EDP 382L:  Instructional Psychology Spring, 2014

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**Texts**:

1.  In response to previous classes' feedback, I decided to actually have textbooks that you can use as your primary reference material.

If you have a strong background in learning already, or you have fundamentals of learning and motivation theories textbooks from previous courses, you can use your own reference materials and read what fits the topic theory of the day.  The topics are shown on the course schedule found at the end of this document.

If you don't have a good background in learning and motivation theories, I've arranged for two books I like that provide the basic information to be available through the COOP or you can get them at Amazon.

Schunk  6th edition  Learning Theories:  An Educational Perspective

Schunk, Pintrich and Meece 3rd edition  Motivation in Education

You could probably get by with a previous edition on either one.  They're not usually that different although the chapter orders change.  Look for the topic rather than the chapter.

Another good source for basic descriptions of theories is the Gale Virtual Reference Library available on the General Libraries reference site (http://www.lib.utexas.edu/indexes/titles.php?id=152).

Read the parts of whatever book or the description that deals with the topic of the week.  Then try the base reading.

**Other required readings to expand each topic**

2. I have also assigned some **base readings** and then offered suggestions about additional reading specific to a theory. **I only expect you to read the base readings and have reviewed or read something basic about the topics, such as the text chapters indicated**. Readings that not in journals are available on Blackboard, and I've included the citation for most of the rest which are in journals so that you can download them directly from the library if that's easier for you. Some are from handbooks, so those you have to get from Blackboard unless you own the book.

3. As part of your participation in class, you will look for and share **other related readings that illustrate how theories get applied to instruction in your specific area of interest**. Each week **you should post a short summary of your article** and you will have time to share your example during class.

**Goals:** This is a course in translating the theories and research on human learning and motivation into practice for ed psych students who will be working with designing instruction to meet the needs of a range of audiences and instructional situations. Here are my goals for the class:

      Goal 1: You will be able to describe how various learning and motivation theories get translated into design theories and instructional practice and how a given instructional practice might be derived from theory.

      Goal 2: You will be able to use the above theories to critique instructional designs that are proposed or currently in place in the field.

      Goal 3: You will be able to advise teachers, designers, or other interested parties about the possibilities for tailoring instruction for a given individual or situation, based on the principles of learning and motivation espoused in the theories above.

      For each theory we discuss, you will ask the following key questions:

      **How does this theory define learning or motivation and conceptualize what happens during learning or motivation?**

**In light of the above, what instructional strategies could be derived from that conceptualization of learning or motivation?**

**What are the main drawbacks of designing instruction from this perspective?**

And from your individual article contribution

**What ideas can you derive from your article that show how the topic would apply to your own specialization area?**

**Required context:** An important part of this class is putting the theories into context. That means you have to think about a concrete context to specialize in. You will be constantly asked to apply what we discuss to that context. A context might be a specific age group, a disability group, an instructional setting, an instructional delivery method (like technology-based).

**Performance evaluation:** Your grade will be assigned as follows. Descriptions of each activity are included in the next section.

Percent of grade based on your individual performance

1.  Major problem analysis paper (done in three parts)      45%

    This paper demonstrates your ability to apply psychological theory in your own professional area.

2.  Comparison of theories quizzes (2 at 15% each)  30%

    These two exams comprehensively test students' knowledge of the basics of the course. They will also

3.  Weekly individual article review posted on              25%

    Blackboard before class to be discussed in class.

*Individually prepared assignments*

**1.      Major problem analysis and proposal paper**

It is important to me that you are able to use what you learn in the class in your area of special interest.  Therefore I'm inviting you to identify an instructional problem that is prominent in your area of interest.  For example, if you work with special populations, select one area in which instructional strategies or systems are very important but problematic, such as inclusion in regular classrooms versus the need for IEPs and differential instruction with pull-out sessions.  The goal is to write a major paper which explains and analyzes the problem, reviews the literature on possible solutions, and finally proposes a new instructional solution based on one or more of the theories that we have studied.  The paper will be done across the semester in three parts as follows:

- Part 1:  What is the instructional problem and why is it important?  (up to 4 pages)
    - **Due  Feb. 14** (Friday) at midnight via email
- Part 2:  What does the literature say about how this problem is being solved at this point and what is wrong with those solutions?  (up to 10-12 pages)
    - **Due  Mar 21 (**Friday**)** at midnight via email
- Part 3:  What is your proposed solution and why would it work better than what was described in part 2?  This must derive from one or more of the theories discussed in class.  (up to 6-8 pages)
    - **Due  May 9<sup>th</sup> (**Friday) at midnight via email

**2.      Comparison of theories quizzes**

Since this is a core course for Ed Psych students, we have to have an exam.  So these exams will compare sets of theories in the way that you would be expected to know them for a departmental qualifying exam – that means, what are the theories in general and how do they compare in their application to instructional psychology problems. These will be done in class, but you'll have lots of information about preparing for them.

