conflict be constructive? Controversy versus concurrence seeking in learning groups. *Journal of Educational Psychology*, 73, 651-663.

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| <ol style="list-style-type: none"><li>1. I am critical of ideas, not people.</li><li>2. I remember that we are all in this together.</li><li>3. I encourage everyone to participate.</li><li>4. I listen to everyone's ideas, even if I do not agree with them.</li><li>5. I restate what someone has said if it is not clear.</li><li>6. I try to understand both sides of the issue.</li><li>7. I first bring out all the ideas, then I put them together.</li></ol> |
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Although obviously written for younger students, these norms work well for online discussions among adults, too. At the same time, however, let's add these norms:

Critical to the advance of knowledge are:

- a. Criticizing ideas, and having our ideas criticized by others.
- b. Taking up criticism.
- c. Exploring ideas without fully believing them, or without believing them at all.



## Reading List

### Two important notes:

**1. Substitutions may be made for readings on this list.** If substitutions are made, they will be announced prior to the day when readings begin. On the day when readings for a week begin, please double check course announcements to be sure that there have been no substitutions.

**2. Short readings may be added to the list, as well, to provide additional background material.**

### Week 1 Readings. Theories of Learning.

Chinn, material on behaviorism and social learning theory

Chinn, Chapter 2. Theories of Learning: Information processing theory, constructivism

Chinn summary and elaboration of: Sweller, J. & Chandler, P. (1994). Why some material is difficult to learn. *Cognition and Instruction*, 12, 185-223.

Kirschner, P., & van Merriënboer, J. (in press). Do learners really know best? Urban legends in education. *Educational Psychologist*.

### Week 2 Readings. Prior Conceptions and Learning. Mindsets.

Chinn, Chapter 6. Effects of prior conceptions on learning

Chinn, Chapter 7. Self-regulated learning.

Carol Dweck and her colleagues have developed instructional interventions to promote transfer in motivational beliefs (and the associated motivational attitudes and behavior). We are going to read/view several sources related to this:

A. First read these two short overviews:

a. This is posted on Doc Sharing: Dweck, C. S. (2010). What is school for? Mindset, motivation and learning. *Instructional Leader*, 23 (5), 1-5.

b. Read this second brief overview

online: <http://www.nais.org/publications/ismagazinearticle.cfm?ItemNumber=150509>

B. View these videos:

c. This one provides a glimpse into their "Brainology" curriculum:

<http://www.youtube.com/watch?v=pF5yB31IT5Y>

d. This one shows some of their research in

action: [http://www.youtube.com/watch?v=TTXrV0\\_3UjY](http://www.youtube.com/watch?v=TTXrV0_3UjY)

C. Read this teacher's account of her use of Brainology.

e. <http://blog.brainology.us/cms/case-study-shifting-students-mindset-with-brainology>

Chi.

### Week 3. Motivation.

Chinn overview on motivation.

Blumenfeld, P. C., Kempler, T. M., & Krajcik, J. C. (2006). Motivation and cognitive engagement in learning environments. In R. K. Sawyer (Ed.), *The Cambridge handbook of the learning sciences* (pp. 475-488). Cambridge: Cambridge University Press.

Raphael, L. M., Pressley, M., & Mohan, L. (2008). Engaging instruction in middle school classrooms: An observational study of nine teachers. *Elementary School Journal*, 109, 61-81.

Pink, D. H. (2009). *Drive*. New York: Penguin Books. Chapter 2: Seven reasons carrots and sticks (often) don't work. (NOTE: This reading will be posted by Thursday morning, June 6.)  
In addition, view the TED talk posted on the "Online Resources" Link.

#### **Week 4. Transfer. Teaching cognitive strategies. Motivation II.**

Chinn, Chapter 14, Teaching for self-regulated learning.

Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). Learning and transfer. Chapter 3 of their book: *How People Learn*. Washington, DC: National Academy Press.

My material under "More Transfer Info" presents some additional overview material.

Schwartz, D. L., Chase, C. C., & Bransford, J. D. (2012). Resisting overzealous transfer: Coordinating previously successful routines with needs for new learning. *Educational Psychologist*.

#### **Week 5. Collaborative learning, Learning for Understanding, Discussions.**

Chinn, Chapter 15, Collaborative learning.

Cognition and Technology Group at Vanderbilt (1992). The Jasper Series as an example of anchored instruction: Theory, program description, and assessment data. *Educational Psychologist*, 27, 291-315.

Waggoner, M. A., Chinn, C. A., Anderson, R. C., & Yi, H. (1995). Collaborative reasoning about stories. *Language Arts*, 72, 582-589.

Read about the Concept-Oriented Reading Instruction (CORI) program:

Start with this page:

<http://www.cori.umd.edu/research-projects/reading-engagement-project/overview.php>

Then watch each of the two videos that are linked on this page:

<http://www.cori.umd.edu/what-is-cori/classroom-videos.php>