

Loyola University Chicago
School of Education
Department of Curriculum, Instruction, and Educational Psychology (CIEP)
Fall 2011
Theories of Learning
CIEP 338 Section 001

Instructor: Kelly L. Morrissey, Ph.D.

Office hours by appointment

E-Mail: kcarne1@luc.edu

Mobile: (614) 571 – 9364

Class Meetings:

Tuesdays

4:15 – 6:45 pm

Mundelein Center Room 205

The Mission of the Loyola University Chicago, School of Education:

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within the context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Course Description:

This course will provide a history and overview of theory and research in human learning, with an emphasis on behavioral and cognitive models, as well as memory and retrieval systems. Using the text, scholarly journal articles, lectures, activities, and class discussion, theory will be connected to best practices in the schools.

Outcome: Students will demonstrate knowledge of learning theories in the behavioral and cognitive domains, and understand ways to apply this knowledge to practice.

Conceptual Framework:

The conceptual framework at Loyola University Chicago's, School of Education is "Professionalism in the Service of Social Justice." This framework is rooted in four particular dimensions, which is intended to be a guide for the development of the curriculum, instruction and assessment of this course.

Service - A commitment to service implies a lifetime commitment of reflection in each possible decision: how does my action serve others?

Skills – A professional can never have "enough" skills and strives to be a lifelong learner.

Knowledge – A professional must be able to benefit from all the research and practice that has gone before them and use that knowledge to make reasoned decisions about their actions.

Ethics – Both knowledge and skill must be tempered with a capacity to make reasoned decisions about what is just (Loyola University of Chicago, M. Ed. Student Handbook, 2002).

The conceptual framework is exemplified in this course through the emphasis on skills and knowledge. This course provides the history and theoretical framework necessary to understand the psychology of learning in the depth necessary to be considered a true professional. Without a strong basic understanding of psychological theory, professionals in education are unable to be critical consumers of the many methods, models, interventions, curricula, and other applications that come and go in the field. In order to ethically and effectively serve in the field of education, we must be able to make sound decisions based on research and validated theories.

Conceptual framework standards

- CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.
- CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.
- CF5: Candidates demonstrate technological knowledge and skills which enhance education.
- CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.

LBS I Standards

- LBSI06E-I,S uses strategies to enhance the thinking process.
- LBSI04I-K effective strategies for teaching study skills.
- LBSI06A-G, H,L,R instructional procedures for facilitating errorless learning including teacher delivered prompts and discrimination learning.
- LBSI04B – O,P,T effective instructional strategies for adapting the general curriculum to meet the needs of individual students.
- LBSI04A-K the Illinois Learning Standards and effective instructional strategies and resources for teaching the scope and sequence in the academic, social, and vocational curricular
- LBSI8A-B,D understands the scope of his or her practice and seeks additional resources and assistance as needed to meet the individualized needs of students.
- LBSI05A-F rationale for selecting specific management techniques.

Course Objectives:

By the end of the course students will:

1. Understand important history and concepts of the psychology of learning from the foundation to contemporary thinking.
2. Know important learning theorists, and explain both their contributions to the field and criticisms of their theories
3. Understand how to critically utilize research-supported instructional strategies, interventions, and practices based on learning theory
4. Apply learning theory to recommendations and/or plans for best practice in an educational setting.
5. Utilize consumer and professional organizations, publications, and journals relevant to learning.

Textbook*

Hill, W. F. (2002) *Learning: A survey of psychological interpretations* (7th ed.). Boston, MA: Allyn & Bacon.

(REQUIRED)

***Additional readings will be assigned throughout the semester including online chapters and articles. Students are responsible for checking the syllabus weekly via Blackboard for updates.**

Technology/Communication/Electronic Etiquette

Students are expected to check the course page on Blackboard weekly for any important communications regarding this class. Supplemental readings and assignments will be posted electronically. All email communication will occur through the Loyola email system. A student tutorial on Blackboard is located on the Loyola website. If you are unsure how to use this system, please see the instructor.

Technology is increasingly becoming an integral part of our lives. Although it can be a vital tool, technology can also be an unnecessary distraction. The uses of electronic tools are encouraged in this class, as a means of augmenting the understanding of course content. When the technology interferes with classroom functioning, technology is a deterrent. It is the expectation that members of the class are focused on the course content and actively contributing to the class.

Applications (instant messaging, emailing, text messaging, and phone calls during class) that detract from classroom functioning are highly discouraged. Use of these applications during class time could impact the participation grade. In addition, please allow the instructor 3 business days to respond to e-mails.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at:

<http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link:

<http://webapps.luc.edu/biasreporting/>

Diversity

Throughout the course issues of diversity in education will be discussed and analyzed in terms of best practices. Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola's commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices.

Evaluation Procedures (please see Blackboard for additional information/specifcs):

The instructor may deduct up to 10 points per day from late assignments.