The dates are indicated on the schedule as **March 4 and April 22**

**Weekly Blackboard article annotation**

We are a learning community to some extent.  In most cases I am not an expert in all the professional specializations represented in the class.  So in addition to the base readings, which I have identified in the chart at the end of this document, you are asked to find an article in your own professional specialization that is related to the weekly topic and to **post a short bibliographic annotation (summary of about three paragraphs) plus the citation on the Blackboard site by 5 pm on the Sunday before class**.  At the Monday class meeting, you'll be asked to share the nugget of your article with the class or a small group, emphasizing how it is related to the week's topic.

The source of these articles can be your pre-existing library, or the result of a literature search you conduct during the week, or you can peruse the extra articles that I have posted under each topic's folder.  In the readings chart I've suggested possible search terms you can combine with your specialty area to find articles that might be of interest.  These are just suggestions.

**Class activities**: Since this is a 2.75 hour class, we're going to do a lot of different things each week so our attention is maintained.  Class will usually include a lecture and a lot of discussion, either as a whole group or as small special interest groups.

About 60 minutes: Presentation by the instructor and **discussion of base reading for the day plus** discussion by the groups on the key applications of the day's theory/method to specialty areas.  Be prepared to talk about your potential application of the day's topic.

Group work for about 45 minutes:  You will be discussing in groups this semester to share your own expertise with others.  These groups will be diverse in nature and changing, each person representing a different application situation (such as clinical, counseling, k-12 system, research, etc).  You will be the expert on your application setting and will help the others in your group understand how the reading/theory of the week applies in it.

*Somewhere in here we'll take a 15 minute break.*

60 minutes:  General discussion and comparison of findings looking for key ideas that cut across situations and clarifying confusions and critiquing the theory.

**Intangibles but very important to me**

On a less objective note, I'm often asked to serve on dissertation or qualifying exam committees for folks in this class. Therefore, I hope to form an impression of you as a professional in addition to your grasp of the content. To do that, I use the following:

1. Your overall participation in the groups and class
2. The professional quality of your work
3. Regular attendance (unless you let me know of a problem)

These things will enter into my assessment of you as a professional, just as they would on the job. They will determine the degree to which I'm willing in the future to support your work. They go beyond the grade to a more professional evaluation.

*Anything else?* I have laid out these course activities prior to meeting with the class, so it may be the case that the actual make-up of the class will necessitate some modifications. However, I will attempt to remain true to the course goals and basic outline, and I am always open to suggestions. Please ask me if you don't understand or need some help. Don't suffer in silence.

**Special needs:** The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact the Dean of Students at 471-6259; 471-4641 TTY. If they certify your needs, I will work with you to make appropriate arrangements.

If a class assignment falls due on a religious holy day for your religion, I will make arrangements to accommodate your needs.

The University considers class email to be an official communication of the University and expects it to be consulted and responded to in a timely fashion.


**Daily schedule and readings**

The next pages show the reading schedule for the class periods, including topics, readings, and assignment due dates. These and any articles you find from your own library will be the basis for the course.

**How to read the readings**

I am not one that encourages very detailed study of the base readings.  I would suggest that you make an outline of the main ideas contained in each such that you could describe the gist of the article to someone else who might consider reading it.  Just be sure to get an overall picture of what the base reading is saying about the following questions:

**How does this theory define learning or motivation?**

**How does this theory conceptualize what happens during learning or motivation?**

**In light of the above, what instructional strategies could be derived from that conceptualization of learning or motivation?**

**What are the main drawbacks of designing instruction from this perspective?**

And from your individual article contribution

**What ideas can you derive from your article that show how the topic would or would not apply to your own specialization area?**

So come to class on Monday ready to discuss the above five items, the first four about the texts and one of the base readings and the last one about your individual article.

If you have trouble finding additional articles that make a connection between your area and the week's topic, look over the additional readings that are in each topic's folder and pick one that sounds interesting.  You can choose to read from the perspective of a learner instead of a professional.

**Weekly Schedule, Readings, and Due Dates:**

**1.** Each week there is a chapter on the theory in the texts. They alternate between learning and motivation every other week. However, if you are well versed in that theory or you have other reading materials that would serve the same purpose, you can skip these. They are designated in the listing below as follows:

**S = Schunk Learning Theories;   SPM = Schunk, Pintrich and Meece  Motivation in Education  (Old versions of the book chapters are found in Blackboard.)**

**NOTE:  The chapter numbers in the readings chart below refer to the new edition of each book.  The old versions are indicated in the parentheses)**

2.  Each week there is a base reading or readings in bold.  Please read these for the discussion in class. Some are identified by their doi or URL.  If not, they are on Blackboard course documents.

