**EDUC-P 540**  | **Learning and Cognition in Education**
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Section 12226  | Thursday 1:00–3:30 pm
Fall 2009  | ED 1006

**Course Description**  
P540 Learning and Cognition in Education (3 cr.)  
Survey of theoretical positions in the areas of learning and cognition, with emphasis on their relevance for the design of classroom learning situations.

**Professor**  
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**Office Phone**  
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**Office Hours**  
Monday & Wednesday, by appointment

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**UNIVERSITY POLICIES**

**Disability**  
If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services by **September 24**.

Disability Services determines accommodations based on documented disabilities. To contact Disability Services, call 1-812-855-3508 or view their website at:

http://www.indiana.edu/~iubdss/

**Religious Obligations**  
If you will need to miss a class due to religious obligations, please submit to me an accommodations request form by **September 24**.

Accommodation request forms are available on the web at:

http://www.indiana.edu/~deanfac/holidays.html

**Withdrawal**  
The last day to withdraw without the course appearing on your transcript is **September 4**.

The last day to withdraw with an automatic grade of W is **October 28**.

After this date, the Associate Dean for Graduate Studies will only authorize late withdrawals in extraordinary circumstances.
# COURSE CALENDAR

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READINGS

Overview
Readings should be read before each class.

Copies are on two-hour reserve in the Education Library.

Required Text

Recommended Text

COURSE PROJECT

Overview
This course revolves around designing learning interventions deeply grounded in learning theory.

Designing a learning intervention is not simple! The process involves:

1. defining your learning objectives,
2. interpreting your objectives in terms of a learning theory,
3. determining what the theory says must happen for learning to occur, and
4. figuring out how you will make that happen in your intervention.

Outline
Broken down further, this process requires seven steps. In each of the writings associated with the course project, you must describe all seven:

1. **Problem**
   Describe the situation facing your learner.

2. **Prior Ability**
   Describe how your learner copes with the problem before your intervention.

3. **Summative Ability**
   Describe how your learner copes with the problem after your intervention. This is your learning outcome.

4. **Cognitive Processes**
   Using learning theory, explain your learner’s:
   a. Prior ability;
   b. Summative ability.
5. Learning Process
   *Using learning theory*, explain the change in your learner’s cognitive process.

6. Learning Requirements
   *Using learning theory*, describe the things that must happen to your learner for the learning process to occur.

7. Design Principles
   Describe how you could satisfy each learning requirement during your intervention.

ASSIGNMENTS

Submission
All assignments are due *Thursday at 1:00 pm* before class begins.

Writing must be submitted electronically through Turnitin.com in *Microsoft Word format* (.DOC or .DOCX). Other file formats (e.g., .WPS, .PDF, .RTF, .TXT) cannot be accepted.

Revision
All assignments may be revised an unlimited number of times until *Tuesday, December 15, at 10:00 am*.

Writing Format
Please *double-space* to facilitate comments and feedback.

There are no additional specifications for margins, font size, organization, etc.; make choices that strike you as *professional*.

Likewise, there are no length requirements; you should write an *appropriate amount* given what you want to say.

Me
In a *class presentation* and on your *Oncourse profile*, tell us:

1. your name
2. your program
3. all the places you have lived
4. one *unique thing* you have done

* Your unique thing cannot be the same as anyone else’s. I reserve the right to disqualify any unique thing as not being interesting enough.

Syllabus Quiz
Complete a brief *multiple-choice quiz* on the letter and spirit of the course syllabus.

The Syllabus Quiz will be available through SurveyMonkey.com at a URL to be determined.
### Learning Objectives

In *writing* and in a *class presentation*, describe:

1. with whom you want to intervene
2. what you want them to learn*
3. why you want them to learn it

* Within a topic of your choosing, describe at least five different kinds of learning outcomes from the taxonomies of Bloom and/or Gagné.

### Plagiarism Test

Study the information on this website:

http://www.indiana.edu/~istd/

When you are ready, take the Plagiarism Test *using your IU network ID*.

Print the *confirmation certificate*, containing your IU network ID, and bring a copy to class.

### Behaviors

**Information**

- Goals
- Concepts
- Schemes
- Models
- Actions
- Practices

In *writing*, choose one or more learning outcomes of the type indicated within your chosen topic and complete the *seven steps* described above in the Course Project Outline.

During the week following each submission, you will *peer review* two of your classmates’ writings. You may choose to do this anonymously.

### Intervention

In class, conduct a *learning intervention* with one or more of your classmates.

Assemble the intervention from those developed and described in your course project writings (see above).

I do not expect dramatic learning to occur over the course of your short intervention. However, you should make a genuine effort to help us learn something legitimately.

If you are concerned your chosen topic is “too easy” for us to learn, do not overestimate our abilities. I assure you we have forgotten 90% of everything we’ve ever learned including topics from elementary grades.

You may use any materials, technology, presentation formats, classroom configurations, etc., that you would like. I will be available to serve as an assistant, facilitate the use of technology, and/or play the role of an additional learner.

Afterward, be prepared to justify the design of your intervention with respect to learning theory.
Evaluation

Complete a brief *multiple-choice and short-answer survey* to evaluate me and the course.

The Evaluation will be available through SurveyMonkey.com at a URL to be determined.

Complete the survey by *Monday, December 21, at 3:00 pm.*

GRADES

Overview

I am evaluating you on your growth toward being a *respectful, professional, and proactive* member of the educational community.

There are no points. There are no single moments, opportunities, or mistakes upon which your grade hinges.

Respectful

Definition

Gracefully giving and receiving constructive feedback that focuses on content and not the person; taking the course seriously

Antonyms

Mocking; disparaging; accusing; blowing off

Opportunities

- giving and receiving feedback during class
- giving and receiving feedback during peer review
- when someone says something really stupid, sexist, racist, or ignorant
- when I make a decision that you don’t like

Grade Policy

Any act of disrespect toward a person results in a grade at the C level (i.e., C+, C, or C–).

Having any incomplete assignments after *Tuesday, December 15, at 10:00 am* results in a grade of F.

Professional

Definition

Taking personal responsibility for situations; accepting the consequences of your decisions

Antonyms

Making decisions about class without my input; making excuses; asking for special treatment
Opportunities

- when you need to miss a class
- when you’re running late
- when you aren’t going to finish an assignment on time
- when you have an accident or hardship

Grade Policy

Being consistently professional results in a “+” grade (i.e., A+, B+, or C+).

Being occasionally unprofessional results in a straight grade (i.e., A, B, or C).

Being repeatedly unprofessional results in a “–” grade (i.e., A–, B–, or C–).

Proactive Definition

Actively seeking opportunities to learn; putting in extra time and effort to produce the best papers and presentations possible

Antonyms

Coasting; gaming the system; doing the least amount of work possible to get the grade you want

Opportunities

- giving feedback to others
- responding to feedback
- asking for and giving help
- contributing to the course wiki
- revising assignments

Grade Policy

Being consistently proactive results in a grade at the A level (i.e., A+, A, or A–).

Coasting, including being proactive once or twice to guarantee an A, results in a grade at the B level (i.e., B+, B, or B–).