

EPSY2020H Honors Learning and Development
Professor Paula J. Schwanenflugel
Fall 2005

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The Goals of this Course

Prospective and current teachers need to know about the basic cognitive, developmental and motivational issues that might impact classroom learning. My goal is that you be able to discern pedagogical practices and materials that make “good cognitive, motivational, and developmental sense” from “nonsense.” You will learn how to put this good sense into practice in thinking about particular children.

It is important that you come to appreciate education as a science as well as a craft--that is, that there are ways to evaluate the research underlying educational programming and scientific ways for investigating our own questions about educational practice. In short, I want you to view your teaching as a personal empirical science and to be able to link your practice to researchable issues.

Consequently, this course has both scientific theory-testing and service-learning elements.

Course requirements

Weekly assignments. There will be *no exams*, but there will be a 1 to 3 page written assignment due each Wednesday. Penalty for tardiness is one letter grade for each week late beginning the day it is late. These assignments are one of two types:

1. **Experiment write-ups** (35% of your grade). You will be responsible for writing up the assigned part of an experiment conducted in class in APA style. These will be due on alternate Wednesdays (see timetable) and will be graded as follows:
(A) Adherence to APA style, general writing, and understanding of the scientific method underlying the experiment (45%)
(B) Understanding of the topic of the experiment as reflected in the report (45%)
(C) Whether you attended and were on time the day that we talked about and discussed the experiment (10%)
2. **Reflections on Tutoring** (35% of your grade).

You and a partner from class will tutor a child from Barrow Elementary for 45 min or so each week on reading as described by that child’s teacher. I ask you to complete the reading relating to the teaching reading. However, the main goal of this assignment is to have you reflect on your tutee in light of what you are learning in class. These reflections will also be due on alternate Wednesdays (see timetable) and will be graded on your general ability to relate the class materials to your thinking about your tutee. Some questions you might consider are:

- Have I noticed any of the phenomena talked about in class or in the book on this topic in my tutee? Describe.
- What implications does the research on this topic have for my teaching my tutee?
- Was I able to adjust my tutoring in some way to take advantage of the cognitive developmental attributes of my tutee? Did I notice any improvement as a function of these changes?
- What progress is my tutor making?

I believe these reflections will be more valuable to you and your tutoring partner if you reflect together about how class materials relate to your tutee, but it is not required. However, each is responsible for handing in an independent reflection. These reflections will be graded on a scale of:

7 - Problematic in that you didn’t really understand the material or how it related to your tutee very much

but you completed the assignment in an acceptable fashion,

8- good work, but you had some difficulty relating the class material to the tutee, or you were incomplete in your treatment of class material

9- Very good work and you should feel good about your ability to relate the class material to your tutee (modal grade)

10- Superb, exceptional work and your insights impressed the daylight out of me

Attendance for tutoring is mandatory. You must meet with your child weekly. Children come to depend on the relationship with their adult tutee. So, as adults, you are responsible for not letting children down. If you identify yourself as an adult who cannot be responsible for children, you will receive ***no credit*** for this portion of the course. The only excuses I accept for missing your tutoring session are sickness or death in the family, so you will need to provide a note from your doctor or the death certificate. Even then, you need to leave a message for your tutee by calling the school *prior to* your missed tutoring session at 543-2676.

Final Project (30% of final grade). Your final project is an experiment of your own design (or a replication of an experiment in the literature) to test some issue on cognition and motivation that you found particularly relevant during your tutoring, if possible. If not, it can be on some other issue that you and your partner are curious about. This should be done in conjunction with your tutoring partner. However, the experiment should be conducted on adults, not children. We will use each other as “subjects” for your experiment. This will be a full experimental report including title page, abstract, introduction, methods, results, discussion, references (10 minimum), and tables/figures. You will need to run at least 10 participants and construct your own stimuli.

All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

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Readings

Required text:

S.K. Reed (1996). **Cognition**. NY: Brooks/Cole.

Other readings (Main Library on Reserve):

Reyna, V. F. (2004). Why scientific research? The importance of evidence in changing educational practice. In P. McCardle & V. Chhabra (Eds.), *The voice of evidence in reading research* (pp. 47-58). Baltimore, MD: Brookes Publishing Co.

Identifying and implementing educational practices supported by rigorous evidence: A user friendly guide. (Dec. 2003). U. S. Department of Education Institute of Educational Sciences National Center for Education Evaluation and Regional Assistance

<http://www.ed.gov/rschstat/research/pubs/rigorousetid/rigorousetid.pdf>

<http://owl.english.purdue.edu/workshops/hypertext/APA/print/wholeworkshop.pdf>

Publication Manual of the American Psychological Association. (2000). Washington, DC: American Psychological Association. [Chapter 1, Figure 1]

Woolfolk, A.E. (2001). *Educational Psychology*. Boston: Allyn & Bacon. [Chapters 10, 14 and 15].

Willingham, D.T. (2004). Practice makes perfect—but only if you practice beyond the point of perfection. *American Educator*. http://www.aft.org/pubs-reports/american_educator/spring2004/cogsci.html

Bruning, R. H., Schraw, G. J., & Ronning, R. R. (1999). *Cognitive Psychology and Instruction*. (pp. 95-105).

