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but when you see me around,
stop me to make an apt.

Spring 2018

Class Syllabus for EDP 382D: Psychology of Learning
First Version

I. Introduction: Philosophical assumptions and historical perspective	Jan. 16
II. Learning as a motivated, goal-oriented, affect-laden activity	Jan 23, 30*, & Feb 6
III. The relationship between attention and learning	Feb. 13

TEST 1 due Feb. 20

IV. A constructivist view of learning: Characteristics of learners, prior knowledge, strategic learning, melding cognition & affect	Feb. 20, 27, Mar. 6* & 20

TEST 2 due Mar. 27

V. A socio-constructivist view of learning: The role of context and of language in learning Influence of the culture and of instruction on learning	Mar. 27, Apr. 3, 10*, & 24

NO CLASS on April 17 because of American Educational Research Association meeting

LEARNING PROJECT (first draft) due by 9 pm Apr. 23 (a Monday; electronically)

VI. Synthesis: What IS learning?	May 1

LEARNING PROJECT (final draft) due by 5 pm May 7

SELF-ANALYSIS PAPER due by 5 pm May 11

TEST 3 due May 11 by 5 pm

*For these days, we will meet online and conduct class via electronic discussion on Canvas rather than in our classroom. Exact times and procedures will be discussed in class.
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Grade Contract

This class is organized on a modified mastery plan, which means that the basis of evaluation is how much you learn and not how well you do in comparison to others in the class. Assignments are designed to allow you to demonstrate your understanding of the material and you will have a second chance to be evaluated on most assignments you turn in. In all cases, I will take the highest score you earn and there will be no penalty for taking advantage of mastery opportunities.

Grades will be awarded as follows:
    91 - 100 points = A
    89 – 90 points = A-
    87 – 88 points = B+
    81 - 86 points = B
    79 – 80 points = B-
    77 - 78 points = C+
    70 – 77 points = C

<div align="center">**Text**</div>

The official readings for the course consist of articles and chapters representing original sources in learning research and theoretical syntheses. Readings are posted to the Canvas site of our class (in the Module folder) for you to download and print out if you wish.

<div align="center">**Forms of Evaluation**</div>

There are two major components in the way I organize this course that reflect my philosophy of the instructional process. The first is related simply to how grades are assigned once you've had opportunities to demonstrate your understanding of the material. I've described that in brief above. The second is related to my beliefs about how learning best happens at the graduate level and is best demonstrated for evaluation. To explain some of the basis of this philosophy, I need to let you in on a theoretical digression.

As we will discuss in class, particularly in the last third of the semester, a major component of socio-constructivist views of learning has to do with how people use language to change their views of the world. One of the currently interesting frameworks for discussing how people learn from language is that of comprehension as a transaction between speaker and listener, between author and reader. Such a view entails a perspective of text and of other information sources that emphasizes the listener/reader's contribution to communication and the fluidity, imperfection, and tentative nature of knowledge construction.

I happen to find this view useful in dealing with the important issues of comprehension, knowledge acquisition, and knowledge change. My instructional goal for this course is that you would form a deep understanding of the current state-of-the-art in learning. Therefore, I want you to experience "text" as we describe it currently in theory and research, as an in-the-head phenomenon that results from the socially negotiated transaction between knowledge systems (people). My hope is that by experiencing the information in this way, you will gain a deep understanding of the topic of learning.

How will you come to experience text as a socially negotiated transaction phenomenon? The best way I know to produce that effect is to have you become authors and speakers yourselves, to have you write often and to have you find it easy to participate in class, whether we are in face-to-face format or online. In fact, you will probably spend as many hours writing as you will reading for this course. Similarly, class time will allow for classroom discussion, both of the oral, traditional format as well as a less commonly experienced form of written discussion. In this way, I hope you will come to see that text, oral or written, is not a final repository of knowledge but merely a record of one construction that an author/speaker has made on his/her current understanding negotiated to reflect the social/contextual factors that are inherent.

