

Learning and Instruction

PSY 681, 3 credits, Online, June 3 to July 26, 2019

Instructor: Dr. Cassandra Bergstrom

Office: McKee 61

Office Phone: 351-2587

Office Hours: I am available by email (excluding weekends and holidays)

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Required Text

Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice*. (2nd Ed.). San Francisco: Jossey-bass.

Available as either a paper text or an e-text. Make sure it's the second edition! Please see the UNC bookstore for your options. Other readings will be posted on Canvas.

Canvas Site: <https://unco.instructure.com/>

Course Objectives

Students who are successful in this course will:

1. Describe the nature of metaphors for teaching and learning and how they influence practice.
2. Explain how constructivism has influenced our educational system and how it can inform teaching strategies and decisions.
3. Describe the effects of positive teacher expectations on student achievement, particularly with respect to specific subject matter areas.
4. Summarize the main theories of learning and cognition that apply to teaching, including information processing theory, situated cognition, and meaningful learning.
5. Explain the purpose of Learner Centered education and summarize the APA Learner-Centered Principles.
6. Analyze the effects of positive teacher expectations on student achievement, particularly with respect to specific subject matter areas.
7. Give examples of the characteristics of learner-centered classrooms and describe how teachers can enhance their students' achievements with these principles.

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 Requirements

Required course activities include online class participation, timely completion of required readings, discussion board activity, and reflection/case study assignments. Students will be asked to investigate specific components of cognitive and instructional issues and share their findings.

Course Format

This course is completely online. Depending on how fast you read and type, expect this course to take around 15-20 hours per week. You are responsible for keeping up with the readings and activities listed on the course schedule. You will need average computer skills and a reliable internet connection to participate in this class. While I can answer some technical questions, your best bet is UNC's Help Desk, which is available 24 hours a day. You can reach them at 970-351-HELP (970-351-4357) or 1-800-545-2331. Also see: <http://www.unco.edu/canvas/student-support/index.aspx>

Points and Grading

Your grade for this course will be determined by the number of points that you receive in each of the following sections. Late work will be accepted, but you will not receive full credit for the work. I will keep track of your points on Canvas under "Grades". Final grades will NOT be rounded.

A = 93.0% - 100.0%	B+ = 87.0% - 89.9%	C+ = 77.0% - 79.9%	D+ = 67.0% - 69.9%
A- = 90.0% - 92.9%	B = 83.0% - 86.9%	C = 73.0% - 76.9%	D = 60.0% - 66.9%
	B- = 80.0% - 82.9%	C- = 70.0% - 72.9%	F = 59.9% and below

Discussion Board Postings	8 X 15 pts	120 pts
Reflection Papers	3 X 40 pts	120 pts
Case Study Analysis	1 X 50 pts	50 pts
TOTAL		290 pts

Please contact me at any time with questions concerning grading.

Discussion Board Postings

The discussion board postings are activities and discussion questions designed to help you process and discuss the material we are covering with your fellow students. It is recommended that you log into the website early in the week to look at the discussion starters and then every day 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 a face-to-face class. Your job is to read the material for each week and make at least FOUR postings each week on these discussion starters. 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/discussion starters, 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 text where appropriate.

Number of Postings	10 pts Four Postings	8 pts Three Postings	6 pts Two Postings	4 pts One Posting	2 pts One Reply
Content	5 pts Substantive posting w/ novel contribution	4 pts Posting that contributes to conversation	3 pts Posting that supports prior comments	2 pts Posting that does not add to conversation	1 pt Posting with no substance

There will always be a discussion thread dedicated to 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!

For more information and to complete the postings, go to the **"Discussion"** section of Canvas.

Reflection Papers

Specific instructions and options for each assignment will be posted under the **"Assignments"** link on Canvas. The Reflection Papers give you the opportunity to write about intriguing connections between the topics and "big ideas" we will cover and your everyday life. Below is the rubric for the Reflection Papers:

Area/Level	Exceeds Expectations	Meets Expectations	Redo
Evidence of Reflection	15 pts Demonstrates a thorough understanding of the prompt and subject matter. The ideas are non-trivial and show evidence of author's own thinking and connections to/reflections on course content.	10 pts Demonstrates a basic understanding of the prompt and subject matter. There is little evidence of reflective or creative thinking about the topic.	5 pts Demonstrates little or no understanding of the prompt and subject matter. No indication of creative or reflective thinking.
Links to Course Readings and Add'l Research	15 pts Reasons, concrete examples, or evidence are used sufficiently and effectively to support the main points of the paper. All supportive facts are reported accurately and cited properly.	10 pts Reasons, concrete examples, or evidence are used to support the main points of the paper, but the quality of some of the support is questionable.	5 pts Insufficient reasons, evidence, or examples are present to support the main points of the paper, or the evidence and examples are not applicable to the points being made.
Writing and Formatting	10 pts The paper uses correct spelling and punctuation. Sentences are clear and easy to understand with varied structure. Effective word choice and syntax in APA style.	7 pts The paper contains occasional but limited errors in syntax, grammar, punctuation, and style.	4 pts The paper contains frequent errors in syntax, grammar, and punctuation. The meaning of some sentences is hard to discern.

