Loyola University Chicago
School of Education
Department of Curriculum, Instruction, and Educational Psychology (CIEP)
Summer 2014
Psychology of Learning
CIEP 451 Section 001

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Class Meetings:
Tuesdays and Thursdays
5:00 – 8:00 pm
Mundelein Center 607, Lake Shore Campus

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.

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

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 curricula
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.

IDEA course evaluation objectives
1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories

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

Ormrod, J. E. (2012). *Human learning* (6th ed.). Upper Saddle River, NJ: Pearson. **(REQUIRED)**

Technology/Communication/Electronic Etiquette
Students are expected to check the course page on Sakai 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 Sakai 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. This course builds on foundational knowledge related to typical child and adolescent development. However a substantial portion of the course talks about how the development of some children deviates from the "norm" and the implications for educators in classrooms and clinics. Emphasis is put on the fact that although a child may be dealing with a specific syndrome or be on the autism spectrum, the outcome for each child may be different because of familial and community factors. Children and families should be looked at individually.

Evaluation Procedures:

Special notes:
- Descriptions of assignments on the course Sakai page will contain more details about each assignment. The descriptions here are merely overviews. **You must see Sakai for specifics**.

- The instructor reserves the right to deduct 5% of the points for an assignment for each day it is late, unless special arrangements have been made with the instructor in advance, or documentation of an emergency verifies that the assignment absolutely could not be turned in on time.

- *Student dispositions* will be assessed on the School of Education dispositions for teaching throughout the course using the rubric found in student LiveText accounts. Student behaviors, discussion comments, coursework, and communication will be utilized to determine dispositional ratings related to: professionalism, fairness, and the belief that all students can learn. Factors related to some of these dispositions may also be reflected in student participation grades (see below).

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 be in class on time and ready to participate. Each missed class will result in a deduction of 16 points from the total participation grade, unless prior permission has been granted by the instructor with arrangements made to make up the missed material, or documentation can be provided to verify illness or emergency (in which case no participation points will be deducted, but the material missed must be completed). The instructor reserves the right to deduct up to 10 participation points per class period for repeated or excessive tardiness to class or upon return from a break.

Guided Group Discussions (GGD) (200 points total)
During some 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 may 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 often include a scenario for application to practice that students will complete and present to the rest of the class.

Best Practice Article Activity (BPA) (200 points)
Choose a scholarly research article to assign to the class that relates to one of our topics for discussion and reading. Lead the class in an engaging learning activity 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. Students are responsible for sending out an e-mail via Sakai with a link to the article one week before the discussion. If a student 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 students must submit two potential articles to the instructor for approval by the deadline stated in the course outline below.***

Weekly Quizzes (200 points)
Six 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. Quizzes will contain multiple choice and/or short answer items.

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 a variety of learning theories and concepts to complete this assignment, including at least one scholarly journal article.
  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/ best practices discussed in class and should utilize at least five different theories/ practices presented in class. Students will be asked to refer to a variety of learning theories and concepts to complete this assignment, including at least one from a scholarly journal article. 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 clear explanations of 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 Sakai weekly for updates!

Date	Topic/readings for today	Assignments due
07/01/2014	Review syllabus, assignment descriptions, introduction to course Hill chapters 1 and 2	Questions about readings/assignments/ course – bring to class
07/03/2014	Connectionist theories Hill chapter 3 Contiguity Hill chapter 4	GGD 1 Skim through chapters and summaries, pick topics for BPA
07/08/2014	Hull's theory Hill chapter 5 Skinner Hill chapters 6 and 7	Quiz 1 Submit 2 potential BPA articles for approval to instructor via e-mail GGD 2
07/10/2014	Computer models Hill chapter 10 New connectionism Hill chapter 12	GGD 3
07/15/2014	Early cognitive theories, cognitive-developmental theories Hill chapters 8 and 9 Ormrod ch.7 (pages 148-152), ch.12 (pages 302-311)	Quiz 2
07/17/2014	Social and later cognitive theories Hill chapter 11 (all) Ormrod chapter 6 (all)	GGD 4
07/22/2014	Social constructivist theories Ormrod chapter 13 (all)	Quiz 3
07/24/2014	Memory Ormrod chapters 8 (all), 9 (all)	
07/29/2014	Memory Ormrod chapters 10 and 11 (all)	GGD 5 Quiz 4
07/31/2014	Metacognition and strategies Ormrod chapter 14 (all) Begin motivation Hill chapter 13 (all)	
08/05/2014	Motivation Ormrod chapters 16 and 17 (all)	Quiz 5

08/07/2014	Heredity and evolution Hill chapter 14 (skim) Course evaluations and wrap up	Synthesis projects Quiz 6