

EDUC 782 Section 001
Psychology of Learning in the School
Fall 2007
Wednesdays 4:00-6:50pm
Greenlaw 0321

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Office Hours: To be determined by the class
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CONCEPTUAL FRAMEWORK

Preparing Leaders in Education

The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.

The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.

For Equity and Excellence

Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.

Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

In a Democratic Society

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

School of Education Conceptual Framework Principles

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education's goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

SOE Conceptual Framework Dispositions

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

COURSE DESCRIPTION

This course specifically addresses the development of knowledge, skills, and abilities that foster the development of the dispositions and beliefs described previously. This is a subject-centered, not teacher- *or* student-centered course. As such, it depends upon the involvement of the student as a partner in, not a passive recipient of, the exercise of learning and education.

This course will specifically examine current theory and research regarding formal and informal learning from birth through adulthood, with a focus on school-based learning. Students will receive a background in the origins of current models of learning, but a complete historical overview is not the goal of this course. Students will become familiar with numerous cognitive and social processes involved in learning and examples of how these processes are enacted and studied in learning environments.

Most classes will follow the same basic format. First, students will have some time (approximately 10 minutes or so) to write a journal entry. After journaling, a brief overview of the assigned readings will occur, followed by discussion regarding the relevant topics. After a break the application article(s) will be treated the same way, except this portion will be lead by a student.

COURSE OBJECTIVES

By the end of this course, students will have had an opportunity to:

1. build their knowledge of theories, models, and research foundations of educational psychology;
2. gain an understanding of the general development of educational psychology research and theory over the last 30 years;
3. learn how to apply theory and research in educational psychology to formal and informal learning situations;
4. formulate and synthesize their own perspective upon how educational psychology can be best utilized in formal and informal learning situations; and
5. develop their written and oral presentation skills.

REQUIRED READINGS

There is no official textbook for this course. All of the readings will be original source articles or literature reviews. Most of these are available through UNC's online subscriptions to ERIC and PsycInfo. I will provide pdf format files when necessary.

If you have very little to no background in psychology and/or education, you might want to pick up the following text via a local bookstore or online source:

Alexander, P. A. (2006). *Psychology in learning and instruction*. Upper Saddle River, Ohio: Pearson Education, Inc. ISBN: 0-13-974874-1

I can provide you with information regarding relevant chapters for each week's topics.

STUDENT RESPONSIBILITIES

Students in EDUC782 will be expected to:

1. be respectful of the instructor, fellow students, and the educational mission of this course;
2. complete all assigned reading by the date specified;
3. complete all in-class or out-of-class assignments by the date designated;
4. participate actively and substantively in class discussions and activities; and
5. be familiar with the UNC Honor Code and follow it accordingly.

COURSE ASSESSMENT

ASSESSMENT VALUES	
Journal Entries	5% of final grade
Application Presentation and Discussion	20% of final grade
Initial Comprehensive	10% of final grade
Second Comprehensive	20% of final grade
Final Comprehensive	30% of final grade
Student Presentation	15% of final grade

Journal Entries: Students are asked to purchase a spiral bound notebook in which to write their journal entries. Each week students will spend the first portion of class writing their thoughts about the week's readings as well as any other ideas, concerns, questions, or thoughts about the course in general. Journals will be collected by the instructor, read after class, and given back at the beginning of the next class with responses. I would like journal entries that show you are engaging with the material and asking good questions about it. Journal entries should not be simply a list of factual statements about the readings.

Application Presentation and Discussion: Students will choose one week where they will be responsible for the application reading presentation and discussion. This will involve being prepared to present a short (15-20 minute) summary of the article and how it relates to that week's readings, as well as the work already covered in the class. Then the student will lead a discussion for the remainder of the class that should expand upon the ideas of the article and the week's topic. Students will be assessed regarding their grasp of the content of the article, ability to summarize and synthesize it accurately and efficiently, and their ability to lead an informative discussion. A student self-evaluation of this presentation and discussion will be due by 5:00pm on the Friday of that week. I am happy to meet with students regarding their presentation, but this meeting must occur prior to the day of the class, and must be scheduled at least two days in advance.