3.  Each week find an article that relates to the theory showing its application or relationship to your own area of interest.  This article can be drawn from your own files from other classes.  You'll write your Blackboard discussion on this article.  If you have no special interest area, you will find that on Blackboard course documents there are several additional articles from which to choose for your Blackboard post so you can read whatever is interesting.  Maybe you'll find a special interest area as a result!

| Week(s) | Reading | Title and source |
|---|---|---|
| **January 13** | No reading | Course introduction and demonstration of the process to be studied. |
| **January 20** | No class | MLK holiday |
| **General overviews of learning and motivation** | | |
| January 27<br><br>General issues around learning and motivation | **S 1;<br>SPM 1**<br><br>**Greeno, Collins and Resnick (base)**<br><br>**Post:  This week write a short description of your personal specialty area or interest area** | Basic chapters in the two texts. Earlier versions are available on Blackboard.<br><br>Cognition and Learning in Berliiner and Calfee (Eds) *Handbook of Educational Psychology*. 2$^{nd}$ edition, 1996. (on Blackboard)<br><br>This is a seminal article laying out the trends in learning and motivation theory up to that point.  There have been other developments, which we will discuss, but this one is pretty good (although hard to read) in laying out the kind of distinctions we want to make in the theories that support educational trends.  It helps to make a chart plotting the three main theories against things like "what is learning", "what is motivation", etc. which are the chapter subheadings. |

| Unit 1: Behavior theory | | |
|---|---|---|
| February 3<br><br>The learning theory component | **S 3  (5<sup>th</sup> edition 2)**<br><br>**Landrum and Kaufman (base)**<br><br>Find an article about theory, research or application using behavior theory that is relevant to your area | Text chapter<br><br>Behavioral classroom management in Everitson and Weinstein (Eds) *Handbook of Classroom Management*, 2006 (on Blackboard)<br><br>**Possible articles topics to discuss on Blackboard:**  Look for instructional uses such as:  Functional behavior analysis and management, Token economies, Self-paced or mastery learning, applied behavior analysis |
| February 10<br><br>The motivation theory component<br><br><span style="color:red">(Feb 14<sup>th</sup> first part of paper due on Friday of this week)</span> | **SPM 7**<br><br>**Covington and Mueller (base)**<br><br>**Cameron and Pierce (base)**<br><br>**Deci, Koestner and Ryan (base)**<br><br>An article about behaviorally based motivation theory, research or application in your area | Text chapter<br><br>Intrinsic vs extrinsic motivation: an avoidance/approach reformulation *Educational Psychology Review (2001), 13(2).*    doi: 10.1023/A:1009009219144<br><br>Reinforcement, Reward, and Intrinsic Motivation: A Meta-Analysis Review of Educational Research 1994. http://rer.sagepub.com/content/64/3/363<br><br>A Meta-analytic review of experiments examining the effects of external rewards on intrinsic motivation. *Psychological Bulletin,* 1999, 125(6), 627.  doi: 10.1037/0033-2909.125.6.627<br><br>**Possible article topics to discuss on Blackboard**: any response to Cameron and Pierce or Deci, Koestner and Ryan's meta-analyses, intrinsic vs extrinsic motivation, the use of reinforcement vs punishment in behavioral control, innovative strategies for reinforcement and punishment. |

| Unit 2:  Social Learning/ Cognitive theory (SCT) | | |
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|---|---|---|
| February 17<br><br>Learning theory component | **S 4, 9   (5th edition 3 only)**<br><br>**Bandura (base)**<br><br>An article about SCT based theory, research or application in your area | Text chapter<br><br>Swimming against the mainstream:  the early years from chilly tributary to transformative mainstream.  *Behaviour Research and Therapy*, 42, (2004), 613-630.  doi:  10.1016/j.brat.2004.02.001<br><br>**Possible article topics to discuss on Blackboard**:  Look for instructional uses of SCT such as: self-regulated learning, observational learning, modeling, apprenticeships, worked examples, mirroring, guided role play |
| February 24<br><br>Motivation theory component | **S 4, 9  (5th edition 3 only) and  SPM 4**<br><br>**Zimmerman and Cleary (base)**<br><br>An article about SCT based motivation theory, research or application in your area. | Text chapters<br><br>Motives to Self-Regulate: A social cognitive account.  in Wentel and Wigfield (Eds.) *Handbook of Motivation at School*, 2009   on Blackboard<br><br>**Possible article topics to discuss on Blackboard:**  Look for motivational issues around self-regulation, vicarious reinforcement or punishment, affecting self-efficacy, etc.  Here are two examples you can chose or find your own.<br><br>Schunk and Zimmerman. Influencing children's self-efficacy and self-regulation through modeling  *Reading and Writing Quarterly*, 2007, 23, 7-25.  doi:  10.1080/10573560600837578<br><br>Wolters,  (2003) Regulation of motivation:  an underemphasized aspect of self-regulated learning *Educational Psychologist*, 2003, 38(4) 189-205.<br>http://ezproxy.lib.utexas.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=1126366 48&site=ehost-live |
| March 3 | Test over above topics | General background in behavior theory and social cognitive theory as well as the role of psychology in instruction and motivation |
| March 10 | Spring break | |
| **Unit 3: Cognitive theory – (part 1)** | | |
| March 17 | **S 5, 6 and 7  (5th edition 4, 5,** | Text |

