

Preparing Professionals for Changing Educational Contexts
University of Nevada, Las Vegas
College of Education

Educational Psychology 712—Foundations of Learning & Cognition

Instructor:
Office:
Office Phone:
Office Hours:
E-Mail:
Class Time:
Class Place:
Teaching Assistant:

STUDENT E-MAIL

Please regularly check your **official, university-issued** student e-mail addresses for any correspondence I may send relative to this class. This would include handouts, assignments, or test grades. The UNLV Cabinet approved a policy that states that students will be held accountable for messages sent to their Rebelmail accounts. Your official e-mail address ends in "@unlv.nevada.edu." You can activate your account by visiting: **Rebelmail.unlv.edu**.

COURSE DESCRIPTION:

This course is designed to familiarize the student with key theories, concepts, principles, and phenomena in learning and cognition as they apply to instruction.

COURSE OUTCOMES:

This course is designed to address the following knowledge, skills and dispositions:

Knowledge

By the end of this course, students will:

- Identify some of the research methods used in educational psychology.
- Understand the major principles of cognitive, social cognitive, and behavioral psychology and the relevance to teaching, learning, and classroom management.
- Understand approaches for teaching concepts, problem solving, learning strategies, and creativity.
- Recognize the factors that contribute to the transfer of learning.
- Understand theories and methods for motivating students, including those related to self-efficacy and expectancy, attributions, self-worth, goals, and intrinsic motivation.

Skills

By the end of this course, students will demonstrate the:

- Ability to apply psychological concepts to practical situations through.
- Ability to use study skills in teaching and learning (for example, note taking, self-questioning, and summarization).

Dispositions

By the end of this course, students will have made advances toward acquiring the following:

- The disposition to think critically.
- The disposition to consider different points of view.
- The disposition to evaluate claims using acceptable scientific standards.
- An appreciation of the complex nature of knowledge.
- An appreciation of the uncertain nature of knowledge.

COURSE MATERIALS

Text:

Ormrod, J. E. (2008). *Human Learning* (fifth edition). Upper Saddle River, NJ: Prentice Hall.

In addition, various handouts may be available for this class (e.g., Powerpoints).

COURSE ASSIGNMENTS/REQUIREMENTS

1) Chapter Exams : There will be **ELEVEN (11)** exams in this class. The exams are designed to summatively assess your understanding of course content. Objective items on quizzes will assess your knowledge and comprehension of course content as well as your ability to engage in higher order (application, analysis) cognitive processes. In addition, some of the exams may include short-answer or essay questions. Although we will debrief performance for each exam in class, you will not be allowed to keep any exams. Grades will be e-mailed to you using your personal code number.

2) Weekly Reflection Papers : The purpose of these weekly papers is to provide an opportunity for you to thoughtfully reflect on what you have read in this course and how it has influenced what you believe about student learning. Based on the assigned chapter (for each week that a paper is assigned), you will turn in a 1-2 pp., typed reflection. This reflection should describe a theory or principle that you found particularly relevant and stimulating (or difficult to understand from that week's reading). Your reflection paper should describe how that theory or principle will help you to become a better teacher, learner, researcher, professional in your discipline, or parent than you would have been if you hadn't taken this course. Alternatively, your paper could describe how you (or someone whom you observed) at some time either "put into action" or "violated" a theory or principle of learning that was described in the chapter assigned for that week. These weekly reflection papers will provide the basis for class discussions, and **thus are due the day that that chapter is discussed in class.**

3) : Attendance: Class attendance, although not required, is **strongly** encouraged. During several classes, students may complete short assignments or ask questions about non-graded quizzes that will help student performance on subsequent exams. Thus, it is to your benefit to attend class.

You are solely responsible for any material, information, announcements, etc. that you miss in class. You will need to contact a fellow classmate to find out what you missed.

GRADING POLICY

Each of you will be evaluated solely on the quality of your own performance. Final grades will be determined by your performance on **TEN (10) of the 11 exams administered**. Although I will only count ten exam grades, you must take all eleven exams. Each exam, regardless of the number of items it comprises, will be worth 100 points, and will be based primarily on the chapters from the Ormrod text (supplemented by the Power Point notes.)

Letter grades will be assigned as follows:

| Points obtained | Letter Grade |
|-----------------|--------------|
| 900-1000 | A |
| 800-899 | B |
| 700-799 | C |
| 600-699 | D |
| below 600 | F |

Note 1: Weekly Reflection papers (10 of them—each worth 1 point)—As noted above, these papers are designed to help you reflect on each week’s readings, to enable you to more effectively participate in the class discussion, and to help you prepare for each exam. **Up to one point may be subtracted from your grade for each paper that is not turned in on the day it is due.**

Note 2: I reserve the right to employ pluses or minuses for your final grade for this class if I deem it appropriate to do so.

Note 3:For each exam, you will be asked to supply a “code number.” This code, which you will “make up,” will be the code by which I will list your test grades. You may make up a different code for each exam. The important point is that you will remember it and thus be able to identify your test grade when I list it.

From the Provost’s Office:

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for**

violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—**Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only.** It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, **of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess.** For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—**The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:**

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Tentative Class Schedule

| Date | Content | Book |
|-------------|---|-------------------------------------|
| 01/11 | Definitions and Perspectives of Learning Behaviorism & Classical Conditioning Instrumental Conditioning | Chapter 1 Chapter 3 Chapter 4 |
| 01/18 | NO CLASS- Martin Luther King Holiday | |
| 01/25 | Instrumental Conditioning Applications of Instrumental Conditioning Exam #1 (Chs. 1 & 3) | Chapter 4 Chapter 5 |
| 02/01 | Social Cognitive Theory Exam #2 (Chs. 4-5) Reflection Paper # 1 based on Chs. 4 or 5 | Chapter 6 |
| 02/08 | Social Cognitive Theory (cont.) Introduction to Cognition Exam # 3 (Ch. 6) Reflection Paper #2 based on Ch. 6 | Chapter 7 pp. 149-166 |
| 02/15 | NO CLASS- Presidents' Day | |
| 02/22 | Basic Components of Memory | Chapter 7 pp. 166-193 |
| 03/01 | Long-Term Memory I: Storage Exam #4 (Ch. 7) Reflection Paper #3 based on Ch. 7 (pp. 166-193) | Chapter 8 |
| 03/08 | Long-Term Memory II: The Nature of Knowledge Exam #5 (Ch. 8) Reflection Paper #4 based on Ch. 8 | Chapter 9 |
| 03/15 | Long-Term Memory III: Retrieval and Forgetting Exam #6 (Ch. 9) Reflection Paper # 5 based on Ch. 9 | Chapter 10 |
| 03/22 | Metacognition, Self-Regulated Learning, & Study Strategies Reflection Paper # 6 based on Ch. 10 Exam #7 (Ch. 10) | Chapter 12 |
| 03/29-04/03 | SPRING RECESS | |

| | | |
|-------|---|------------|
| 04/05 | Transfer & Problem Solving Reflection Paper # 7 based on Ch. 12 Exam # 8 (Chs. 12) | Chapter 13 |
| 04/12 | Social Processes in Knowledge Construction Reflection Paper # 8 based on Ch. 13 Exam # 9 (Ch. 13) | Chapter 14 |
| 04/19 | Motivation & Affect | Chapter 15 |
| 04/26 | Cognitive Factors in Motivation Exam # 10 (Ch. 15) Reflection Paper # 9 based on Ch. 15 | Chapter 16 |
| 05/03 | (Final) Exam # 11 (Ch. 16) Reflection Paper # 10 based on Ch. 16 | |