

Loyola University Chicago
School of Education
Department of Curriculum, Instruction, and Educational Psychology (CIEP)
Fall 2008
Theories of Learning
CIEP 338

Instructor: Kelly L. Morrissey, Ph.D.

Office hours by appointment

E-Mail: kcarne1@luc.edu

Mobile: (614) 571 – 9364

Class Meetings:

Tuesday Evenings

7:00 pm – 9:30 pm

Dumbach Hall Room 4

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 an overview of theory and research in human learning, with an emphasis on behavioral and cognitive science 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 validated learning theories in the behavioral and cognitive science 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).

In particular, this course will embody certain aspects of the School of Education's conceptual framework standards, as well as the NASP standards. Respective to each of these sets of principles, this course will exemplify a pedagogy related to the SOE Conceptual Framework Standard #4, in conjunction with NASP standards #5. Additionally, the NASP standard #4 will be exemplified within the pedagogical context of this course.

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.
- 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.
- CF8: Candidates apply ethical principles in professional decision-making.

Course Objectives:

By the end of the course students will:

1. Understand the cognitive processes associated with various kinds of 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. Understand how to utilize research-supported instructional strategies and practices such as identifying, using and evaluating appropriate reinforcers to enhance learning and motivation; designing learning experiences to promote student skills in the use of technologies; stimulating student reflection on prior knowledge and linking new ideas to already familiar ideas and experiences; choosing and implementing instructional techniques and strategies that promote successful transitions for students; and uses strategies to enhance the thinking process.
4. Understand how to develop short and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
5. Understand the effects of teacher attitudes and behaviors on all students and be able to reflect on one's practice to improve instruction and guide professional growth.
6. Be exposed to consumer and professional organizations, publications, and journals relevant to individuals with disabilities.
7. Understand the effects of the cultural and environmental milieu of the child and the family as well as family systems theory and dynamics on behavior and learning in order to understand cultural perspectives related to effective instruction for all students.
8. Understand personal and cultural biases and differences that affect ones teaching and interactions with others and through this understanding demonstrate positive regard for culture, religion, gender, and sexual orientation of individual students and their families.

Textbook:

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

Communication:

The expectation is that students will check the course page on Blackboard weekly for any important communications regarding this class. All email communication will occur through the Loyola email system. Students can access the grade book in order to receive summative feedback on their performance. A student tutorial on Blackboard is located on the Loyola website. If you are unsure how to use this system, please see the instructor.

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

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. For specific definitions of

discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at: <http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

Electronic Etiquette:

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.

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.

Setup for course

This course will include both graduate and undergraduate students. Undergraduate students will be exposed to an in-depth, rigorous analysis of the material, but will have modified assignment requirements to fit their needs. Graduate students in the course will gain experience in the facilitation of a university level class through their journal article discussion projects. The instructor will make every effort to ensure that the course meets the needs of all students enrolled.

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

Attendance/ Participation (200 points)

Students are expected to be actively participating during class. Evidence of this would include providing positive contributions to classroom discussions and asking 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.

Classroom Observations (100 points)

During the semester, students will be expected to complete two classroom observations. Using the forms that are available, students will arrange to observe two separate class periods in an elementary, middle, or high school classroom. During that time, students will observe the instructional practices that are being used. Students will analyze the practices that are being used, utilizing the theories of learning that have been presented in class to explain the observation. A 3 to 5 page written summary will be the end product. 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, signed by personnel from the observation site.

Analysis of articles (100 points)

Graduate students will be choosing scholarly research articles to assign to the class. The graduate student will lead the class in a discussion about the article he or she has chosen. Undergraduate students are expected to read each article before class and come prepared with notes to aid them in discussion. Notes should include interesting points, questions, or comments to be raised in discussion. For 5 of these article discussions, the undergraduate students will submit a copy of their clear, detailed, discussion notes to the instructor *at the beginning of class* for evaluation. The students will choose which articles to submit notes on, but it is the responsibility of each student to submit 5.

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 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 worth of activities. Each lesson should clearly correspond with a different theoretical paradigm presented in class. Lesson 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 teacher? *The final paragraph of the reflection should include a description of the student's philosophy of education.*

Comprehensive Final Exam (200 points)

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
940 - 1000	100-94	A
910 - 930	91-93	A-
870 - 900	87-90	B+
840 - 860	84-86	B
810 - 830	81-83	B-
770 - 800	77-80	C+
740 - 760	74-76	C
730 - 700	73-70	C-
699 and below	69 and below	F

Course outline - Check Blackboard weekly for updates!

Date	Topic/readings for today	Assignments due
8/26/2008	Introduction to course Hill chapters 1 and 2	
9/2/2008	Connectionist theories Hill chapter 3	Submit 2 article titles for approval to instructor by 9/5/2008 (Friday)
9/9/2008	Contiguity Hill chapter 4	
9/16/2008	Hull's theory Hill chapter 5	
9/23/2008	Skinner Hill chapters 6 and 7	
9/30/2008	Early cognitive theories Hill chapters 8 and 9	
10/7/2008	No class – midterm break	
10/14/2008	Midterm exam	Midterm
10/21/2008	Computer models Hill chapter 10	
10/28/2008	Later cognitive theories Hill chapter 11	Observation papers
11/4/2008	New connectionism Hill chapter 12	
11/11/2008	Motivation Hill chapter 13	Synthesis projects
11/18/2008	Heredity and evolution Hill chapter 14	
11/25/2008	Conclusion Hill chapter 15	
12/2/2008	Course wrap-up and review fro final	
12/9/2008	Comprehensive final exam	Final