| | | |
|---|---|---|
| Information processing and Constructivism<br><br>(Second part of paper due the 21st.) | **and 6)**<br><br>**Mayer (base)** | Learners as information processors *Educational Psychologist*, 1996, 31(3/4) 151-161.<br>http://ezproxy.lib.utexas.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=9710150894&site=ehost-live |
| | **Perkins and Unger (base)** | Teaching for Understanding in Reigeluth (ed.) *Instructional-design Theories and Models,* Volume 2  1999 (on blackboard) |
| | An article about cognitive theories such as Info Process and Constructivism as applied in your area | **Possible article topics to discuss on Blackboard:**  Look for instructional uses such as: Computer assisted instruction; inquiry learning; problem-based learning; lecture/discussion; Content learning |
| March 24<br><br>Cognitive interpretation of motivation | **S 8 (5th edition 11)**<br>**SMP 2, 3, and 5**<br><br>**Wigfield, Tonks and Klauda (base)**<br><br>**Deci et al (base)**<br><br>**Senko, et al (base)**. | Text<br><br>Expectancy Value theory in Wentzel and Wigfield (eds.) (2009) *Handbook of Motivation at School*.  New York: Routledge Taylor and Francis.  pg. 55-75.  on Blackboard.<br><br>Motivation and Education:  The self-determination perspective  *Educational Psychologist*.  1991, 26(3-4)<br>DOI:  10.1080/00461520.1991.9653137<br><br>(2011). "Achievement goal theory at the crossroads:  Old controversies, current challenges and new directions."  Educational Psychologist **46**(1): 26-47.  http://dx.doi.org/10.1080/00461520.2011.538646 |
| | An article about cognitive basis of motivation as applied in your area | **Possible article topics to discuss on Blackboard:** Look for motivational programs that are based on such theories as Expectancy/Value theory or Goal orientation theory or Self determination theory. |
| **Unit 4:<br>Cognitive<br>theory  (part** | | |

| 2) | | |
|---|---|---|
| March 31<br><br>Situated learning, including socio-constructivism, component | **S 7 (5<sup>th</sup> edition 6)**<br>**Barab and Duffy (base)**<br><br><br>An article about situated learning applied in your area | Text<br><br>From practice fields to communities of practice. In Jonassen and Land (Eds.) *Theoretical Foundations of Learning Environments*, 2000 (on Blackboard)<br><br>**Possible article topics to discuss on Blackboard**: Look for instructional uses such as: problem-based learning, case-based learning, Montessori methods, experiential learning, collaborative learning |
| April 7<br><br>Situated motivation component | **SPM 9 & 10**<br><br><br>**Perry Turner and Meyer (base)**<br><br><br><br>**Paris and Turner (base)**<br><br><br>An article about situated nature of motivation as applied in your area | Text<br><br>Classrooms as contexts for motivating learning in Alexander and Winne (eds), *Handbook of Educational Psychology 3<sup>rd</sup> ed.* (on blackboard)<br><br>Situated Motivation In Pintrich, Brown and Weinstein (eds.) 1994, *Student Motivation, Cognition and Learning* (on blackboard)<br><br>**Possible article topics to discuss on Blackboard**: Look for motivational issues such as: classroom impacts on different types of motivation, personal vs situational interest and their impact on learning, differential effectiveness of motivation based on learner variables, such as age, gender, SES, etc., effects of high stakes testing on motivation |
| April 14 | Test 2 on material after the previous test | |
| Unit 5;<br>April 21 | **Bringing it all together** | No readings required. Discussion of remaining problems and dilemmas, confusions, clarifications, etc. The future of educational theories of learning and motivation |
| April 28 | No class; Last part of individual paper due on Friday May 9<sup>th</sup> | Please be sure to complete the Course Instruction Survey online when it becomes available. |