Attendance/ Participation (200 points)

Students are expected to be actively participating during class. Evidence of this includes providing positive contributions to classroom discussions and asking/answering questions based on the readings/topics of the class, as well as completing any in-class activities. Because of the interactive nature of this class, students are expected to be in class on time and ready to participate. Missing class will have an adverse impact on earning the points for Attendance/Participation.

Guided Group Discussions (GGD) (200 points total)

During ten of the class sessions, students will be divided into pairs or groups for guided discussion of the reading assigned for the day. Each group will submit notes from discussion. Discussion guides will include questions such as: What were the most important concepts presented in the text? What were the most confusing concepts? Was the group able to work together to understand them better? What implications for best practice can be made from today's reading? What questions do you have for the instructor/ class as a whole? Did any topics in the reading spark interest in a debatable or

thought-provoking question? Discussion guides will also include a scenario for application to practice that students will complete and present to the rest of the class.

Best Practice Article Analysis (BPA) (200 points)

Groups will choose a scholarly journal article to assign to the class. Lead the class in a discussion and learning activity related to the article. An appropriate article should describe an effective intervention for learners. The discussion/activity should be interactive in nature and focused on how the article relates to theories of learning and what implication the article carries for best practice in the field. The article must be available in full text online, as students will be responsible for accessing the article on their own. Students are responsible for sending out an e-mail via Blackboard with a link to the article one week before the discussion. If a group chooses to assign an article that is not available online, copies must be provided for the whole class a week prior to the discussion. *All groups must submit two potential articles to the instructor for approval by the deadline stated in the course outline below.*

Quizzes (200 points)

Eleven quizzes will be given to check for understanding of the concepts presented in the text. The lowest quiz grade of the semester will be dropped.

Synthesis project – two options (200 points)

- **Option 1:**

As a culminating activity, students will be asked to complete a paper entitled “How students learn and how schools should teach” The final paper should be 5 to 7 pages in double spaced 12 pt type. Students will be asked to refer to learning theories and other course content to complete this assignment.

- **Option 2:**

As a culminating activity, students will prepare 5 lessons or sessions worth of learning activities that could be implemented in a classroom or other instructional/ therapeutic setting (such as a therapy group). Each lesson/session should clearly correspond with theoretical paradigm or evidence based learning strategy presented in class, and at least five separate theories/practices should be utilized. Plans should include ways in which learners will be assessed. Attached should be a 2 to 3 page reflection on the process of the assignment. Questions to address might include: What was challenging about this assignment? What was interesting about this assignment? Were certain paradigms more difficult than others to utilize in lesson planning? What did I learn about myself as a professional in my field of choice? The final paragraph of the reflection should include a description of the student’s philosophy of education/learning.

Course Grade:

Course grades will be calculated by dividing the total number of points earned by 1000 (the total number of possible points).

Points Range	Percentage Range	Grade
935 - 1000	100-94	A
905- 934	91-93	A-
865 - 904	87-90	B+
835 - 864	84-86	B
805 - 834	81-83	B-
765 - 804	77-80	C+
735 – 764	74-76	C
695 - 734	70-73	C-
694 and below	69 and below	F

Course outline – Tentative – Check Blackboard weekly for updates!

Date	Topic/readings for today	Assignments due
8/30/2011	Introduction to course – preview topics, assignments, expectations	Form groups – in class
9/06/2011	Hill chapters 1 and 2	Quiz 1 GGD 1
9/13/2011	Connectionist theories Hill chapter 3	Quiz 2 GGD 2 Groups submit 2 potential articles for approval to instructor via e-mail
9/20/2011	Contiguity Hill chapter 4	Quiz 3 GGD 3
9/27/2011	Hull's theory Hill chapter 5	Quiz 4 GGD 4
10/04/2011	Skinner Hill chapters 6 and 7	Quiz 5 GGD 5
10/11/2011	No class	
10/18/2011	Computer models Hill chapter 10 New connectionism Hill chapter 12 BPA: behaviorism	Quiz 6 GGD 6
10/25/2011	Early cognitive theories Hill ch.8 (pages 95-101) and ch.9 BPA: assistive technology	Quiz 7 GGD 7
11/01/2011	Social and later cognitive theories Hill chapter 11 (all) BPA: developmental psychology	Quiz 8
11/08/2011	Constructivist theories Reading:TBD BPA: social psychology	Quiz 9
11/15/2011	Memory Ormrod Reading:TBD	Quiz 10 GGD 8
11/22/2011	Memory and metacognition Reading:TBD BPA: constructivist approaches	Quiz 11 GGD 9
11/29/2011	Motivation Hill chapter 13 (all) BPA: Study skills	GGD 10
12/06/2011	Heredity and evolution Hill chapter 14 (all) Course evaluations and wrap up	Synthesis projects

12/13/2011	TBD – final exam day	
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