

EDUCATIONAL PSYCHOLOGY 1350

EFFECTIVE LEARNING

COURSE SYLLABUS

For the Blackboard course please follow the link below (current student only)

<http://courseinfo.mediasrv.swt.edu/>

PURPOSE

The purpose of EDP 1350 - Effective Learning is to enable you to develop effective learning skills and strategies. The course includes a balance between didactic theoretical underpinnings and the experiential application of learning strategies. You will have opportunities to transfer and apply these skills and strategies across academic programs. The course is divided into a four-part model, and each part overlaps the other to form a strong framework to foster your understanding of the learning process.

COURSE DESCRIPTION AND OBJECTIVES

The Effective Learning Model consists of self-assessment, self-regulation, cognitive theories and strategies and self-change. Section one of the course introduces you to several powerful learning and personality theories and assessment tools. Section two posits a model of self-regulation using self-monitoring, achievement goals and motivation principles. Section three focuses on cognitive memory theories and the implications for learning strategies. Section four enables you to complete a project based on cognitive behavior modification principles.

Part I - Self-Assessment of Factors That Impact Learning

You will formulate a clear portrait of yourself as a learner by completing three inventories and using the data from each to deepen your understanding of your learning strengths and weaknesses. Weinstein's *Learning and Study Skills Inventory* will help you assess your preferred learning strategies. Kolb's *Learning Styles Inventory*, based on his theory of experiential learning, will introduce you to the concept of differing learning preferences. The *Myers-Briggs Type Indicator* will show you how personality type directly influences values, decisions, and communication styles. Finally, you will begin to explore your motivation through Weiner's Attribution Theory.

Part II - Self-Regulation for Learning

Self-regulated learning is a way of approaching academic tasks through experience and self-reflection. By doing this, you will develop greater awareness of your own behavior, motivation and cognition. You will come to understand self-regulation by setting achievement goals, using self-monitoring techniques, investigating your motivation, using principles of self-discipline, and utilizing time planning. Of particular interest will be Scott Peck's *Four Tools of Discipline*, Stephen Covey's research on time management and the *Heuristic Model of Motivation*. This section also addresses assessment/testing strategies and suggestions for writing in-class essays.

Part III - Cognitive Theory and Strategies for Learning

An information-processing model of cognitive learning is the primary theoretical basis of this section, but other related theories will be explored. Your goal will be to transfer successful strategies of learning across academic programs by using techniques appropriate for different types of academic pursuits. You will learn techniques to memorize information at the surface level and then process the information at deeper levels using elaboration techniques such as networks and maps. You will have opportunities to share new techniques of learning with your classmates in this section of the course. You will also study William Perry's theory on how intellect and moral values develop and the implications such development has on how we study and learn.

Part IV - Self-Change Strategies for Learning

The fourth section of EDP 1350 will present a model of cognitive behavior modification and maintenance. You will design a project based on research and theory, present that research and design in a scholarly format, and evaluate the results. During your research, you will learn to use different database computer programs and become more familiar with Internet resources. Operant conditioning, reinforcement theory, positive self-talk, and collaborative partnerships are the focus of this section as you learn techniques to modify academic behaviors.

GRADE ASSESSMENT

Your grade is based on 1,000 points. Academic dishonesty will result in a grade of "F" for the course.

A=900-1,000 B=800-899 C=700-799 D=600-699 F=below 600

ATTENDANCE

There is a strong correlation between class attendance and college success. Your class involvement enables you to learn more actively and effectively; therefore, class attendance is essential.

I do not distinguish between excused and unexcused absences even if you become ill or have family emergencies.

You must sign the roll sheet every class day to be counted as present. You may miss four classes without penalty; however, I suggest you save these absences for emergencies. Avoid arriving late to class to avoid disrupting our learning session. Two late arrivals equal one absence. Once you are absent, it is your responsibility to receive the missed class lecture information from another student.

Absences: 5 absences will result in -50 points; 6 absences will result in -100 points; 7 absences result in an automatic F in course.

If you do have to miss several classes, it may be best for you to reschedule EDP 1350 next semester. Once you have missed five classes (2 1/2 weeks of course work), please make an appointment with me so we can try to determine if you can successfully pass the course.

TEXTBOOK

Study & Learning: The Development of Skill, Attitude and Style by Herlin, Albrecht-Munk, and Bell.

ASSESSMENT INSTRUMENTS

Learning and Study Strategy Inventory by Weinstein (Please buy two)

Learning Style Inventory by Kolb

Myers-Briggs Type Indicator by Myers and Briggs

Introduction to Type in College by Ditiberio & Hammer

READINGS ON RESERVE (Alkek Library Reserve Desk - 4th Floor)

The Road Less Traveled by Scott Peck. This book is also available at the university bookstore for purchase. We will cover pp. 1-78.

The Cognitive Psychology of School Learning by E. Gange. We will cover pp. 8-14.

Learning to Change by Martin and Poland. We will cover Chapter 2, pp. 12-32, "Basic Principles of Learning: Changing."

Handout Packet for EDP 1350

SELF-REFLECTION / JOURNALS

A typed journal is required for EDP 1350. The journal questions allow you to reflect on the major themes of our course. You will critically analyze your thoughts and feelings on your skills, behaviors, and attitudes as a college student and on the course content. Processing course content is a vital step in the learning process.

Number and then type each journal question (single space) and then type out your response (double space). Please use a standard font size. College professors require approximately 250 words per typewritten page. Each question will take about a full page to answer completely. I am looking for your ability to critically reflect on each question with details and analysis. While journal writing is more informal than other types of writing, correct grammar and spelling are expected. Do not turn in sloppy work.

Your journal questions will be collected for review throughout the semester. Turn in your journals in a folder. Include a typed title page with each journal submission.

EXAMINATIONS

You will have four examinations throughout the semester. The exams will test your recall and comprehension from the assigned readings, class lectures and activities. I strongly suggest that you read and take notes over your textbook assignments. Class attendance and participation are also necessary to master the material. The exams will also test your knowledge through application, analysis, synthesis and evaluation of the course material.

The exams will consist of multiple choice, matching, short answer and essay type questions. Each exam is worth 25% of your grade. I will drop the lowest of your first three test grades. An SWT Scantron (full page) and a Blue Book are required for each exam.

If you must miss taking an exam, that score will be dropped. I do not give make-up tests. I strongly suggest that you do not miss more than one examination.

Students with documented disabilities, registered with the Office of Disability Services, can request special testing arrangements such as extended testing time.

GRADING

Test 1 - 250 points - 25%

Test 2 - 250 point - 25%

Test 3 - 250 points - 25%

Final Exam - 250 points - 25%

Journal Responses - 250 points - 25%

I will drop the lowest of your first three test scores.