SPRING 2011
EDFS 632: Human Learning, Cognition and Motivation

Meeting Time: Wednesdays 4:15-7:00
Meeting Place: Education Center (ECTR) 212
Instructor: Anne Gutshall, Ph.D
Office Location: 86 Wentworth #328
Telephone: 953-5892
Email: gutshalla@cofc.edu
Office Hours: Mondays and Wednesdays 12:00-2:30 or anytime by appointment

Textbooks:


Course Description: This course examines current research on human learning including the advances in the study of learning as well as practical applications of what we know about learning on the design of curriculum, teaching and assessment. The course examines important concepts and theories in educational, cognitive and social psychology and offers the student opportunities to develop their teaching skills through application of the theories and concepts with attention to the realities of teaching. (3 graduate credit hours)

Course Objectives and School of Education and Council for Exceptional Standards Assessed:

1. Students will comprehend concepts and theories of educational psychology and apply those theories and concepts to teaching. (Standard I, III)
2. Students will experience informed decision making and reflection as they analyze individual student scenarios. (Standard I, III)
3. Students will understand theories of human development and their application to learning. (Standard I, III)
4. Students will demonstrate knowledge of learning theories and their implications for teachers. (Standard I)
5. Students will comprehend critical elements of teaching and how those elements mesh with theories of development and learning (Standard I, III, IV)
6. Students will understand the role of the various psychological processes including attention, perception, language, and cognition on learning (Standard I)
7. Students will examine individual differences and their impact on teaching and learning. (Standard I, III)
8. Students will develop a knowledge of assessment and evaluation and the roles of each in teacher decision making (Standard III, VI)
9. Students will understand the role of motivation in the psychology of learning and will develop concepts and approaches to classroom management as building an optimal environment for student learning (Standard III)

Major Topics:

Basic Brain Anatomy and Function  
Human Cognitive Development  
Basic Cognitive Processes  
Attention and Concentration  
Perception  
Memory  
Thinking  
Language  
Learning and Transfer  
Motivation  
Metacognition  
Effective Brain Based Teaching Strategies  
Technology and Learning  
Creating Optimal Learning Environments

*If there is student in this class who has a documented disability and has been approved to receive accommodations through SNAP Services, please feel free to come and discuss this with me during my office hours.*

All students are expected to follow the College of Charleston Honor Code which can be found in the Student Handbook at [http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html).

Grading and Evaluation Scale:

A=93-100  
B+=88-92  
B=83-87  
C+=78-82  
C=74-77  
F=below 74
### Assessment and Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Action Research Proposal</td>
<td>60</td>
</tr>
<tr>
<td>Individual Action Research Paper</td>
<td>100</td>
</tr>
<tr>
<td>Action Research Poster Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Topical Research Summary</td>
<td>50</td>
</tr>
<tr>
<td>Discussion Post Entries</td>
<td>50</td>
</tr>
<tr>
<td>Daily Class Participation and Attendance (5 points per class)</td>
<td>60</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
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**TOTAL POINTS= 520**

### Description of Assignments:

1. **Individual Action Research Proposal:** Student will meet individually with the instructor to review and obtain approval for action research. Student will identify the subjects, purpose, method and nature of student contact for their proposed research.

2. **Individual Action Research Paper:** Student will select a research topic in the area of human learning that relates to the education setting. Students should seek the permission of the instructor prior to the beginning of the project. Students will research their topic and conduct action research to test out their new understanding. A minimum of five resources will be used. Resources may include: books, articles, videos and online sources. No less than five research articles may be used. The paper will be 7-10 pages doubled spaced and written in APA style, 5th edition.

3. **Action Research Poster Presentation:** Student will prepare a visual presentation of their action research and research topic to present to the class.

4. **Topical Research Summary:** On the first day of class, students will be asked to sign up to share topical and relevant research on a class topic twice this semester. Students will research the class topic and find one recent, relevant piece of research to present to the class. Presentations may be solely oral in nature and should be about 5-10 minutes in length.

5. **Discussion Posts:** Students will be asked to comment on instructor and classmates’ postings relevant to the course topic. Entries are designed to further students’ understanding and knowledge depth in specific course areas.

6. **Daily Class Participation and Attendance:** Students are expected to attend each class, on time, unless an emergency arises. Students are expected to have read all assigned reading and be prepared to participate in group discussions and activities.

7. **Final Exam:** Student will demonstrate mastery of course content with emphasis on the major topics presented.
Jan. 12  Introduction to course
     Introduction to the brain (Sousa Chap 1)

Jan. 19  Cognitive Development: a summary from conception to adolescence (Branson Chapter 4)

Jan. 26  Overview of the major cognitive processes
     In-depth discussion of attention
     Reading Assignment: Branson Chapter 5 and Sousa Chap 2)

Feb. 2   Memory- short term, long term, encoding, storage/retrieval (Sousa chap 3)

Feb. 9   Emotion, states of arousal and the impact on learning
     Movement, physical fitness and the mind body connection

Feb. 16  Research Proposals due: students meet individually
     With instructor

Feb. 23  Research Proposals due: Students meet individually
     With instructor

Mar. 2   Motivation- what makes students want to learn?
     How teachers can best motivate students
     Intrinsic vs. Extrinsic Motivation

Mar. 9   No Class-Spring Break

Mar. 16  Metacognition (Sousa Chapter 7)

Mar. 23  Learning and Transfer: making connections outside the Classroom
     Reading Assignment: Branson Chapter 3 and Sousa Chapter 4)