There will be FIVE opportunities for you to earn up to 100 points: three TESTS, one LEARNING PROJECT, and one SELF-ANALYSIS paper.

Tests

Tests will consist of take-home essay questions in which you will be asked to reflect on what we are reading and discussing. The number of points and due dates for the each of these are as follows:

Test I	20 points	due Feb. 20 (by 11:59 pm; bring hard copy to class or to my office)
Test II	25 points	due Mar. 27 (by 11:59 pm; bring hard copy to class or to my office)
Test III	25 points	due May 11 (by 5pm; drop off a hard copy if you at all possibly can)

Learning Project

Purpose. This course generally involves a consideration of how human learning has been described, of the variables that influence learning, and of the ways in which learning is manifested. For this project, my primary objective is that you strive to become aware of the complexity of influences that emerges when learning is taking place. I am not looking for a traditional controlled experiment of learning--these typically are designed to examine one (or very few) variable(s) and to control away all other complexities involved. Instead, I am interested in an informal but systematic observation of what learning is like.

When you report your observations, I want you to describe your observations and to theorize about <u>why</u> what you observed occurred, supporting your reasoning with specific evidence from your observations. The source for your theoretical analysis will be the literature and constructs from class.

Here are some general guidelines to follow in accomplishing this task:

1. *Choose an appropriate learning situation*. The following are some suggestions to help you. Because we are interested in a rich description of learning and because that rich description should probably include the interpretations and metacognitions of the learner, it may be best to be your own object of analysis. Note that this is not an absolute--there are real disadvantages to being your own subject--and you are allowed to study the learning of someone around you. However, you will then need to be clever about getting your chosen participant to reveal what is going on as he/she learns.

The learning that the person (you) will be undertaking can be at different phases of development. However, it is sometimes easier to describe early phases of acquisition because this is when a learner is likely to make many errors and to be most aware of discrepancies between current states of knowledge and the desired goal. You should observe enough of the learning (3 to 5 episodes or contacts with the to-be-learned topic/skill) to get some idea of progress. A learning diary would perhaps be useful in which to jot down your description of what you believe are important influences on the learning as they are occurring.

2. *Describe the learning episodes*. You have many avenues available to describe what is going on in the learning situation you have chosen --tests, comments, inner thoughts while struggling with a topic, other people's reactions to you (as learner), artifacts or products that reveal progress. Your description should be rich. You should include as much as you can about the <u>physical</u>, <u>emotional</u>, and <u>intellectual</u> context in which the learning is occurring.

3. *Report your observations and analysis of your learning*. For the report that you actually turn in to me, you should be thinking in terms of two main sections. In Part 1, you should report your observations of the learning following closely the notes and observations you made during the learning itself. In Part 2, you should begin the analysis by describing the <u>goal</u> or <u>purpose</u> for the learning. You should then explain the learning you observed in terms of some theory or construct that we will have discussed in class. Therefore, you can assume that your reader knows about these theories and doesn't need you to describe them to any great extent. You do need, however, to be quite specific about the application of the theory to your learning observations, about what you mean when you say that the theory or construct is exemplified in your learning project.

I am asking you to send me a first draft of your report **electronically** no later than 9 pm **Monday, Apr. 23.** This is a most important deadline because here is what we will do with your first drafts:

      1.   I will read them online very cursorily to determine how to group the different projects. I will form groups of 2 or 3 people who have pursued mutually relevant projects. At our Apr. 24 class meeting, I will let you know your group members, and you will exchange hard copies of your draft with your group members. **Remember to bring three copies of your draft to class on Apr. 24.**
      2.   During the next week before our last class meeting on May 1, you will read your group's drafts and respond to them using your own ideas of how the reports could be improved.
      3.   On May 1, each of you will meet with your group to discuss the group's reactions to your report and to provide your own reactions to your group members' reports.
      4.   Between May 1 and May 7, you will write a final version of your report (8 to 10 double-spaced pages as a general guideline -- neither minimum nor maximum page limits are set.). My hopes and predictions are that your fellow group members' reactions will be helpful to you in formulating this final version. **REMEMBER: Please rate on a scale from 1 to 5 the degree of good-intentioned help you perceived in your group members. Report these ratings on the last page of your project.**

Final due date of project: **May 7, 5 pm.**

Your points for the project, up to 15, will be determined by my evaluation of your final version. In addition, you will receive up to 5 points based on how helpful you have been rated by your group. Thus, the whole project will earn you up to **20 points**.

