



**EDUCATIONAL PSYCHOLOGY 510
LEARNING THEORY IN EDUCATION
Summer I 2016 Mondays - Fridays 9-10:45 am
University of Arizona, Education room 353**

INSTRUCTOR: Heidi Legg Burross, Ph.D.

CONTACT: e-mail: heidi@email.arizona.edu; office phone: 621-1796

OFFICE: Education building, room 611

OFFICE HOURS: Tuesdays and Thursdays 11:30 am - 12:15 pm and by appointment

MESSAGE OFFICE: drop off messages in Education room 602

Recommended Text: Lefrancois, G.R. (2011). *Theories of Human Learning: What the Professor Said*. 6th ed. Wadsworth Thompson Learning. Older editions okay

Course Description: Major theories of learning and motivation; emphasis on relationships between theory and practice in the schools.

Standards: The course will align to standards established by InTASC (http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf) and ISTE NETS (<http://www.iste.org/standards/nets-for-teachers.aspx>).

Course Objectives: By the end of the semester, the successful student will be able to:

- identify the major theories associated with many aspects of learning;
InTASC 1d, 1e, 5r, 5s, 7i, 8j, 8p
- assess learning theories based on their contributions and criticisms;
InTASC 1h, 5i, 6f, 7i, 7j
- approach issues related to learning from theoretical perspectives;
InTASC 1e, 1i, 3i, 4d, 6n, 8f; ISTE NETS 1a
- use theories and research to address individual needs in learning situations; and
InTASC 1d, 1e, 1h, 2c, 2g, 3k, 8d, 8k, 8l, 10j
- apply developmentally-appropriate practices to learning.
InTASC 1b, 1f, 2b, 3o, 8k, 8s

Grading: 400 points possible

A = 360 or more points (at least 90% of possible)

B = 320 - 359 points (80-89% of possible)

C = 280 - 319 points (70-79% of possible)

D = 240 - 279 points (60-69% of possible)

E = less than 240 points

Course Requirements:

Assignments	100 points	25% of total
Group paper	60 points	15% of total
Exams	240 points	60% of total

Assignments: Guidelines for 3 individual assignments will be given early in the semester and students will choose which 2 assignments to complete. Deadlines for the individual assignments will be given with the guidelines. **Only the first two submitted assignments will be graded.**

Assignments must be submitted through D2L and feedback will be returned through D2L. If you are having difficulty with D2L, email the assignment to the instructor before the deadline.

Students are responsible for the integrity of submitted assignments, including electronic issues. Please verify the content and comprehensiveness of uploaded documents. Incorrect and incomplete submissions will be graded according to the provided assignment rubrics.

Label the uploaded file with your last name as the first word. You may follow that with any other designation you want to use. Please submit files in .doc or .docx format.

All assignments are due by 5 pm. Assignments late *for any reason* will receive half of earned credit for up to 24 hours past the time due. No credit will be given to assignments after one day. Please understand that electronic issues (computer problems, incomplete submission to D2L, etc.) are not excuses for delay or failure to submit any or all parts of any assignment. If you are having trouble with D2L, email the assignment to your instructor. Do NOT wait until the last minute! Early submission of the assignments is encouraged.

Your instructor does not “preview” assignments prior to submission. Students may ask specific questions about material, wording, format, or placement of assignment content under construction, but may not ask the instructor to generally “look it over” before grading.

Assignment 1 requires students to enact a behavior modification attempt on themselves using behaviorist principles [InTASC 1b, 1d, 1e, 1i, 2b, 4d, 5f, 5i, 5r, 6n, 7i, 9g, 10j]. On assignment 2, students will evaluate a product and advertising designed for adolescents using learning theories [InTASC 1b, 3l, 5f, 7i, 8j, 8k, 10j]. Assignment 3 involves a self-evaluation of motivation [InTASC 1b, 1d, 1e, 1j, 2a, 2g, 3e, 3i, 3k 4d, 4r, 5c, 5f, 5i, 5m, 5o, 5r, 6e, 6f, 6r, 7i, 7j, 8f, 8j, 8k, 8l, 8s, 9l].

Group paper: In groups, students will be assigned a developmental theorist. They will design interview questions or activities that could be used with an adolescent to determine where the adolescent is developmentally. The group will then submit a paper on their ideas and predictions. More information will be given through D2L. [InTASC 1b, 1e, 3c, 7i]

Exams: Three exams will be given during the semester. These may include multiple choice, true/false, matching, and short answer formats. Material on the exams will come from class discussions, the text, and supplemental readings -- information from one may not be covered in the others.

Make up exams may be permitted for documented medical emergency, Dean’s excuse, or religious reasons only. Please contact the instructor as soon as possible if you will miss or have missed an exam. Prepare to show documentation to support your reasons for missing. Make-ups must be made within two class days after the scheduled exam date.