Comprehensives: Three times during the semester, students will be asked to integrate what they have learned to address the following:

- 1) What aspects of educational psychology do you believe have the most relevance for educators today? Explain why you think this.
- 2) Of the many questions and issues that are as of yet unresolved in educational psychology, which do educators most need answered? Explain why you think this.

It is expected that students will reference the articles and discussions from this course, but no additional literature is needed, although it can be used if you wish. Comprehensives should be written as a formal paper in APA style, with references. The initial comprehensive covers the least amount of material, therefore it

comprises the smallest percentage of your final grade, with the second and final each covering more material and being worth more. Each comprehensive will be graded with comments and returned prior to the next being due. It is expected that my comments regarding one comprehensive will be addressed in the next, and that each comprehensive will build upon the last to some degree, depending upon how the student's thinking has evolved.

I do not give out page number guidelines, but in general would be surprised if the first comprehensive could be adequately completed in less than 3 pages, and equally surprised if it required more than 6 pages.

Student Presentation: During the last two weeks of the semester, students will individually present their answer to question 1 of the comprehensives as if they were in charge of conducting an in-service for educators. Students can choose the kind of educators (teachers, professors, parents, lobbyists, museum docents, etc) to whom they wish to tailor their presentation. Presentations should focus upon a clear explanation of the basic ideas as well as practical advice for how that group of educators could incorporate those ideas into their work. Presentations should be 20 minutes long and can incorporate audio/visual materials. Please consult with me at least a week in advance if you need equipment. Students will be expected to have handouts for each member of the class and will be required to hand in a self-evaluation by 5:00pm on the Friday after their presentation. I am happy to meet with students to discuss their presentations, if they wish.

COURSE REQUIREMENTS

Grading: Students will EARN their grades as defined by the Graduate School's guidelines: High Pass, Pass, Low Passing, and Failed. A grade of "High Pass" is reserved for students who do outstanding work throughout the course as evidenced by actively participating in class and making substantive contributions, as well as completing assignments on time with work that reflects quality writing and original thinking. Students who actively participate in class but do little to further the level of intellectual discourse, and complete their assignments on time with average writing and thinking will earn a grade of "Pass." A grade of "Low Pass" will be earned if a student passively participates in class, making few contributions, and completes assignments on time with work that is consistently less than competent throughout the course. Students who do not participate in class, do not hand in assignments on time, and overall do work that falls far below expectations will have earned a grade of "Failed."

Students are expected to follow Graduate School guidelines for appealing their final course grade.

Paper Submission/Late Assignments: All assignments are to be printed, stapled, and turned in at the **start** (i.e. the first 5 minutes) of class the day the assignment is due. I expect that when students hand in assignments that they will also stay for the class meeting. I **do not** accept email submission of assignments. Computer problems, errors, etc do not count as a legitimate excuse for failing to turn in your assignment on time. If other issues arise, please see me prior to the due date.

Unexcused late assignments will be penalized 5% for each weekday beyond the deadline. Late assignments should be turned in during business hours at the Human Development and Psychological Studies Office, 105 Peabody Building, to the person at the front desk who will initial and time stamp the document and submit it to me.

Paper Format: APA format is required for all papers. Information about APA format is available at: <http://www.apastyle.org>. A good crib sheet can be found here: <http://www.wooster.edu/psychology/apa-crib.html>, but it is not all-inclusive. If you are unfamiliar with APA format, I suggest you go to the library and look at the *APA Publication Manual (5th ed., 2001)*.

Writing Assistance: Good writing skills are an essential part of graduate education. I will be grading your assignments with the expectation that you are able to clearly convey your message. If you have trouble with your writing, I suggest you speak to me or seek assistance at the University's Writing Center: <http://www.unc.edu/depts/wcweb/> I also recommend you look at this webpage, particularly the "Top Twenty" links: <http://bcs.bedfordstmartins.com/smhandbook6e/Player/index.aspx>

Final Grades: Final grades are just that, final. Final grades will only be changed if there was a calculation error. No work will be accepted after 5:00pm on Friday, December 7, 2007, including rewritten papers.