For more information and to complete the assignments, go to the **Assignments** link on Canvas.

Case Study Analysis

Specific instructions and options for the case study analysis assignment will be posted under the **Assignments** link on Canvas. The Case Study Analysis will afford the opportunity to relate the content we are covering to real-life examples. Three case study options will be available to analyze: 1) through the lens of learning theories and 2) through the lens of learner-centered

principles. There is an optional discussion board forum dedicated to each case, if you would like to discuss elements of the case with your classmates prior to completing the case study analysis. Below is the rubric for the case study analysis:

Area/Level	Exceeds Expectations	Meets Expectations	Redo
Identify and Analysis of Main Issues	10 pts Identifies and demonstrates a sophisticated understanding of the main issues/problems in the case study.	7 pts Identifies and demonstrates an acceptable understanding of most of the issues/problems.	4 pts Identifies and demonstrates a basic understanding of some of the issues/problems in the case study.
Recommendations on Effective Solutions/Strategies	15 pts Recommendations are supported with strong arguments and well-documented evidence. The ideas are non-trivial and show evidence of author's own thinking.	10 pts Recommendations are supported with limited evidence. There is little evidence of creative thinking or engagement with ideas.	5 pts Little or no action suggested and/or inappropriate solutions proposed to the issues in the case study. No indication if creative thinking or engagement.
Links to Course Readings and Add'l Research	15 pts Reasons, concrete examples, or evidence are used sufficiently and effectively to support the main points of the paper. All supportive facts are reported accurately and cited properly.	10 pts Reasons, concrete examples, or evidence are used to support the main points of the paper, but the quality of some of the support is questionable.	5 pts Insufficient reasons, evidence, or examples are present to support the main points of the paper, or the evidence and examples are not applicable to the points being made.
Writing and Formatting	10 pts The paper uses correct spelling and punctuation. Sentences are clear and easy to understand with varied structure. Effective word choice and syntax in APA style.	7 pts The paper contains occasional but limited errors in syntax, grammar, punctuation, and style.	4 pts The paper contains frequent errors in syntax, grammar, and punctuation. The meaning of some sentences is hard to discern.

For more information and to complete the assignments, go to the **Assignments** tab on Canvas.

Honor Code

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/DSS/UNHonorCode.html>

Academic Conduct

Students are expected to follow the rules of academic conduct as set forth in the University Student Handbook. Plagiarism on any work submitted for this course is unacceptable and will be addressed with the possibility of receiving a zero on the assignment or even an F in the course. Plagiarism includes acts such as submitting the work of another as your own, collaborating on an assignment without prior instructor approval, and incorrect citation of paraphrased content in both intentional and unintentional cases. All homework assignments and papers will be scanned with Safe Assign to detect plagiarism.

Accommodations Statement

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services (www.unco.edu/dss) at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner. I would also encourage you to meet with me to discuss your needs as soon as possible.

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.

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (<http://www.unco.edu/cebs/diversity>).

PSY 681 Summer 2019 Class Schedule

Week	Start Date	Readings	Assignments	Due*
Unit 1: Introduction, Metaphors, and Constructivism				
1	June 3	Metaphor Powerpoint Slides Pugh Chapter Philosophical Viewpoints Comparison Chart	<ul style="list-style-type: none"> • Introductions Forum • Week 1 Discussion Board 	6/9 6/9
2	June 10	Constructivism Powerpoint Slides Tobin & Tippens Chapter Ernest Chapter	<ul style="list-style-type: none"> • Week 2 Discussion Board • Reflection Paper 1 	6/16 6/16
Unit 2: Overview of Learning Theories				
3	June 17	Driscoll Chapters 1 & 3 Watch "How Does Your Memory Work"	<ul style="list-style-type: none"> • Week 3 Discussion Board 	6/23
4	June 24	Driscoll Chapters 4 & 5	<ul style="list-style-type: none"> • Week 4 Discussion Board • Reflection Paper 2 	6/30 6/30
Unit 3: Learner-Centered Teaching and Learning				
5	July 1	Lambert & McCombs Chapters 1 & 2 Weimer Chapters 1 & 2	<ul style="list-style-type: none"> • Week 5 Discussion Board 	7/7
6	July 8	Weimer Chapters 3-5	<ul style="list-style-type: none"> • Week 6 Discussion Board • Reflection Paper 3 	7/14 7/14
Unit 4: Implementing Learner-Centered Teaching				
7	July 15	Weimer Chapters 6 & 7 Hattie & Gan Chapter	<ul style="list-style-type: none"> • Week 7 Discussion Board 	7/21
8	July 22	Weimer Chapters 8 & 9	<ul style="list-style-type: none"> • Week 8 Discussion Board • Case Study Analysis • ALL work turned in by 	7/26 7/26 7/28

*By 11:55pm on the listed date.

Note: You can complete assignments early, but not late. So if you know you will be gone or without Internet access, work ahead. If a sudden emergency or illness occurs, let me know and I will make exceptions. This schedule is subject to change at the discretion of the instructor.