Course outline:

UNIT I: BRIEF INTRODUCTION TO DEVELOPMENT
UNIT II: INTELLIGENCE, CREATIVITY AND LEARNING STYLES
UNIT III: THEORIES OF LEARNING
UNIT IV: VIEWS OF SELF-REGULATED LEARNING

General Purpose:

The general purpose of this course is to provide a graduate-level investigation into the applications of educational psychological theory and research to addressing critical problems, challenges and opportunities in the field of education.

Objectives:

Three general objectives of this course are to:

- Foster a learner-centered approach to learning and instruction
- Provide experiences that will assist you in your professional development
- Foster a collaborative learning community
**Required Text:**


In addition to the aforementioned text, a collection of readings will be assigned.

**Grade Requirements:**

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>90 percent of possible points and excellent attendance and participation</td>
</tr>
<tr>
<td>B</td>
<td>80 percent of possible points and at least good participation</td>
</tr>
<tr>
<td>C</td>
<td>70 percent of possible points</td>
</tr>
<tr>
<td>D</td>
<td>60 percent of possible points</td>
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A final grade of "A" in the course represents excellent quality work throughout the course that has consistently gone above and beyond the course requirements and reflects a deep-level conceptual understanding on the part of the learner. It is possible to earn 90% or above mathematically, and receive a B due to less than excellent attendance and participation.

**Attendance Policy**

You are strongly encouraged to attend each class and to actively participate throughout the course. I realize that situations may arise that are beyond your control, such as funerals, illness, family emergencies etc. Therefore to accommodate these emergencies, everyone in the class is excused from one class with no questions asked. However, due to the condensed timeline of the 5-week summer session, additional absences beyond one may negatively impact your final grade in the course.
Evaluation Criteria:

30% Unit Reflections

<table>
<thead>
<tr>
<th>Personal reflection #1</th>
<th>Due Wednesday May 28</th>
<th>Piaget and Vygotsky</th>
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<tbody>
<tr>
<td>Personal reflection #2</td>
<td>Due Wednesday June 4</td>
<td>Intelligence, Creativity and Learning Styles</td>
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<tr>
<td>Personal reflection #3</td>
<td>Due Monday June 16</td>
<td>Behavioral, Cognitive and Learner-centered Constructivist Theories</td>
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25% Presentation Based on the Readings

Starting with Class 2- Wednesday May 21, there are readings assigned for each class. While you are expected to read the assigned readings for each class, you will also choose one class and develop expertise on the readings for that class so that you can facilitate a class discussion based on these readings. Depending on the final number of students enrolled in the course, you will do this presentation in groups of 1-2.

Your goal is to engage the class in an active discussion (this part is not a lecture-based presentation) of the readings assigned to the class. You may want to develop discussion questions to help you to facilitate the class discussion. Your objective is to make sure that the class develops a deep-level understanding of the readings through active participation and discussion. Please try to actively involve all of your classmates in your discussion. You may want to use role-plays, debates, activities, discussions, projects etc. to actively engage your classmates in your lesson.

In addition to engaging the class in a discussion about the assigned reading(s), you will also choose 2 additional articles from the reference section of your assigned reading(s), or other articles that are related to your topic. You will present this information to the class following the discussion that you facilitate to help the class to further develop their knowledge base on this topic. Please type and distribute an annotated bibliography (one page summary) of each of these chosen articles to the class.

15% Jigsaw Presentation

On Wednesday June 18, we will be covering Academic Self-Regulated Learning. We will start the class with a discussion of the required reading(s). Then, to further supplement this information, small groups of students will be responsible for presenting a related article from the list of additional readings. We will decide early in the course who is presenting each article. Please be prepared to engage the class in a discussion based on your article (discussion questions might be
helpful), and please plan to type and distribute an annotated bibliography (one page summary) based on your article to the class. Depending on the final number of students enrolled in the course, these presentations will be done in groups of 1-2.

**30% Final Research Paper and Presentation**

You will be required to write a 10-15 page research paper on a topic that is of interest to you and relevant to the course material. Your paper should include both references that were covered in the course, as well as references that were not covered in the course. Your references should include at least 10 journal articles. If you are currently working on a thesis or dissertation, you are encouraged to write a research paper that is related to your thesis or dissertation research. You may not turn in a research paper that you have written for a grade in another class. Your paper should be written in APA format. Please clear your topic with the instructor. Your final research paper is due on Wednesday June 18.

**Additional Notes:**

Late work will not be accepted.

This syllabus was typed on Thursday May 15. The dates on the syllabus may need to be adjusted due to unforeseen circumstances, such as in the event that the class is getting behind etc.

Students who need special accommodations should make an appointment to discuss the Accommodation Memo during office hours as soon as possible. If you do not have an Accommodations Memo during office hours as soon as possible. If you do not have an Accommodations Memo, contact Dr. Kelly Haynes, Director, Program for Students with Disabilities, in 1244 Haley Center as soon as possible. Telephone: 334-844-5943.

All portions of the Auburn University Honesty Code found in the Tiger Cub (Title XII) will apply in this class.

Due to the potential incompatibility of word processing programs and formats, and the potential for the transmission of viruses, absolutely no work for the course will be accepted as an e-mail and/or as an e-mail attachment, or on a disk. All graded work must be printed off by you and delivered to me in hard copy format.
Class 1- Monday May 19 Introduction

- Syllabus/ course overview
- Introductions

Class 2- Wednesday May 21

UNIT I: BRIEF INTRODUCTION TO DEVELOPMENT

1) Santrock Chapter 2- Physical and Cognitive Development
2) Santrock Chapter 3- Social Contexts and Socioemotional Development

Class 3- Monday May 26
No class - Memorial Day Holiday

Class 4 –Wednesday May 28


Personal Reflection #1 Due - Compare and contrast the theories of Piaget and Vygotsky along with their applications for instruction

Please note, there is a lot due on this date, so try not to put everything off until the last minute 😊
**UNIT II: INTELLIGENCE, CREATIVITY AND LEARNING STYLES**

*Class 5 – Monday June 2*

Santrock Chapter 4- Individual Variations

*Class 6 – Wednesday June 4*


**Personal Reflection #2 Due - Discuss multiple intelligences, creativity and learning styles along with the implications of each of these for instruction**
UNIT III: THEORIES OF LEARNING

Class 7- Monday June 9

Theories of Learning: An Overview…


[This chapter covers some of the prominent learning theorists of the 20th century along with the implications of their works: James, Dewey, Mead, Watson, Skinner, Chomsky, Bruner, Simon, Dreyfus, Vygotsky, and Lave].

Please don’t be intimidated by the Bredo reading, it gets a little deep, but is the best overview I’ve found, and is also the most difficult assigned reading in the course, so hang in there!

Class 8- Wednesday June 11

1) Santrock Chapter 7- Behavioral Approaches, Social Cognitive Approaches and Teaching


Class 9- Monday June 16

1) Santrock- Chapter 8- The cognitive information-processing system.

2) Santrock Chapter 9- Social Constructivist Approaches, Domain-Specific Approaches, and Teaching (Note: Read pages 317-328).


Personal Reflection #3 Due - Compare and contrast the behavioral, cognitive and learner-centered constructivist approaches to learning and instruction. Discuss examples of how you use each of these approaches in your own classroom/career.
UNIT IV: SELF-REGULATED LEARNING

Class 10- Wednesday June 18

An introduction to self-regulated learning…


Self-regulated learning Jigsaw article presentations…


All work for the course must be turned in by 5:00 pm on June 18th.