

Loyola University Chicago
School of Education
Department of Curriculum, Instruction, and Educational Psychology (CIEP)
Fall 2010
Psychology of Learning
CIEP 451 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

Corboy Law Center Room 304

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.

NASP Domains

2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.

2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

Course Objectives:

By the end of the course students will:

1. Understand the processes associated with various approaches to learning and how these processes can be stimulated and developed.
2. Understand the history and systems of the psychology of learning from the foundation to contemporary thinking.
3. 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. Understand how to develop short and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
6. Utilize consumer and professional organizations, publications, and journals relevant to individuals with disabilities.

Textbooks:

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

(REQUIRED)

Ormrod, J. E. (2008). *Human learning* (5th ed.). Upper Saddle River, NJ: Pearson. **(REQUIRED)**

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/specifics):

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. Weekly quizzes may be given as part of the participation grade as well. Missing class will have an adverse impact on earning the points for Attendance/Participation.

Field Observations (200 points)

During the semester, students will be expected to complete field observations for a total of at least 5 hours. Students will arrange to observe at least two separate class periods or activities in a preschool, elementary, middle, or high school, or other educational or therapeutic setting. During that time, students will observe the instructional or therapeutic practices that are being used. Students will analyze the practices, utilizing the theories of learning that have been presented in class to explain the observation. A 3 to 5 page written analysis will be the end product. In this paper students should discuss evidence of learning theory in practice that they observed. Students should cite the textbook and any other scholarly sources used when discussing theory and/or research in relation to their observations. Students should attach a copy of

their observation notes, clearly indicating the dates and time spent on site, and signed by personnel from the observation site.

Best Practice Analysis - BPA (200 points)

Groups of students will be responsible for choosing a scholarly research article to assign to the class. Each group will lead the class in a discussion and/or learning activity of their creation related to the article. An appropriate article should be an explanation of a study or analysis of current studies that explores best practices for learning. 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 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. Groups 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.*

Mid-Term Exam (200 points)

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 8 to 10 pages in double spaced 12 pt type, following APA style guidelines. 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 a thorough unit plan that could be implemented in a classroom or other instructional/ therapeutic setting (such as a therapy group). This unit plan should include at least 5 lessons/sessions worth of activities. Activities should be chosen in accordance with the various theories of learning discussed in class and should utilize at least five different theories/ practices presented in class. Each lesson/session should contain a complete plan with clear objectives, state learning or social emotional standards, and a detailed description of activities. The unit plan and/or lesson/session plans should include ways in which learning will be assessed. The unit should also include a 2 to 4 page overview explaining the rationale for the unit chosen, and then clearly explaining the connections between the different activities and theories of learning upon which they are based.

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
8/31/2010	Introduction to course Hill chapters 1 and 2	
9/7/2010	Connectionist theories Hill chapter 3	Form groups – in class
9/14/2010	Contiguity Hill chapter 4	Groups submit 2 potential articles for approval to instructor via e-mail
9/21/2010	Hull's theory Hill chapter 5	
9/28/2010	Skinner Hill chapters 6 and 7 BPA	
10/5/2010	Computer models Hill chapter 10 New connectionism Hill chapter 12 BPA	
10/12/2010	Midterm exam	Midterm exam
10/19/2010	Early cognitive theories Hill chapters 8 and 9 Ormrod chapters 7, 11 BPA	
10/26/2010	Social cognitive theories Hill chapter 11 Ormrod chapter 6 BPA	
11/2/2010	Constructivist theories Ormrod chapters 11, 14 BPA	
11/9/2010	Memory Ormrod chapters 7, 8, 9, 10 BPA	
11/16/2010	Memory and metacognition Ormrod chapters 7, 8, 9, 10, 12 BPA	Observation papers
11/23/2010	Work day for synthesis projects	
11/30/2010	Motivation Hill chapter 13 Ormrod chapter 15 BPA	
12/7/2010	Motivation Ormrod chapter 16 BPA	Synthesis projects

12/14/2010	Heredity and evolution Hill chapter 14 BPA	