Hart, B., & Risley, T. R. (2003). The early catastrophe. The 30 million word gap. *American Educator*, 27, 4-9. or http://www.aft.org/pubs-reports/american_educator/spring2003/catastrophe.html

Linn, R.L. (2000). Assessments and accountability. *Educational Researcher*, 29, 4-16.

Mayer, R.E. (1998). *The promise of educational psychology*. Upper Saddle River, NJ: Merrill. [Chapters 2 (Reading Fluency) and 3 (Reading Comprehension)]

Wasik, B.A. (1998). Using volunteers as reading tutors: Guidelines for successful practices. *The Reading Teacher*, 7, 562-570.

Linderholm, T., Everson, M., van den Broek, P., Mischinski, M. Crittendon, A., & Samuels, J. (2000). Effects of causal text revisions on more- and less-skilled readers' comprehension of easy and difficult texts. *Cognition & Instruction*, 18, 525-556.

Sherhoff, D.J., Csikszentmihalyi, M., Shneider, B., Shernoff, E.S. (2003). Student engagement in high school classrooms from the perspective of flow theory. *School Psychology Quarterly*, 18, 158-176.

Morrone, A.S., & Schutz, P. A. (2000). Promoting achievement motivation. In K.M. Minke, & G.G. Bear (Eds.), *Preventing school problems-promoting school success: Strategies and programs that work* (pp 143-169). Bethesda, MD: National Association of School Psychologists.

<http://www.apa.org/pubinfo/testing.html>

Anticipated Timetable:

Week 1: Introduction and visit Barrow Elementary School

Week 2: Scientific method and statistics (mean, standard deviation, t-test, and correlation)

Readings: Reyna, V. article

<http://www.ed.gov/rschstat/research/pubs/rigorousevid/index.html>

Mayer chapter – to become an informed reading tutor

Wasik article - to become an informed reading tutor

Website to get you started with your tutoring: <http://www.kidzone.ws/index.htm>

Week 3: Analyzing data, the research report

Activity: sorting manuscript parts

Readings: Publication manual of the American Psychological Association, Chapter 1, Figure 1

<http://owl.english.purdue.edu/workshops/hypertext/APA/print/wholeworkshop.pdf>

Week 4: Attention

Experiment: Stroop interference and automaticity

Readings: Reed, Chapter 3

Just for fun: <http://faculty.washington.edu/chudler/words.html>

WRITE-UP OF STATISTICS HOMEWORK

Week 5: Short term memory

Experiment: Short-term memory and familiarity of material to be processed

Readings: Reed, Chapter 4

Just for fun: <http://faculty.washington.edu/chudler/stm0.html>

WRITE-UP OF INTRODUCTION FOR STROOP EXPERIMENT

Week 6: Long term memory, characteristics and coding strategies

Experiment: Levels of Processing

Readings: Reed, Chapters 5 and 6

Just for fun: <http://faculty.washington.edu/chudler/chmemory.html>

REFLECTION: what I have noticed about my tutee's attention, automaticity, short term memory and how I have used this knowledge to better my tutoring

Week 7: Conceptual Organization and Vocabulary Development

Experiment: Learning the meanings of new words from context

Readings: Reed, Chapter 9

Hart, B., & Risley, T. R. (2003). The early catastrophe. The 30 million word gap. American Educator, 27, 4-9. or

http://www.aft.org/pubs-reports/american_educator/spring2003/catastrophe.html

WRITE-UP OF ABSTRACT AND METHODS FOR LEVELS OF PROCESSING EXPERIMENT

Week 8: Reading Comprehension

Experiment: Comprehension-friendly and unfriendly texts

Readings: Reed, Chapter 11

Linderholm et al. article

REFLECTION: what I have noticed about my tutee's memory, word reading, vocabulary and how I have used my knowledge in my tutoring

Week 9: Metacognition and Strategy Use

Experiment: Comprehension monitoring experiment

Readings: Bruning, Schraw, & Ronning, pp. 95-104

WRITE-UP OF TITLE PAGE, RESULTS OF COMPREHENSION EXPERIMENT

Week 10: Mathematical Problem Solving

Activity: Examining children's math word problems from current texts for difficulty features

Readings: Geary, Chapter 3

REFLECTION: what I have noticed about my tutee's ability to monitor comprehension and the general comprehensibility of what he or she is being asked to read and how I have used my knowledge to better tutor

Week 11: Motivation in the classroom

Experiment: The influence of competition on learning goals

Readings: Woolfolk, Chapter 10

Csikszentmihalyi, *Flow*

WRITE-UP OF DISCUSSION FOR MATHEMATICAL PROBLEM SOLVING EXPERIMENT

Week 12: Standardized testing

Activity: Interpreting the outcome of a standardized achievement test

Readings: Woolfolk, Chapter 14;

Linn article

<http://www.apa.org/pubinfo/testing.html>

REFLECTION: what I have noticed about my tutee's motivation, my tutee's teacher's motivational strategies, and what research says about how I have tried to motivate my tutee

Week 13: Classroom Assessment and Grading

Activity: Creating a college portfolio

Readings: Woolfolk, Chapter 15

WRITE-UP OF INTERPRETATION OF OUTCOME OF AN ITBS TEST AND HOW I MIGHT USE THIS KNOWLEDGE TO BETTER TEACH A CHILD WITH SCORES LIKE THESE; what is the appropriate use of this test for this child according to the APA guidelines?

Week 14 & 15: Independent work on projects.

Final Project due: Monday, December 12, noon