Appeal process: If you disagree with the scoring of an assignment or exam item, you may write/email an appeal (of no more than one double-spaced page) explaining why you think your answer is correct and, in the case of exam items, why the keyed response and other response items are incorrect. Appeals will be accepted **within two days** after graded tasks are made available to students. The instructors will review your appeal and give credit when deemed

appropriate. An appeal does not guarantee a grade change.

Extra credit/bonus points: Any opportunities for extra credit are at the discretion of the instructor. Students will not be allowed to make up extra credit assignments. Individual opportunities for extra credit will not be allowed.

Attendance and Participation Policies: Students who miss more than three classes for any reason(s) may be dropped from the class. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the Dean of Students (or Dean's designee) will be honored. *It is your responsibility to get notes from classmates and handouts from the instructors if you miss class.*

Course web site: <http://d2l.arizona.edu>

Assignments and changes in the schedule will be posted to the course web site as soon as the instructors can do so. Lecture notes will be posted. It is advisable to check the web site periodically and within a few days of missed classes. Every effort to keep the web site updated will be made, but be sure to check with the instructor for missed materials.

Classroom behavior: Students are expected to conduct themselves in a respectful manner conducive to learning. Please turn off cell phones while in class, unless extenuating circumstances exist and you have notified the instructors. Threatening or harassing behavior is not permitted and will be reported.

<https://deanofstudents.arizona.edu/accountability/faculty/student-accountability>

Threatening and Discriminatory Behavior Policies: The University of Arizona prohibits threats of physical harm to any person. <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students> Additionally, no person shall be harassed or discriminated against. <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Cheating Policy: Students who attempt to cheat or turn in another person's work as their own will receive a zero on that assignment or exam. There may be additional penalties. All students involved in the incident must see the instructors in order to continue in the course. The University's (<https://deanofstudents.arizona.edu/academic-integrity/faculty/academic-integrity>) and Educational Psychology department's Code of Ethics & Conduct will be followed.

Course Expectations: Intellectual investment is expected in all aspects of this class. It will not be enough to simply read the text and memorize facts; you are expected to actively engage with the text and course content. You are responsible for understanding and applying concepts from the assigned readings, class discussions, and lecture presentations. If you have questions at any time, please email and/or schedule an appointment with the instructor.

Accessibility and Accommodations: It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Incomplete Policy: Occasionally, otherwise successful students meet with unfortunate and/or unforeseen circumstances that disrupt their academic progress. Students must have earned at least half of the available points in the course, otherwise it is the students' responsibility to withdraw themselves.

The student must request the incomplete grade before 9 am on 7 July 2016. The student needs to be prepared to discuss the circumstances of the request and why s/he should be considered eligible for the incomplete grade. The assignment of an incomplete grade is at the discretion of the instructor. The incomplete grade will not be given to only allow the student to raise a grade.

Withdrawal policy: It is the student's responsibility to get any necessary signatures and withdraw from the course. Lack of attendance and failure to withdraw from class will be interpreted as failure to earn a passing grade for the course.

Other Information: The instructor will make every attempt to follow the procedures and schedules provided in the syllabus, but reserves the right to make changes in the event of extenuating circumstances. Students will be notified of any changes as soon as possible.

The class will be mostly lecture/discussion format with some in-class exercises and group work. The class will parallel the text readings, but each may offer information not presented in the other.

Your success in this course will depend on your ability to keep up with readings and assignments. If you get behind in the material, please contact me immediately so we can discuss options for catching up. Please contact me if I can facilitate your understanding in any way.

Good luck and have a wonderful semester!

Tentative schedule (subject to change)			
Date	Topic	Readings in LeFrancois	Tasks
6/6	introduction to the class, each other research in learning	Chapter 1	Review syllabus
6/7	classical conditioning	Chapter 2	
6/8	behaviorism in transition	Chapter 3	
6/9	operant conditioning	Chapter 4	
6/10	Exam 1	Chapters 1-4	
6/13	social learning theory	Chapter 11	
6/14	evolutionary psychology	Chapter 5	
6/15	motivation	Chapter 10	Assignment 1 due
6/16	motivation	Chapter 10	
6/17	Exam 2		
6/20	introduction to cognitive theories	Chapter 6	
6/21	Piaget, Vygotsky, & Bruner	Chapter 7	
6/22	Piaget, Vygotsky, & Bruner	Chapter 7	Assignment 2 due
6/23	individual differences	supplemental readings	
6/24	individual differences	supplemental readings	
6/27	information processing	Chapter 9	
6/28	information processing	Chapter 9	
6/29	Exam 3	Chapters 9-10 & SR	
6/30	physical & psych development	supplemental readings	Assignment 3 due
7/1	cognitive & moral development	supplemental readings	
7/4	<i>no classes- Independence Day</i>		
7/5	cognitive & moral development	supplemental readings	
7/6	social development	supplemental readings	
7/7	<i>no class meeting</i>	supplemental readings	Group paper due