Self-Analysis of Classroom Discussion

Language use and classroom life are experiencing changes that have interesting implications for how we think about them. I have in recent years been using in all my classes a form of written discussion that makes use of the discussion forum on Canvas. For three particular limited time periods during the semester (for a 30 to 36-hour time period around Jan. 30, Mar. 6, and Apr. 10), I will ask you to participate in asynchronous online discussions. **We will NOT meet in our classroom on those three days**. In addition, we will be using synchronous chatting in class at all class meetings. Bring your laptops, or, if you don't have one or can't bring one, I will bring a bank of laptops borrowed from the college's technology center to supplement.

The self analysis report is one in which I ask you to reflect on what happens to you as part of those online discussions, to describe the kind of learning you experienced, and the kind of affective reactions the change to a written interaction pattern engenders in you. I will want you for this report to focus on the process by which you make sense of the contributions that are made in online exchanges.

Your general assignment is to reflect on what happens to you cognitively, linguistically, emotionally, and socially as you take part in these online discussions, and to describe the kind of learning you experienced. It is always good to compare the experience of online discussion with what happens in the regular, face-to-face component of the class. The self-reflective report should be organized in two general sections:

Part 1: *Reflecting at a general level on how written discussions work*

For this section, you are to reflect globally on your experiences of the online discussions. I am interested in your comparison of the online written discussions to the face-to-face discussions we are having in class, to any signs you notice that we are influenced by the context or mode of the discussions. I would expect to see some reference to the ideas we are reading about and discussing in class as you describe your own reactions to engaging in these kinds of discussions.

Part 2: *The questionnaire*

For the second section, I will ask you to respond to a questionnaire, made up of 10 (or so) rating type and short response questions, that will ask you to reflect on the special advantages and difficulties afforded by the written discussions in contrast to the oral discussions.

Again, I am thinking of a relatively short paper, no more than 3-5 pages for Part 1, with the answers to the questionnaire appended. The self-analysis paper is due by 5 pm **May 11** and is worth **10 points**.

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A Final Word

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Please feel free to ask me to clarify anything that is confusing you, from constructs discussed in class and in the readings, to any details of classroom functioning. I may occasionally defer your questions to a private conversation but I welcome all of them.

Finally, you should feel free throughout the semester to let me know how things are going. I will be asking you to fill out the official course evaluation form at the end of the semester but I AM interested as well in any interim feedback you'd like to share with me. In some ways, it is a little late to complain about some habit, or policy, or procedure of mine when the semester is long gone! I promise to take your comments and suggestions in the spirit that I would like you to take my evaluation of YOU, which is as informative feedback and guidance to improvement.

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For Jan. 16: Historical & Philosophical Foundations of Learning
Schallert, D. L., & Martin, D. B. (2003). A psychological analysis of what teachers and students do in the language arts classroom. In J. Flood, D. Lapp, J. R. Squire, & J. M. Jensen (Eds.), *Handbook of research on teaching the English language arts* (2nd ed., pp. 31-45). New York: Macmillan. **You only need to read pp. 31-34 of this long paper.**

Learning as a motivated, goal-oriented, affect-laden activity

For Jan. 23
Wolters, C. A. (2004). Advancing achievement goal theory: Using goal structures and goal orientations to predict students' motivation, cognition, and achievement. *Journal of Educational Psychology, 96*, 236-250.

Conley, A. M. (2012). Patterns of motivation beliefs: Combining achievement goal and expectancy-value perspectives. *Journal of Educational Psychology, 104*(1), 32-47.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology, 25*, 54-67.

