** EDUCATIONAL PSYCHOLOGY 510**

**LEARNING THEORY IN EDUCATION**

**Summer I 2013 Fridays 9-11:30 am**

**Chandler Center, UA classroom**

INSTRUCTOR: Heidi Legg Burross, Ph.D.  
CONTACT: e-mail: [heidi@u.arizona.edu](mailto:%20heidi@u.arizona.edu) (<-best way to reach me); office phone: 621-1796  
OFFICE: Education building, room 611

MESSAGE OFFICE: drop off messages in Education room 602  
OFFICE HOURS: Mondays, Tuesdays, and Thursdays 11:30 am - 12:15 pm

TEACHING ASSISTANT: Elizabeth Freiberg, Ph.D.

EMAIL: freiberg@email.arizona.edu

OFFICE HOURS: Tuesdays and Wednesdays 10:45-11:45 am  
OFFICE: UA Education building, room 617

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

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

**Course Requirements:**

Assignments 100 points 25% of total

Group paper 60 points 15% of total

Exams 240 points 60% of total

**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

**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 turned in to the dropbox on D2L. They will be considered late if not submitted by 5 pm on their due dates. Assignments late *for any reason* will be accepted for half of earned credit until 24 hours past the due date and time. No credit will be given to assignments after one day past their due dates. Electronic issues are not excuses for late or incomplete submissions. Early submission is encouraged.

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 children and/or 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.

**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:** Lectures will be recorded in Tucson. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion and absences pre-approved by the UA 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, handouts, announcements, and lectures will be posted to D2L. Students may also be asked to use the D2L to communicate with classmates. Lectures will be conducted at UA Tucson from 9-10:45 am weekdays and recorded using the Panopto program.

**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 your instructor. Threatening or harassing behavior is not permitted and will be reported. <http://policy.web.arizona.edu/~policy/threaten.shtml>

**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 me in order to continue in this course. The University’s Code of Ethics and Conduct will be followed: <http://dos.web.arizona.edu/uapolicies/>

**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*

**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 10 July 2014. 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.

**ADA Statement:** **If you anticipate barriers related to the format or requirements of this course, please meet with me so that we can discuss ways to ensure your full participation in the course. If you determine that disability-related accommodations are necessary, please register with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.**

**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!**

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| Tentative schedule  (subject to change) | | | | |
| Date | Recordings posted | Readings in LeFrancois | Online Tasks | @ Chandler |
| 6/9 | introduction to the class  research in learning | Chapter 1 | Review syllabus |  |
| 6/10 | classical conditioning | Chapter 2 |  |  |
| 6/11 | behaviorism in transition | Chapter 3 |  |  |
| 6/12 | operant conditioning | Chapter 4 |  |  |
| 6/13 |  | Chapters 1-4 |  | **Exam 1** |
| 6/16 | evolutionary psychology | Chapter 5 |  |  |
| 6/17 | social cognition | Chapter 11 |  |  |
| 6/18 | introduction to cognitive theories | Chapter 6 | Assignment 1 due |  |
| 6/19 | Piaget, Vygotsky, & Bruner | Chapter 7 |  |  |
| 6/20 |  | Chapters 5-7, 11 |  | **Exam 2** |
| 6/23 | information processing | Chapter 9 | Assignment 2 due |  |
| 6/24 | motivation | Chapter 10 |  |  |
| 6/25 | motivation | Chapter 10 |  |  |
| 6/26 | individual differences | supplemental readings |  |  |
| 6/27 |  | Chapters 9-10 & SR |  | **Exam 3** |
| 6/30 | psychological development | supplemental readings | Assignment 3 due |  |
| 7/1 | cognitive development | supplemental readings |  |  |
| 7/2 | cognitive development | supplemental readings |  |  |
| 7/3 | moral & social development | supplemental readings |  |  |
| 7/4 | *no classes* |  |  |  |
| 7/7 | adolescent issues | supplemental readings | group paper due |  |
| 7/8 | wrap-up |  |  |  |
| 7/9 | wrap-up |  |  |  |
| 7/10 | wrap-up |  |  |  |