Dr. Carolyn Orange  
Department of Educational Psychology  MB 3.444

Office Hours: 3:30 – 4:30 Tuesday and Wednesday or by appointment

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Fax # 495-7660

PSYCHOLOGICAL BASIS OF LEARNING
EDP-5003-002 (3 HOURS) Tuesday 5:30 – 8:15
Room # MS 2.02.12
Spring 2010

Course Description:
An examination of different theories of: how learning occurs, the mental processes involved, factors influencing learning, how these theories apply in educational settings and their relationship to current educational problems.

Texts:
Required:

Recommended:

Objectives
1. To critically evaluate the major theories presented in light of recognized research methodology, merits of other theories and practical educational value.
2. To encourage students to develop a personal theory of learning
3. To encourage students to become reflective practitioners, able to identify and apply principles of learning in educational contexts.
4. To provide a forum for discussion of relevant contending ideas, topics and opinions and solutions.
5. To explore the role of the brain in learning.
6. To use the Internet as a tool of research.
7. To use technology to present an original research paper.
8. To encourage an interdisciplinary approach to Learning Theories.
Student Expectations
1. Attend class regularly and on time.
2. Turn in all assignments by the assignment due date. Late papers are subject to a 10-15 point penalty if accepted.
3. Complete all assigned readings by the next class period.
4. Use specified guidelines for writing research papers.
5. Use correct grammar and punctuation at all times.
6. All Papers and assignments should be typed unless otherwise specified.
7. Scholastic honesty is expected at all times. Cheating and Plagiarism are violations of the code of student conduct. Students committing such acts are subject to disciplinary procedures as defined by the University.

“Students are expected to be above reproach in scholastic activities. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University .According to The Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22, "Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, and act designed to give unfair advantage to a student or the attempt to commit such acts." Since scholastic dishonesty harms the individual, all students, and the integrity of the University , policies on scholastic dishonesty will be strictly enforced.”

8. Professional conduct is expected at all times, in class, during office visits, outside of class. Rude, aggressive or disruptive behavior will not be tolerated and may affect the number of positive participation points you earn. As a professional you are expected to model the behavior that you expect from your students.
Course Requirements and Points
5 Mini-exams (5 @ =25 pts) 25 points
Group Project Plan 10 points
Service Learning & Research Project Proposal 20 points
Service Learning & Research Presentation 30 points
Service Learning & Research Paper + Flyer or Brochure 75 points
Participation 15 points
(i.e. discussions, What’s New Articles )
Total 175 points

Record and track your points in the spaces below.

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* Assessment  One mini-exam will be given after each chapter for chapters 1-5

Service Learning Assignment Guidelines

Service learning & Research Project

“Service-learning is a teaching method that enriches learning by engaging students in meaningful service to their schools and communities. Young people apply academic skills to solving real-world issues, linking established learning objectives with genuine needs. They lead the process, with adults as partners, applying critical thinking and problem-solving skills to concerns such as hunger, pollution, and diversity.”

Topic: The Service Learning Project will address an important societal issue or problem. The project will have a research emphasis that and be a topic of interest related to your discipline. Work with your discipline group to choose an umbrella topic that is relevant to the interests of the group, that can also accommodate each of your personal interests. Pair up with some one or two people in
your discipline group. Keep in mind that some projects are more easily implemented than others. Select a project that is reasonable and may be implemented in our class time-frame. All group members are responsible for writing their own paper on their topic of personal interest. You will present as a group and each person will contribute to the presentation. Your paper will be a research-based paper that summarizes and analyzes your Service Learning Project and outcomes.

To find out more about Service Learning, go to the following website:
http://www.servicelearning.org/

Ia. The Group Service Learning Proposal

“Good ideas don’t materialize on their own — they require action. Each project begins with careful planning, followed by the preparation of all participants and the implementation of the service activity. After the service is completed, evaluation and celebration of its successes gives all participants a chance to fully understand and appreciate their service-learning experiences.” The group should prepare an action plan that delineates what needs to be done, who will do what, how and where it will be done. Work together to find a workable piece of the project for each member. Determine as a group, what materials will be needed.

Ib. Individual Service Learning Proposal

The proposal should state very clearly what you plan to do and how you plan to do it. Please include the following:

**Problem:** Discuss the problem as you ascertain it. Include any pros and cons cited in the literature. Describe the audience or population that will be affected by this problem and project. A review of the literature should be used to discuss the background of the problem.

**Solution:** Discuss your perception of a viable solution for this problem. Include appropriate learning theor(ies) in the solution of this problem.

**Method and Materials:** What will you offer to help to solve the problem. Discuss the method or procedure that you propose to use to address the problem. What products will you produce and how should the product or program be implemented. Include all materials that will be needed to solve the problem and to allow replication of the project by someone else if desired.