Renninger, K. A., & Hidi, S. (2011). Revisiting the conceptualization, measurement, and generation of interest. *Educational Psychologist, 46*(3), 168-184.

For Jan. 30
Hulleman, C. S., Durik, A. M., Schweigert, S. A, & Harackiewicz, J. M. (2008). Task values, achievement goals, and interest: An integrative analysis. *Journal of Educational Psychology, 100*, 398-416.

Joet, G., Usher, E. L., & Bressoux, P. (2011). Sources of self-efficacy: An investigation of elementary school students in France. *Journal of Educational Psychology, 103*(3), 649-663.

Woodruff, A. L., & Schallert, D. L. (2008). Studying to play, playing to study: Nine college student-athletes' motivational sense of self. *Contemporary Educational Psychology, 33,* 34-57.

For Feb. 6
Pekrun, R., & Perry, R. P. (2015). Control-value theory of achievement emotions. In R. Pekrun & L. Linnenbrink-Garcia (Eds.), *Handbook of emotions and education* (pp. 120-141). New York, NY: Routledge.

Pekrun, R., Elliot, A. J., & Maier, M. A. (2009). Achievement goals and achievement emotions: Testing a model of their joint relations with academic performance. *Journal of Educational Psychology, 101*(1), 115-135.

Do, S. L., & Schallert, D. L. (2004). Emotions and classroom talk: Toward a model of the role of affect in students' experiences of classroom discussion. *Journal of Educational Psychology, 96*, 619-634.

For Feb. 13: How attention and learning are related
Jones, D., & Christensen, C. A. (1999). Relationship between automaticity in handwriting and students' ability to generate written text. *Journal of Educational Psychology, 91*, 44-49.

Feldon, D. F. (2007). Cognitive load and classroom teaching: The double-edged sword of automaticity. *Educational Psychologist, 42,* 123-137.

Schallert, D. L., Reed, J. H., & Turner, J. E. (2004). The interplay of aspirations, enjoyment, and work habits in academic endeavors: Why is it so hard to keep long-term commitments? *Teachers' College Record, 106*, 1715-1728.

A constructivist view of learning

For Feb. 20
Walker, C. H. (1987). Relative importance of domain knowledge and overall aptitude on acquisition of domain-related information. *Cognition & Instruction, 4*, 25-42.

Thompson, R. A., & Zamboanga, B. L. (2004). Academic aptitude and prior knowledge as predictors of student achievement in introduction to psychology. *Journal of Educational Psychology, 96*, 778-784.

Waters, H. S., & Waters, T. E. A. (2010). Bird experts: A study of child and adult knowledge utilization. In H. S. Waters & W. Schneider (Eds.), *Metacognition, strategy use, and instruction* (pp. 113-134). New York, NY: Guilford Press.

For Feb. 27
Fyfe, E. R., & Rittle-Johnson, B. (2016). Feedback both helps and hinders learning: The causal role of prior knowledge. *Journal of Educational Psychology, 108,* 82-97.

Mason, L., Gava, M., & Boldrin, A. (2008). On warm conceptual change: The interplay of text, epistemological beliefs, and topic interest. *Journal of Educational Psychology, 100*, 291-309.

Jones, S. H., Johnson, M. L. & Campbell, B. D. (2015). Hot factors for a cold topic: Examining the role of task-value, attention allocation, and engagement on conceptual change. *Contemporary Educational Psychology, 42*, 62-70.

For Mar. 6
Bereiter, C., & Scardamalia, M. (1993). Chapter Four: Expertise as process. In *Surpassing ourselves: An inquiry into the nature and implications of expertise* (pp. 77-120). Chicago: Open Court.

Na, B., Schallert, D. L., & Jee, E. (2015). When a topic matters to you, does it matter if you read about it in a second language? *Literacy Research: Theory, Method, and Practice, 64*, 149-168.

Veenman, M. J., Van Hout-Wolters, B. H. A. M., & Afflerbach, P. (2006). Metacognition and learning: Conceptual and methodological considerations. *Metacognition and Learning, 1*, 3-14.