Attendance: It is your decision regarding your attendance just as it is your responsibility for all material covered in class lectures and discussions. I believe it highly unlikely that you will do well in this class without consistent attendance. It is up to the individual student to obtain class notes and information from other class members when class is missed.

Students with Disabilities: If you are a student with a documented physical or learning disability that requires accommodation, please provide me with the appropriate documentation from Disability Services by **Wednesday, September 5, 2007** so that we can make the necessary arrangements. If you have a disability and have not yet registered with the University, please contact Disability Services at 919-962-8300 or see this website: <http://disabilityservices.unc.edu/eligibility/document-guidelines.html>

No accommodations will be made without prior documentation from Disability Services.

Religious Observances: If religious observances during the semester will conflict with class attendance or assignment completion, please contact me by **Wednesday, September 5, 2007** so that we can make the necessary arrangements.

Cell Phones: All cell phones must be turned off or set to vibrate.

Academic Integrity: The University of North Carolina, Chapel Hill has an Honor Code. This Code sets standards for academic integrity for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of all Honor Code violations, including cheating, fabrication, facilitation, and plagiarism. For more information on the Code, please visit <http://honor.unc.edu/honor/index.html>

In addition to the requirements expressed in that Honor Code, the following signed statement is requested on EVERY assignment and examination: "As a Student at the University of North Carolina, I am on my Honor not to lie, cheat, or steal, and to encourage others to uphold this at Carolina"

It is the individual responsibility of all students to be familiar with and abide by all aspects of the University's Academic Integrity Policies. If you have questions about academic integrity policies please contact me. Any violations of the Honor Code will be subject to reporting and those individuals involved subject to consequences to the full extent of the administrative process.

SCHEDULE AND TOPICS

****This schedule may be adjusted if we find we need more time for certain topics, but you should assume all assignments and readings are due on the days indicated unless I explicitly tell you otherwise.**

Date	Topic/Assignments Due	Readings	Application Reading
August 22	Introduction to course; apprenticeship of observation		
August 29	The science of learning, constructivism	Pressley & Roehrig (2003); McInerney (2005)	Mayer (2004), Dean & Kuhn (2006)
September 5	Brain development	National Research Council (1999) Chapter 5 (optional); Byrnes & Fox (1998)	Bruer (2002); Goswami (2006)
September 12	Cognitive development	Bentham (2002) Chapter 1 (optional); McGarrigle & Donaldson (1974)	McNeill et al. (2006)
September 19	Information processing theory and cognitive load theory	Mayer (1996); Baddeley (2003); van Merriënboer & Sweller (2005)	Ornstein & Haden (2001)
September 26	Knowledge, strategic learning <i>Initial comprehensive due</i>	Alexander et al. (1991); Alexander et al. (1998)	Glaser & Brunstein (2007)
October 3	Transfer, problem-based learning	Alexander & Murphy (1999); Hmelo-Silver (2004)	Kirschner et al., (2006)
October 10	Conceptual change, epistemic beliefs	Hofer (2001); Dole & Sinatra (1998)	Chinn & Malhotra (2002)
October 17	NO CLASS – FALL BREAK STARTS AT 5pm		
October 24	Motivation	Eccles & Wigfield (2002); Meece et al. (2006)	Urdan & Mestas (2006)
October 31	NO CLASS		
November 7	Self-schemas, self-efficacy, attributions <i>Second comprehensive due</i>	Bandura (1993); Hareli & Weiner (2002)	Chemers et al. (2001)
November 14	Self-regulated learning	Zimmerman (2002)	Wolters (2003)
November 21	NO CLASS		
November 28	Social constructivism, socioculturalism	Levine et al. (1993); Phillips (1995)	Cobb & Yackel (1996); Bereiter (1994)
December 5	Student presentations		
Friday, December 7, 4:00pm	NO CLASS <i>Final comprehensive due, 113 Peabody Hall</i>		

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