**Results:** Discuss any results or outcomes that you observed throughout the project.

**Evaluation:** Include an evaluation of the project, using the following questions as guidelines.

What has happened? Take stock of what participants did, saw, and felt. Get their initial observations of what has happened.

What's the importance of your observations? Discuss what participants are thinking and feeling about the experience. Ask them what they've learned and how things have changed.

What should be done next? Discuss how best to channel this new understanding into continued action and transformation.

**Distribution:** You should create a brochure or flyer (a product) that offers important information on your topic and can be given to an organization, free of charge. In your presentation and paper, discuss how you will distribute your product, to whom and where. Include a letter of acknowledgment of receipt of a copy of your learning product and permission to use it from the recipient organization.
II. Service Learning Symposia (Presentations)
You will be required to present your project and results at the Service Learning Symposia using PowerPoint, Moviemaker, Youtube or any other media. “Symposia are group presentations that provide an opportunity for examining specific topics from a variety of perspectives. Each group member will present their individual presentation as a part of the theme the group has selected. (See Oral Presentation Rubric)
_____ 1. Each PowerPoint/multimedia presentation should include an overview of your paper (15 minute limit per person.)
_____ 2. Prepare a 1 page outline of your presentation as a handout. Provide enough copies of your brochure for each member of the class. (30 copies) See me if this is a problem.
_____ 3. Work with your group to develop a theme for your symposia
_____ 4. Presentations can use a variety of mediums such as PowerPoint (required), Avatars, overheads, video, audio, podcasts, photos, books, charts, artifacts, etc.
_____ 6. In your paper, discuss the relevance of the Learning theories that are most appropriate for your topic or issues.

III. Criteria for Service Learning Paper
You will be required to write a research-based paper on your Service Learning Project and present it to the class. Your proposal should help to provide the format for your paper, within APA guidelines.
_____ 1. The content of the paper should be no longer than 10 pages, written in APA style, complete with references. The cover page, reference page and appendix should not be included in your page count. Pay close attention to APA style (Fifth Edition) for organization of headings.
_____ 2. Use standard margins, and 11 or 12 point font and double-spacing
_____ 3. Evidence of research. For reference, you are required to use a minimum of 4 articles. The first page of four of the articles should be attached to your paper. You may use more than four references, but four is the minimum. Articles may come from the Internet; journal articles are preferred.
_____ 4. If you collect data, present your results in a simple table reporting percentages, means and so on. Include a graph of your results. The table and the graph may be included in your paper. (Optional)
_____ 5. Include a copy of your brochure or flyer as appendix A
_____ 6. Discuss how the learning theories that you selected fit into your project. Discuss any pros and cons of the project outcomes and your opinion of the results.
_____ 8. Ask one or more of your group members to edit your paper for spelling, grammatical errors, APA format, awkward sentences and so on.
*The Service Learning paper is due at the end of the semester*
See the Paper and Presentation Rubric. For further clarification, I will be glad to help you-- just ask. 😊

Course Evaluation and Final Grade
The final grade for the course is determined by the total number of points accumulated for the semester. The letter grade for the course will be assigned based on the point values below.
175-150 = A
149-119 = B  
118-100 = C  
99-69 = D  
68-0 = F

Tentative Course Outline as of 1-12-2010
Jan 12 Overview and Orientation Brainstorm project ideas  
Jan 19 Chapter 1. Learning, Introduction, Issues and Historical Perspectives 
Excerpt from “Quick Reference Guide to Educational Innovations” (provided for you)  
Jan 26 Chapter 2: Behavioral Theories  
Mini-exam #1  
Feb 2 Chapter 3: Social Cognitive Theory  
Mini-exam #2  
Feb 9 Chapter 4: Information Processing  
“25 Biggest Mistakes” Discussion  
Mini-exam #3  
Feb 16 Dinner Forum: Service Learning Proposal  
Feb 23 Chapter 5: Cognitive Learning Processes  
Service Learning Proposal Due  
Mini-exam #4  
Mar 2 Chapter 6. Constructivism  
Mini-exam #5  
Mar 9 Chapter 7 Cognition and Instruction  
Mar 16 Spring Break-No class  
Mar 23 Symposia  
Mar 30 Chapter 11 Motivational Processes  
Apr 6 Chapter 9: Neuroscience of Learning  
Apr 13 Symposia Chapter 10: Development and Learning  
Apr 20 Symposia  
Apr 27 Symposia * Service Learning Paper and + Flyer/ Brochure  
May 4 Final Exam Day 5:00 - 7:30 P.M. 

NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR. YOU WILL BE NOTIFIED OF ANY CHANGES. PLEASE INDICATE CHANGES ON YOUR COPY OF THE SYLLABUS AND REFER TO IT OFTEN. 

Calendar of Important Dates

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