For Mar. 20
Alexander, P. A., & Murphy, P. K. (1998). Profiling the differences in students' knowledge, interest, and strategic processing. *Journal of Educational Psychology, 90*, 435-447.

Simons, J., Dewitte, S., & Lens, W. (2004). The role of different types of instrumentality in motivation, study strategies, and performance: Know why you learn, and you'll know what you learn! *British Journal of Educational Psychology, 74,* 343-360.

Greene, J. A., & Azevedo, R. (2009). A macro-level analysis of SRL processes and their relations to the acquisition of a sophisticated mental model of a complex system. *Contemporary Educational Psychology, 34,* 18-29.

A socio-constructivist view of learning

For Mar. 27
Wertsch, J. V. (1991). A sociocultural approach to socially shared cognition. In L. B. Resnick, J. M. Levine, & S. D. Teasley (Eds.), *Perspectives on socially shared cognition* (pp. 85-100). Washington, DC: American Psychological Association.

Salomon, G., & Perkins, D. N. (1998). Individual and social aspects of learning. In P. D. Pearson & A. Iran-Nejad (Eds.), *Review of Research in Education* (Vol. 23, pp. 1-24). Washington, DC: American Educational Research Association.

Ko, J., Schallert, D. L., & Walters, K. (2003). Rethinking scaffolding: Examining negotiation of meaning in an ESL storytelling task. *TESOL Quarterly, 37*, 303-324.

For Apr. 3
Panofsky, C. P. (2003). The relations of learning and student social class: Toward re-"socializing" sociocultural learning theory. In Kozulin, A., Gindis, B., Ageyev, V. S., & Miller, A. M. (Eds.), *Vygotsky's educational theory in cultural context* (pp. 411-431). Cambridge, UK: Cambridge University Press.

Erickson, F. (1996). Going for the zone: The social and cognitive ecology of teacher-student interaction in classroom conversations. In D. Hicks (Ed.), *Discourse, Learning, and schooling* (pp. 29-62). New York: Cambridge University Press.

Volet, S., Summers, M., & Thurman, J. (2009). High-level co-regulation in collaborative learning: How does it emerge and how is it sustained? *Learning and Instruction, 19*(2), 128-143.

For Apr. 10
Linnenbrink-Garcia, L., Rogat, T. K., & Koskey, K. L. K. (2011). Affect and engagement during small group instruction. *Contemporary Educational Psychology, 36,* 13-24.

Kim, M., & Schallert, D. L. (2011). Building caring relationships between a teacher and students in a teacher preparation program word-by-word, moment-by-moment. *Teaching and Teacher Education, 27,* 1059-1067.

Choi, E, Gaines, R., Park, J., Williams, K. M., Schallert, D. L., Yu, L.-T., & Lee, J. (2016). Small stories in online classroom discussion as resources for preservice teachers' making sense of becoming a bilingual educator. *Teaching and Teacher Education, 58*, 1-16.

For Apr. 24
Moje, E. B., & Lewis, C. (2007). Examining opportunities to learn literacy: The role of critical sociocultural literacy research. In C. Lewis, P. Enciso, & E. B. Moje (Eds.), *Reframing sociocultural research on literacy: Identity, agency, and power* (pp. 15-48). Mahwah, NJ: Erlbaum.

Vogler, J. S., Schallert, D. L., Jordan, M. E., Song, K., Sanders, A. J. Z., Chiang, Y. Y. T., Lee, J., Park, J., & Yu, L.-T. (2017). Life history of a topic in an online discussion: A complex systems theory perspective on how one message attracts class members to create meaning collaboratively. *International Journal of Computer Supported Collaborative Learning, 12,* 173-194.

Wang, Q. (2016). Why should we all be cultural psychologists? Lessons from the study of social cognition. *Perspectives on Psychological Science, 11*(5), 583-596.

For May 1: Wrap-up
Alexander, P. A., Schallert, D. L., & Reynolds, R. E. (2009). What is learning anyway? A topographical perspective considered. *Educational Psychologist, 44*, 176-192.