Mar 30   Designing learning environments with the brain in mind
     Homework: Massed vs. Distributed Practice
     Learning styles, novice vs. expert learners, can we categorize types of learners?
     Reading Assignment: Branson Chapter 2 and 6 and Sousa Chapter 5

Apr. 6   The Speaking, Reading and Mathematical Brain (Reading Assignment TBD)
Apr. 13

Effective classroom assessment of learning
Exploring technology to support brain based learning

**Reading Assignment:** Branson Chapter 7 and 9
And Sousa Chap 8

April 20

Final Exam (Take home)

May 4

Action Research Paper Due/Individual Student
Presentations of Research
Assignment: Daily Class Participation and Attendance

Total Points: __________/60 (5 points)

<table>
<thead>
<tr>
<th>Points</th>
<th>Components</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>___/1</td>
<td>Attendance</td>
<td>Student is absent or more than five minutes late (0 points)</td>
<td>Student is in class and on time ( 1 point)</td>
</tr>
<tr>
<td>_____/4</td>
<td>Participation</td>
<td>Student may not have demonstrated knowledge of content or participated in group discussions in a professional manner (0-2 points)</td>
<td>Student demonstrated knowledge of content and was an active participant in class discussions (3-4 points)</td>
</tr>
</tbody>
</table>
Name:_____________________________________________

Assignment: Action Research Paper

Total Points:_________/100

<table>
<thead>
<tr>
<th>Points</th>
<th>Components</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>____/15</td>
<td>Action Research</td>
<td>Action research on at least one participant was not completed or partially completed. Research is not conveyed and/or relevant to the topic (0-9)</td>
<td>Action research related to the topic was completed on at least one participant. Research is conveyed and is relevant to the topic (10-13)</td>
<td>Action research clearly relevant to the topic was completed on at least one participant. Research is relevant to the topic and clearly relates to the paper (14-15)</td>
</tr>
<tr>
<td>____/70</td>
<td>Research Paper</td>
<td>Research may not provide clear summary and analysis of topic. Paper may not draw clear connection between topic and educational setting (0-57)</td>
<td>Research paper provides a clear summary and analysis of the topic and draws a connection between the topic and the educational setting (58-65)</td>
<td>Paper provides a clear summary and analysis of the topic. The connection between the topic and the relevance to the educational setting is clearly drawn (66-70)</td>
</tr>
<tr>
<td>____/15</td>
<td>APA Style/errors</td>
<td>Paper is in APA style with multiple errors (0-9)</td>
<td>Paper is in APA style with minimal errors (10-13)</td>
<td>Paper is in APA style with no errors (14-15)</td>
</tr>
</tbody>
</table>
Name: __________________________________________

Research Poster Presentation

Total Points: ___________/100

<table>
<thead>
<tr>
<th><strong>Components</strong></th>
<th><strong>20 possible points per component</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance - neat and interesting</td>
<td></td>
</tr>
<tr>
<td>Research Question and Data Collection Method- identified clearly</td>
<td></td>
</tr>
<tr>
<td>Summary –includes interesting research highlights</td>
<td></td>
</tr>
<tr>
<td>Clear connection to education- what did you learn and how will you use it someday?</td>
<td></td>
</tr>
<tr>
<td>Oral Summary- Clear and concise-(ie. In your <strong>five minutes</strong> you walk us through your poster and we understand what you researched, what you found and how it relates to teaching)</td>
<td></td>
</tr>
</tbody>
</table>
Name:____________________________

Assignment: Individual Topical Research Summary

<table>
<thead>
<tr>
<th>Points</th>
<th>Components</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>___40</td>
<td>Research relevance</td>
<td>Research chosen is not relevant to class topic as listed on the syllabus (0-34)</td>
<td>research is relevant to class topic as listed on the syllabus (35-37)</td>
<td>Research chosen is highly relevant to the class topic as listed on the syllabus (38-40)</td>
</tr>
<tr>
<td>___10</td>
<td>Oral Presentation</td>
<td>Student does not clearly convey the research so that it is easily understood by the class (0-7)</td>
<td>Student conveys the research so that it is understood by the class (8-9)</td>
<td>Student clearly conveys the research so that it is easily understood by the class (10)</td>
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**Research Proposal**

Name:_________________________________

_________/60points

<table>
<thead>
<tr>
<th></th>
<th>comments</th>
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</thead>
<tbody>
<tr>
<td>Research Question _____/10</td>
<td>Student has a clear, objective and measurable research question(0-10)</td>
</tr>
<tr>
<td>Subjects _____/10</td>
<td>Student clearly identifies who the subjects will be, how many subjects will be in the study and the nature of the student’s contact with the subjects (0-10)</td>
</tr>
<tr>
<td>Purpose_____/10</td>
<td>Student clearly conveys the purpose the research and it is clear that the student understands specifically what it is she wants to determine (0-10)</td>
</tr>
<tr>
<td>Time line____/10</td>
<td>Student clearly outlines start date, data collection dates and end dates (0-10)</td>
</tr>
<tr>
<td>Method_____/10</td>
<td>Data collection procedures are clearly identified and specified including the specifics of variable manipulation (0-10)</td>
</tr>
<tr>
<td>Nature of Student Contact _____/10</td>
<td>The student clearly describes exactly what students will be asked to do(0-10)</td>
</tr>
</tbody>
</table>
Name: ________________________________

Discussion Board Entries _____/50

<table>
<thead>
<tr>
<th></th>
<th>Incomplete (0)</th>
<th>Complete (0-10points)</th>
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<tbody>
<tr>
<td>Entry 1</td>
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<td>Entry 2</td>
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<td>Entry 4</td>
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<td>Entry 5</td>
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