

Fall2021  
 Psychology of Learning  
 15:295:580  
 3 Credits  
 Asynchronous online class

Instructor: Anna Lee	Email: swanna96@rutgers.edu
Virtual Office Hours by arrangement	Prerequisites or other limitations: None
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

### Course Description

#### Learning goals

1. To develop your knowledge of teaching and learning; how humans learn, how human memory is thought to work, how motivation play a role in classrooms.
2. To understand the principles of learning and transfer
3. To develop skills of diagnosing learning and instructional problem, analyzing instructional situations, predicting instructional outcomes, and designing instruction based on theory and research.

Here is how each of these goals will be assessed:

Goal	Assessment method
Knowledge of empirical results on learning, or theories of learning, and of effective instructional practices.	Your mastery of these areas of knowledge will be assessed through the content of your contributions to the discussions of readings, through your contributions to the instructional problem discussion threads.
Skills of diagnosing learning and instructional problems, analyzing instructional situations, predicting instructional outcomes, and designing instruction based on theory and research.	Your mastery of these skills will be assessed through your contributions to the instructional problem discussion threads, and through the final paper.

#### Course catalog description

Introduction to psychological theories of human learning, including behavioral, social, and cognitive theories of learning. Principles of learning, mediation, and transfer as deduced from these theories. Applications to a variety of settings considered, including classrooms and information setting.

## Readings

There is no textbook in this course. Class reading materials will be posted on CANVAS.

## Class Format: Online Course (CANVAS)

Announcement, Syllabus, Discussion and Readings will be available on CANVAS.

## Grading Policy

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Grade	A	B+	B	C+	C	F
Points Needed	90+	87	80	77	70	<70
Numerical Equivalent	4.0	3.5	3.0	2.5	2.0	0.0

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Other description of course purposes, context, methods, etc:

### 1. Features of an Online Course

An online course differs from a traditional face-to-face course in a number of ways. In particular, for this class:

A. There is a strong emphasis on **student-driven learning**. The instructor role is of overall facilitator and coordinator.

B. You will be able to work at your convenience. But it is important to be seriously engaged in online group discussion. It is *especially* important during a six-week online course that you work consistently each day.

C. We focus on asynchronous rather than synchronous activities. This course will--officially--be all asynchronous.

D. Students do more of the integrative work than in a face-to-face class. This is likely to support long-term memory development.

### 2. Important Notes

1. Some requirements and procedures may be adjusted as we find out how things are working.

2. Be sure to email me or talk to me about problems.

To reiterate, it is important that you get onto the discussion threads and contribute on at least 2 different days spread out throughout the weekly cycle.

Assignments:

<i>Required Activities</i>	<i>Due Date</i>	<i>Points Available/% Grade</i>
Discussion of readings	ongoing	40%
Discussions of instructional problems	10/1, 10/22, & 11/12	20%
Final paper	10/1, 11/12, & 12/13	40%

### **1. Discussions of Readings (40%)**

Each week, you will discuss the readings within CANVAS discussion threads. We will focus on:

- Clarifying understanding of the readings. For research articles, this includes the research question, what the method was, what the results were, and whether the authors' conclusions are appropriate.
- Discussing applications and implications of the ideas you have read about.

I hope that your goal will be to participate in meaningful, interesting discussions. Evaluation will be based on the number of contributions as well as the quality of your contributions. Discussion contributions should adhere to normal rules of English usage, etc.

Requirement: You must post your own answer (1 answer posting) and at least one response to another member's answer (1 response posting) per week.

### **2. Discussions of Instructional Problems (20%)**

We will participate in instructional problem discussions in Week 5 (10/1), Week 8 (10/22), and week 11 (11/12). This discussion will focus on practical instructional problems that require application of the ideas in the readings. You should make at least 2 contributions to the discussions of instructional problems each week. As with the discussions, I expect that you will not just be counting contributions but rather be participating meaningfully in the discussion. Evaluation will be based on the number of contributions as well as the quality of your contributions.

Requirement: You must post both your own answer and response. To sum it up, you need to post 2 postings (2 postings).

### **3. Final Paper (40%)**

**Research/Theory Review Paper.** This is a paper that reviews research on a specific topic related to the course. The paper explores a particular issue in greater depth. The paper also references additional articles and resources on the topic that you have selected. The paper summarizes and introduces the concept under study, highlights the main issues in the field, presents contrasting points of view and debates in the field. In the paper's conclusion, you could apply relevant issues to a real world context, extend the topic to a new setting, or recommend future directions or avenues for research.

You should submit three drafts on 10/1, 11/12 and 12/13 through CANVAS. You will receive feedback on your first Topic paper and Outline.

- (1) **Topic:** 10/1 (Friday). Submit a one-paragraph summary of proposal for final paper with 10 references. 1 page. 5 points
- (2) **Outline:** 11/12 (Friday) Submit the outline of your final paper (e.g., table of contents and reference). 1 page. 5 points
- (3) **Final Draft:** 12/13 (Monday) 5pm. Submit the final paper. 10 to 15 pages in length (double spaced, Times New Roman 12 point font or Arial 11 point font). 30 points

### **Paper Guidelines**

Here are some guidelines as you write the instructional analysis and the class paper:

- Conciseness – try to write in a simple, clear, and non-repetitive way.
- Completeness and depth - present the necessary amount of detail to support your points. Write as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic. Bring in psychological evidence and justify your view using psychology, not rumors or anecdotes.
- Independent, balanced judgment – go beyond the information presented by others. Be critical, seeing both strengths and weaknesses and support opinions with your own reasons.
- Attention to professional style and ethics. Quotes must have appropriate references. When paraphrasing you still **MUST** acknowledge the original work. **Plagiarism will be addressed in accordance with the University policy.** Here's a thinking tool to help you decide whether you have quoted inappropriately. Imagine that Google had every word ever written on its servers (all published and unpublished writing, from all of history through this moment). Would a Google search on any extended phrase or clause in your document yield a hit? If so, there is likely to be a problem.
- Critical reading – are you evaluating strengths/weaknesses of the material you are reading? Are you being objective in your discussions of the material?
- **APA format:** write a reference page in APA format.

### **Academic Integrity Policy:**

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at [http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_2013.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf)

### **Office of Disability Services:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.