

FOUNDATIONS OF COGNITION FOR EDUCATION

Educational Psychology 6800

Syllabus Dr. Shawn Glynn

Rationale:

Effective teachers, psychologists, counselors, and instructional technologists understand a great deal about students' mental activities, or *cognitive processes*. Cognitive processes include all the remarkable, interconnected functions of the mind, such as, attending, imaging, organizing, elaborating, hypothesizing, theorizing, creating, and problem solving. A thorough knowledge of how these cognitive processes operate is crucial to good instruction. This knowledge will enhance instruction at all levels--elementary grades, middle grades, high school, and college. In this course, you will be introduced to models of human thought that will help you to understand and develop your students' cognitive processes. These cognitive processes underlie your students' success in basic skills, such as reading, writing, and arithmetic, and content areas, such as science, mathematics, and social studies.

Role of Educational Psychology in Instruction:

Whenever instruction takes place, formally or informally, psychology is involved. Psychology is the scientific study of behavior. Educational psychology, in particular, is concerned with understanding the processes of teaching and learning, and developing ways to improve the effectiveness of these processes. From work done in the basic fields of psychology, educational psychologists derive implications for teaching and learning practices. Educational psychologists conduct research studies in instructional environments to formulate instructional theories, methods, and principles.

Textbook:

Schunk, Dale H. (2000) (3rd Ed.) *Learning Theories: An Educational Perspective*. Merrill/ Prentice Hall. ISBN 0-13-010850-2

Organization of Content:

A. Chapters 1, 2, 3, 4, and 5 in textbook, plus additional readings

1. Learning: Introduction, Issues, and Historical Perspectives,
2. Behavioral Theories,
3. Social Cognitive Theory, 4. Information Processing, and 5. Cognitive Learning Processes

Midterm Examination: February 22

B. Chapters 6, 7, 8, 9, and 10 in textbook, plus additional readings

6. Development and Learning, 7. Content Area Learning, 8. Motivation, 9. Self-Regulation,
10. Instruction

Final Examination: May 8

Contextual Teaching and Learning Project

Goal: The Contextual Teaching and Learning (CTL) Preservice Development Project of the College of Education fosters connections between classroom experiences and the Areal[®] working world. Prospective teachers who adopt a CTL orientation can help their future students make sense of what they are learning in the context of the working world. A CTL orientation makes experience relevant and meaningful to students by building knowledge that is situated in real-world working contexts. The purpose of the following activity is to help preservice teachers become familiar with the CTL orientation.

CTL Activity: As a major course requirement, you will prepare and teach a CTL mini-lesson in science, mathematics, language education, or social studies that is consistent with the following guidelines:

- 1. Introduce your lesson by describing an Athens business or industry.**
- 2. Select one of the 14 businesses or industries from the attached descriptions.**
- 3. Describe the work done by several (fictitious) typical employees of the business or industry.**
- 4. Help your students envision themselves in the roles of the employees you describe.**
- 5. Show the students photographs, slides, videos, work samples, etc., to help them envision the work done by the employees you describe. These materials can be from the brochures and advertisements of the business or industry you selected or from those of similar businesses and industries.**
- 6. Create scenarios in which your students think critically and solve problems as the employees in the business or industry ideally would.**
- 7. Show how you will evaluate your students' performance by traditional evaluation methods such as written examinations as well as Aperformance-based[®] methods such as student interviews and oral reports.**

Student Presentations and Papers:

Each student will give a presentation during the course on an approved topic in the foundations of cognition. The topic will be a key topic as described in a chapter of the textbook. Drawing on textbook information and several additional (i.e., not in the textbook) current journal articles, the presenter will (1) summarize the

most important information related to the topic, (2) review and explain relevant studies in the literature, (3) discuss the implications for instruction, (4) give concrete examples from curriculum and assessment materials, and (5) make effective use of transparencies, demonstrations, and other audio-visual aids (e.g., video and audio tapes) whenever helpful. The presentation will be a talk, given in a lively, engaging manner, so as to communicate your enthusiasm in your topic to your fellow participants. No presentation will be read! The date and the time of the presentation will be determined by the instructor.

Each student will write a typed **summary paper** on the topic presented. The paper will summarize the oral presentation (see preceding paragraph) and cite full references (author, journal, year, vol., number, pages) for those studies not in the textbook. Copies of this paper must be given to the instructor and to each of the students on the day of presentation.

Grading:

The maximum score on the first exam is 100 points. The maximum score on the Contextual Teaching and Learning Project is 50 points. The maximum score on the Presentation/Paper is 50 points. The maximum score on the final exam is 50 points. Thus, a total of 250 points can be earned in the course. Grades are assigned according to the following system:

A = 225 or above

B = 200 to 224

C = 175 to 199

D = 150 to 174

F = 149 or below

Course Policies:

Regular, on-time attendance is essential for you to really benefit from the course and participate meaningfully in it. If you are absent for more than 3 of the class meetings, you will not have satisfied the regular attendance policy and you will receive a grade of WF, unless you have documented circumstances of genuine hardship (e.g., hospitalization) in which case you will receive a grade of W.

Class begins at 8:00 am. If you regularly come to class late, you will not only miss important content, but you will distract other students. If you are not present to sign the **Non-time sign-in sheet** at the beginning of class, you are late for class; please sign the **late sign-in sheet**. Two lates = 1 absence (see preceding paragraph)

You are responsible for reading assigned chapters of the text prior to the date they are covered in class. Discussion, activities, and exams will be based on the assumption that you have prepared by reading the material. You are responsible for all class content (e.g., reading assignments, instructions, explanations, changes in class and exam dates, etc.) whether present or not. The instructor's teaching materials (videos, transparencies, and equipment) will not be loaned out.

So all students can listen without being distracted by **side conversations**, one person speaks at a time in

class (e.g., a student when presenting, a student when asking a question, the instructor when lecturing). Also, to avoid distractions, if you have a cell phone or audible pager, please turn it off during class (unless you are in a serious state of emergency).

If you are absent during an examination, or if an examination is on-going and you come late, you will receive zero points for it. Only under documented circumstances of genuine hardship is it possible to make up an exam. The make up exam will be administered at a date and time to be determined by the instructor. In addition, if you do not make your presentation on the assigned date, you will receive zero points for it. Only under documented circumstances of genuine hardship is it possible to make up the presentation by doing a term paper instead.

Our scored examinations will be returned in class for you to review, but these examinations are not yours to keep. They will be kept on file and must be returned to the instructor before leaving class. If you take an examination from class, you will receive zero points for it, regardless of the score you previously received on it.

Students' final exam scores (identified by last four digits of identification numbers) will be posted, if so desired. Final grades will be reported only by the UGA's registrar's office; exam scores and the final grade will not be reported by telephone or e-mail.

All other policies (e.g., regarding academic honesty) stated in the Graduate Catalog and the Student Handbook apply. If you are unfamiliar with these policies, please become familiar with them.

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