INSTRUCTOR:
Kathy Cochran
School of Psychological Sciences
Voice (970) 351-1681 FAX (970) 351-1103
Kathryn.cochran@unco.edu

CREDITS: 3 semester credits
DATES: MARCH 9 – MAY 9, 2015

REQUIRED READINGS AND TEXTS:


Other readings will be posted as pdf files on BlackBoard as needed.

Also available at www.amazon.com, the university bookstore, or at www.apa.org

NOTE: Keep your PSY 500 book handy to review learning theories and ideas

OVERALL COURSE DESCRIPTION:
This course includes applications of various theoretical and applied perspectives to broader issues in cognition and instruction from your previous courses, including metaphors, constructivism, the APA Learner Centered Principles, and the view of our educational system as a social practice.

COURSE OBJECTIVES:
Successful students in this course will meet the following objectives:

Describe the nature of metaphors for teaching and learning and how they influence practice.

Summarize the main theories of learning and cognition that apply to teaching, including information processing theory, situated cognition, and meaningful learning.

Explain how constructivism has influenced our educational system and how it can inform teaching strategies and decisions.

Explain the purpose of Learner Centered education and summarize the
APA Learner-Centered Principles.

Give examples of the characteristics of learner-centered classrooms and describe how teachers can enhance their students’ achievements with these principles.
Describe the effects of positive teacher expectations on student achievement, particularly with respect to specific subject matter areas.

Analyze the factors that make education a social process and explain how this view relates to students’ achievement.

**COURSE GRADES:**
Course grades will be based on on-line class participation and 3 written assignments. Class activities will be graded using the following system:

- Online Class Participation (8 points each week) 50%
- 3 Assignments (20 points each) 50%

Course Grade Criteria --- all the grades will be posted in BlackBoard under MY GRADES.

- A: 92 - 100%
- A-: 89 - 91%
- B+: 87 - 88%
- B: 82 - 86%
- B-: 79 - 81%
- C+: 77 - 78%
- C: 72 - 76%
- C-: 69 - 71%
- D: 60 - 68%
- F: Below 60%

Specific details and instructions and options for each assignment will be posted under the ASSIGNMENTS link on the Course Menu. They will be graded based on the following rubric. APA format is required (no abstracts necessary).

**EXCEEDS EXPECTATIONS ~ 19 – 20 points**

- Meets requirements of M, but goes beyond them
- Exceptional clarity of explanations
- Thoughtful and critical discussion of issues
- Analysis is elaborative or generalizes beyond the basics
- Innovative and/or very well justified ideas
- Evidence of really thinking through concepts
MEETS EXPECTATIONS ~ 15 – 18 points

Demonstrates good knowledge and thorough reading of material
Shows evidence of reflection on the course material Writing is clear, generally understandable
Descriptions and analyses are adequate

REDO ~ 14 points or below

Does not meet M requirements
Descriptions and analyses are superficial, in error, or incomplete
Lacks evidence of reflection
Does not show evidence of basic understanding of the principles and theories of Educational Psychology
Described solutions or ideas not adequately justified

ON-LINE PARTICIPATION:

On-line participation is 50% of your course grade.

Each week on Sunday or early Monday, I will be posting discussion starters from the readings on the DISCUSSION BOARD. It is recommended that you log into the website early in the week to look at these starters and then at least every other day or so to read and respond. If you can manage to log in every day, you will get MUCH more out of the discussion. Think about these discussions as an extended face-to-face seminar.

Your job to read the material for each week and make at least THREE postings every week on the DISCUSSION BOARD FORUM. Postings should be thoughtful and substantial (i.e. not simple “I agree” or other minor types of responses).

Your responses can include (but are not limited to) any of the following: responses to other people's comments, direct responses to the questions, raising a new question or issue, or providing a relevant website or an example from previous experiences or that fits with the topic. Postings should include page numbers in the readings where appropriate.

There will always be an area for SPECIFIC QUESTIONS every week, so don’t hesitate to ask. There is NO SUCH THING as a dumb question!! If you have a question, chances are someone else does too, so ask away!!!

Rubric for weekly online participation:
8 points – 3 or more substantial postings
7 points – 2 substantial postings
6 points – 2 minor postings or only 1 substantial posting
5 points – minor postings only
I will be closing the discussions as we go, but if you miss a week, you should have 1 - 2 weeks to catch up. Catching up is really hard though, so try not to get very far behind. If you have issues with time, please let me know. As you already know, 8 weeks goes really fast!!!!!

OTHER INFORMATION:
Class Conduct:
See the UNC Student Handbook at http://www.unco.edu/dos/docs/StudentHandbook.pdf for more information.

The UNC Honor Code is below.

“All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.” http://www.unco.edu/dos/honor_code.htm

ACCOMODATIONS STATEMENT

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

INCLUSIVITY STATEMENT

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

READING SCHEDULE

The readings and the schedule of readings and paper assignments will be posted on Blackboard.